



Higher Education Strategies for **GLOBALY NETWORKED LEARNING**

Colleges need to prepare students for futures in an interconnected world and to thrive amid the challenges of globalization. Typical campus strategies focus on mobility, i.e. faculty exchange for professional development and research, recruiting international students, study abroad for students and increasingly service-learning or internships overseas. Institutional partnerships provide administrative anchors. Dual degrees provide curricular anchors. Yet the gaps are formidable. Do they create deep ties to the curriculum? Do they offer strategic opportunities to connect international resources on campus? Most importantly, do they reach most students? In the US, only 1% of all students are able to participate in study abroad and even in Europe with its major push, only 5% can participate.*

Globally networked learning addresses these gaps for all types of colleges. It can expand the core teaching resources on campus and integrate more students into robust intercultural engagement, while also strengthening student (and faculty) ability to use technology in formal coursework with the advantage of working in multicultural teams. Being campus-based, it provides a “two-country course” led by faculty locally and overseas, an immersive experience to any enrolled student, using for-credit coursework with technologic and international boosters.

Value for faculty

- Significant professional development experience, expanding critical insight into the intercultural assumptions of their own fields and approaches
- Develops and deepens nurturing collegial networks beyond the classroom
- Increases value of language and international faculty resources beyond the normal departmental reach, supporting other faculty who stretch to meet student demand for more international engagement in their own fields

Value for students

- Understanding issues of global significance, engaging with other cultures, effectively communicating with others outside their familiar environment
- Learning how to communicate in formal intercultural and virtual settings, beyond their “virtual engagements in the wild” like gaming, skype, etc.; forming peer networks
- Key new world “survival skills” such as collaborating across networks, accessing and analyzing information, critical thinking and judgment, functioning in cross-cultural teams
- Keen insight into language and cultural variations and ability to reflect critically on and understand one’s own culture and assumptions, gaining skill in parsing other cultures

Value for colleges

- Meets key institutional drivers, often in accreditation – diversity with exposure to other cultures, promoting active experiential learning among students, attracting students
- Develops and deepens international partnerships and creates new bridges to local partners, eg, employers and donors ready to support new ties to their overseas partners.
- Provides true virtual mobility at reasonable cost. Is integrated into the college’s core learning processes and standards. Complements other distance education endeavors.

* NAFSA using 2013 data, roughly 1% of all students enrolled in the US and 10% of all US college graduates



In a nutshell, how Globally Networked Learning works. Two faculty from two different colleges in different parts of the world (say Jamaica and Ohio) work and teach in the same field, say Civil Engineering (Hydraulics), and use similar approaches. They each normally teach a course that has strong areas of overlap, say “Flood Control” or “Groundwater Remediation.” They and their students will benefit by drawing on their different histories and cultures while being in English-speaking countries. They adapt the learning aims for the shared course to incorporate the lessons of working in another culture. They work with their campus e-learning staff to prepare a mix of learning situations, i.e., full class video-conferencing, individual and team tasks using social media, etc. Students enroll at and pay tuition to their own campus.

All types of colleges and universities have had success with GNL as an internationalization strategy. Community colleges and minority-serving first generation colleges are notable for GNL’s success in attracting and energizing students and faculty around international themes.

- Middlesex CC and La Salle University – Marketing and Sustainable Enterprise Development
- Corning CC and Actors College of Theater and Television, Australia – Voice and Movement

There are many variations ranging from sharing a module within a course to a two-semester fully interactive course with as many as three partner schools. Humanities and arts/professional faculty have taken the lead. Social Science, Business, Engineering and others can also bring the power of intercultural and cross-national perspectives to their students and institutions.

Getting started with a vibrant international program. Gazelle can help launch a Globally Networked Learning program for your campus. With the advice and guidance of the leadership, we would work with your academic deans and faculty to develop and run a set of two-country courses. Gazelle would provide initial workshops to engage faculty and identify likely courses to pursue; help them and campus leadership to identify faculty teaching partners and partner institution support; coach faculty in developing the courses often over the summer. Ideally, the faculty would have the opportunity for field trips and direct meetings with faculty who have conducted these courses on other campuses. We would provide a clear and simple assessment to understand what works and what doesn’t; where there is added value and cost; and a rationale for next steps. We will help identify ways GNL can connect with the larger curriculum, provide lessons for other parts of the university and support larger strategic and funding priorities.

I would be honored to help your campus pursue its international and global goals.

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