

COIL Institute for Globally Networked Learning in the Humanities

Course Development and Implementation Case Study

10. Ghana - USA: Introduction to Global Citizenship

Abstract

In the Fall semester of 2012, Lehigh University, Drexel University, and University of Ghana-Business School collaborated in a unit related to social responsibility in the fields of education, business, and global citizenship. The purpose was to develop shared understanding of philosophy and history of social responsibility so that students could apply those lessons in their particular context. The courses were comprised of students of diverse ages, backgrounds, and academic levels, adding to the richness of experience each brought to the course. Through use of Moodle as the technological mediator, students had the opportunity to talk in forums across borders, share information on a collaborative Google Map, and share findings of asynchronous interview projects.

Lessons we hope to share with the other teams are ones emphasizing flexibility, effective communication, and working around logistical challenges to collaboration. Through both the successes and the challenges, the teams learned valuable information on maintaining international partnerships, and those lessons will inform future collaborations. While this experience was certainly positive, we wish that the challenges of time, unreliable internet access, and managing heavy workloads were less so we could have done even more with the course. In short, the team experience was a positive and enriching one, and a partnership that could lead to potential future collaborations.

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Section 1: General Course Information

1. Courses

Course Title	Institution(s)	Discipline	Academic Level
Introduction to Global Citizenship	Lehigh University	Interdisciplinary Studies	First Year/Freshman
	Drexel University		
	University of Ghana - Business School		

2. The team

Team Member #1	
Name:	Tina Richardson
Role on Team:	Faculty
Institution:	Drexel University
Position at Institution:	Associate Dean
Department and/or Program:	Goodwin College of Education
Team Member #2	
Name:	Ilena Key
Role on Team:	Instructional Designer
Institution:	Lehigh University
Position at Institution:	Team Leader
Department and/or Program:	Library and Technology Services
Team Member #3	
Name:	Sarah Stanlick
Role on Team:	Faculty
Institution:	Lehigh University
Position at Institution:	Interim Adviser
Department and/or Program:	Global Citizenship Program
Team Member #4	
Name:	Daniel Ofori
Role on Team:	Faculty
Institution:	University of Ghana Business School
Position at Institution:	Faculty
Department and/or Program:	Business School
Team Member #5	
Name:	Daniel Ofori
Role on Team:	Faculty
Institution:	University of Ghana Business School
Position at Institution:	Faculty
Department and/or Program:	Business School
3. When?	
Fall 2012	

4. Number of students enrolled from each institution

Lehigh University - 23 First Year Students

5. Is this typical for classes of this type?

For Lehigh's cohort, they are part of a special certificate program that normally admits 20-25 first year students each year.

Section 2: Issues of Language

6. Language(s) of instruction at each institution
English
7. Primary language of most students in each class
English
8. Language of course collaboration
Yes
9. Language fluency
Highly fluent
10. Language proficiency difference
Common language skills were not a barrier to successful implementation of the class work.

Section 3: Curricular Information

11. Online or blended?
The Lehigh and University of Ghana Business School courses were face-to-face with a technological complement of an online course management system with discussion boards. The Drexel course was entirely online.
12. Duration
6 Weeks

Section 4: Asynchronous Technologies Used

13. Tools
Moodle was the LMS used to support the class structure and student interactions. We also used Google Maps to create a visualization of participant's hometowns.
14. Server location
Lehigh hosted the Moodle interface, with Drexel and U-Ghana Business School given login information to connect to the system.
15. Technical problems
The tools themselves were not a problem, but the unreliability of electricity and computer space time for the students in Ghana inhibited a more robust interaction that was originally planned.
16. How often during the collaboration did the classes engage each other on a classroom level using these asynchronous tools? How often were students expected to login and use these asynchronous tools outside of class?
Asynchronous tools were a huge help, as students who could not easily access technology were able to connect on their own time and contribute to the discussion boards.
17. Re-use
The tools were necessary parts of our experience, as synchronous aspects of the project were challenged by infrastructure issues such as rolling blackouts and unreliable internet capabilities. Through the use of asynchronous tools, students could engage with one and other on their own time schedule and when the technology cooperated accordingly. Furthermore, the age and variability of student circumstance (full-time, part-time, online, face-to-face, etc.) was a challenge that could easily be overcome through the technology-mediated, asynchronous design of the program.

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