COIL triangle of internationalization: Connective Multicultural Learning

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Objectives of the workshop

Participants will learn:

- How to create an e-learning based internationalization triangle
- Basic elements of a Connective Multicultural Learning strategy
- Varieties of (a)synchronous student collaborations
- Forms of learning outcome documentation
Internationalization Triangle
Connective Multicultural Learning Schedule 1

Formalities

- 3 Universities, 3 disciplines
  → International Perspective, Gender Sociology, Migration & Human Traffic
- Ca. 60 students
- BA level
- Mostly asynchronous student collaborations; but synchronous guest lectures

General Objective

- To combine a global agenda issue with a gender relations perspective.

Specific Objectives

- Students will compare their points of view to create a problem-centric poster regarding a selected global issue with its gender dimension.

Ex. Drug trafficking:

- Compare the drug trafficking in different countries or regions. How do drug cartels operate? What’s the role of men/ women inside the drug cartels?
  → Crime and Gender
Connective Multicultural Learning Schedule 2:

IX.- Agenda of the project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
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<tbody>
<tr>
<td>ICE-BREAKER ACTIVITY- CONNECTION</td>
<td></td>
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<tr>
<td>1) Students must join the Facebook group created for the project between Potsdam University and Tecnológico de Monterrey Campus Chihuahua. It’s called POTEC. Click on the link below to access. <a href="https://goo.gl/ImpSet">https://goo.gl/ImpSet</a></td>
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<tr>
<td>2) Icebreaker Activity I</td>
<td>Week 1 26 October-01 November</td>
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<tr>
<td>- Students must select an advertisement (commercial) video or a picture in which a characteristic of their culture is represented and describe it.</td>
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<tr>
<td>- Should at least comment (not a superficial comment) on the videos of two students from the other University.</td>
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<td>3) Select your partner for the project.</td>
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<td>- The students of both Universities need to agree on working together. They should send an email to the professors expressing their desire to work together.</td>
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<td>- If the student does not select a partner, they will be paired by the professors.</td>
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<tr>
<td>CONCEPT AND FIRST CONTACT</td>
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<tr>
<td>1) Through the Facebook group, students will be notified by their professors with whom they will be paired with (November 8, 2015)</td>
<td>Week 2 November 2-8</td>
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<tr>
<td>2) During this second week students will have their first videoconference with their partner and create a 1 minute video in which they introduce their partner to the rest of the classroom.</td>
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<td>- Students will upload the video on Youtube and share the link in the FB group before November 8th.</td>
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HANDS ON

1) Once the professors have approved the global issue with its gender dimension that want to be analyzed by the teams, students will start working on the poster. Students need to have at least two videoconferences during this two-week period. They should make print-screens of their videoconferences to show as evidence. They can work on the poster by using Google Docs or any other suitable software.
2) Professors will provide a poster rubric and some illustrative examples.

CONCLUSION

1) Professors give feedback on the posters.

Structured Collaboration:

- Professor’s and student’s interactions are quite similar → Skype sessions, work packages, online tools (google docs), tough time schedule etc.
Collaboration Plan

Ice Breaker
Partnering and collaboration incentives
Student collaboration and mentoring
Learning outcomes and process documentation
Examination and feedback
Student voices
Challenges and solutions
1. Ice-breaking Activity
2. Partnering and Collaboration Incentives

Partnering
a. **Virtual get to know:** Paired student’s first videoconference
b. **Interactive presentation:** 1 minute video of mutual partner presentation
c. **Topic selection:** Topic negotiation and professor’s approval
d. **Poster work:** self-organized team work and process documentation with screen-prints

Collaboration Incentives
a. Synchronous guest lectures
   → making scientific perspectives more clear
   → increasing engagement
b. Regularly feedback on fb group activities
3. Student Collaboration & Mentoring
4. Learning Outcomes

Refugeeism & Gender

Why is it important to view refugeeism from a gender perspective?
- Because of all the human rights that are being violated on female refugees.
- And because almost half percentage of the Syrian refugees are female.

UNHCR and other aid organizations agree that 80 of refugees and displaced persons are women and children, many of whom have experienced rape and sexual violence in their country of origin before fleeing. These women are also in danger of experiencing such violence again while being in refugee camps, during resettlement and during repatriation.

Migration and refugees

Migration
According to the UNESCO “Migrants are people who make choices about where they will live, even though these choices are sometimes extremely constrained.”

Refugeeism
What Doreen Fernandez said, “Refugee is a person who from a just fear of persecution based on race, religion, nationality, belonging to a social group or on political convictions, is outside the country of his nationality and who cannot or will not invoke the protection of this country as a result of such fears and will not return to his country.”

In the 1960s and early 1970s the phrase “migrants and their families” was a code for “male migrants and their wives and children.” The women’s movement, however, with its emphasis on the situation of women, caused some to question the one-invisibility of women as migrants, their presumed passivity in the migration process, and their assumed place in the home.

Research in the 1970s and the 1980s began to include women, but did not cause a dramatic shift in thinking about who migrated, how immigration was explained, or the likely consequences.

One of the central questions about women during this period was whether migration “modernized” women, emancipating them from their assumed female roles. Female refugees are mostly registered in the name of their male partner. The specific needs, interests and opinions of the women are ignored in most cases.

Professor Jennifer Sjulin is from the University of Sheffield’s Department of Philosophy and is who prioritizing women and children in the refugee crisis is a terrible idea.

"Nothing is too good for a trafficking victim. They are looking for illegal money."
- Sazan Brodsky, partner at Kompsera &amp; Seltzer

The idea of “women and children first”, has its roots in the idea that women, like

Modern-day forms of slavery involving the illegal trade of people for exploitation or commercial gain.
INTRODUCTION

No organization can operate correctly without the help of women, maybe they don’t participate in major tasks but still they are tasks that are still vital for its proper function.

This document was clearly made to draw in women from countries in the region to join the jihadist cause for which IS is fighting for; this document contains three main divisions which cover the issues of feminism, education and science and the role that these take in the process of achieving their cause. This manifesto was not aimed at a western audience, it was not even leaked in translation as their propaganda usually is because it would have been ineffective.

The manifesto includes arguments trying to convince Muslim women on how the role model of a western woman is wrong.

RESULTS

ISIS Narrative to Western Women

Following content analysis, three main themes were constructed from the dataset, these include:

1. Searching for honour in a dishonourable society
2. The Islamic caliphate as a means of achieving self-actualisation
3. The first step of the journey to heaven

1. Searching for honour in a dishonourable society

Joining the caliphate created by ISIS is often portrayed as means of restoring honour to one's self and that by remaining in The West, this honour cannot be attained.

“Lift your heads up high. You now have a state and a caliphate that restores your honor, your might, your rights and your sovereignty.”

(Carmon, 2014)

2. The Islamic caliphate as a means of achieving self-actualisation

Although this theme is not often referenced to directly, it is a key part of the narrative as part of the caliphate is to rebuild society.

3. The first step of the journey to heaven

The first step of the journey to heaven is to join the caliphate and to fulfill the divine mission.

ISIS Narrative to Gulf State Women

1. Sedentary lifestyle and motherhood

Women are supposed to fulfill their divinely ordained role in society to provide order. They maintain a stable society from behind and have a duty to educate, protect and care for the next generation. It is believed that this provides the only way to receive great reward from god in the hereafter. Hence the role of men is to tend for female members of the family.

2. Sensitive economic and social situation of women in the gulf states

In the evaluated manifesto it is stated, that women from the gulf states joining the IS are offered a better life and welfare. The manifesto directly addresses women in sensitive economic or social situations and offers them an outlet. They are promised health, protection, harmony and proper housing for their families.

3. Benefits of IS’ administrative authority

As well as addressing the sensitive situation of women in Saudi Arabia and other nearby states the manifesto points out the benefits of administrative authority by the IS. It targets the tensions between Shīite and Sunni communities. The IS constitutes itself as liberator and avenger of Sunni women and promises justice and punishment on courts implementing Sharia law.
# 5. Examination and Feedback

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<tr>
<th>Team Members</th>
<th>Students</th>
<th>Final GRADE:</th>
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## Evaluation Criteria

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<th>Excellent</th>
<th>Very Good</th>
<th>PROJECT</th>
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### Introduction and title of the poster
- Mentions the hypothesis of the project.
- Mentions the objectives to be achieved within the comparison.
- The title is clear.
- The title is creative.

### Body of the poster
- The problem is analyzed from different perspectives or visions. Thus meaning, it includes a connection/comparison of different perspectives or visions.
- The students were able to synthesize the information and make it appealing.
- Visualizations such as charts are used to illustrate the aim of the poster.
- It includes a comparison of at least 5 characteristics of the different perspectives introduced within the project.
- The poster is neat and clear with no grammar or spelling mistakes.
- The quotes are correctly written by using either MLA or APA

### Conclusion
- Indicates whether the hypothesis was proved or not and argues why.
- Indicates whether objectives were achieved or not, arguing why or how.
- Includes various types of learning achieved.

### Use of sources and referencing/bibliography
- Exemplary use of sources.
- Demonstrates deep/impactful command of or visual/graphic and literature drawing on an exemplary range of material.
- Words demonstrate a strong command of visual/graphic and literature.

### Conclusion
- Indicates whether the hypothesis was proved or not and argues why.
- Indicates whether objectives were achieved or not, arguing why or how.
- Includes various types of learning achieved.

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<th>2pts.</th>
<th>1.5pts.</th>
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6. Student Voices
HANDS ON ACTIVITY