A virtual international classroom for the common good

COIL X, 26 April 2016, New York

Herco Fonteijn
Faculty of Psychology and Neuroscience
Maastricht University
The Netherlands

Aulia Iskandarsyah
Fakultas Psikologi
Padjadjaran University, Bandung
Indonesia

Elif Durgel
Faculty of Psychology
Yasar University, Izmir
Turkey
• 16000 students
• 1800 academic staff

UM ranks
• 4\textsuperscript{th} in THE Top 150 under 50
• 14\textsuperscript{th} in THE Top 100 Most International Universities in the World
• 88\textsuperscript{th} in THE World University Rankings
Do people everywhere want more individual choice? More self-esteem? High subjective well-being?

Most people are not WEIRD

To understand human psychology, behavioural scientists must stop doing most of their experiments on Westerners, argue Joseph Henrich, Steven J. Heine and Ara Norenzayan.

Much research on psychology and affective processes comes from one population: WEIRD. A growing body of evidence suggests that people from the highly educated, industrialized, rich and democratic (WEIRD) societies — and particularly American undergraduates — are some of the most psychologically unusual people on Earth.

So the fact that the vast majority of studies use WEIRD participants presents a challenge to the understanding of human psychology and behaviour.

ability of IQ. This is in line with what anthropologists have long suggested: that people from Western, educated, industrialized, rich and democratic (WEIRD) societies — and particularly American undergraduates — are some of the most psychologically unusual people on Earth.

So the fact that the vast majority of studies use WEIRD participants presents a challenge to the understanding of human psychology and behaviour. If psychological studies are to generalise to all humans, they must be based on non-WEIRD samples.
Infuse cultural diversity

Turkey
in comparison with Germany and Netherlands

Indonesia
in comparison with Netherlands and Germany

Power Distance
Individualism
Masculinity
Uncertainty Avoidance
Long Term Orientation
Indulgence

Turkey
Indonesia
Germany
Netherlands

http://geert-hofstede.com
Virtual mobility for global citizenship

80 UM master students
60 UP, YA students
16 groups
Joint online introduction

Virtual team meetings
- Ice breaker
- Team charter

Collaborative problem solving
- Teams make sense of sketchy guidelines (productive confusion)
Deliverables UM: PBL materials and research/intervention proposal on humanitarian work psychology in Indonesia or Turkey

- Poverty reduction
- Social entrepreneurship
- Capacity building
- Displacement/refugees
- Disaster management
- Fair pay
- Child labor
- Coping with stress in humanitarian work
- Corruption
- Gender mainstreaming
- ...

[Image of Sustainable Development Goals]
Self-directed learning

I already read my friend’s research. Overall, they’re talking about Balinese woman motivation in working because in Bali they have a significant role as wife and as part of society. Is that fine?

I will share the paper.

Sounds super interesting! So the gender roles in Bali are very strict?

Sounds great! Really interesting.

Quite so. There is some role in society.
Monitor process (footprint)

Hello again! Here we leave some additional and more specific information that we need to have filled for Wednesday 11th in the afternoon (because we have to send weekly reports to our tutor). We need YOUR PERSPECTIVE, YOUR VIEW, YOUR EXAMPLES to make it run.

Morning guys! 😊 (I know it’s still super-early in the morning there, sorry)

Just wanna ask, do we have plan to do video chat today? If it so, fine and I don’t think that we can make it today, we’re so sorry that we have other responsibility to do.

Actually I still don’t know where is, but can we reschedule our video call to Monday or Tuesday on 10am?

We’ll send our report to you guys before Monday and we will discuss it via video call. How ‘bout that?

Sounds good to me :) :D

Good luck with your other responsibility. Ciao
How to make aid more effective?
The role of W&O Psychologists in improving aid effectiveness

Group 48
Presented by:

Global Organisation for Humanitarian Work Psychology

Understanding and supporting organised and deliberate efforts to enhance human welfare

GOHWP.org
A VIRTUAL INTERNATIONAL CLASSROOM FOR THE COMMON GOOD

Aulia Iskandarsyah, PhD
Faculty of Psychology
Universitas Padjadjaran, Indonesia
Email: a.iskandarsyah@unpad.ac.id
Why did we start the Virtual Mobility Program?

International collaborative experiences in a context of teaching and learning
How to fill in the Gap?

Learning objectives:

1. To obtain international exposure by working with people from different countries.
2. Learn about different cultures and different area of study by social and academic interactions with psychology students from another country.
3. Learn how small teams of psychology students could optimally learn and work together in a virtual setting.
What we have done?

**The Beginning**
(May 2014) MoU

**First project:**
Pilot Project (June 2014)
11 Master students (UNPAD)
13 Bachelor students (Maastricht)

**Second project:**
October 2014
26 Master students (UNPAD)
85 Master students (Maastricht)

**Third Project:**
June 2015
10 Bachelor students (UNPAD)
10 Bachelor students (Maastricht)
8 Bachelor students (Maputo)

**Fourth Project:**
November 2015
20 Master students (UNPAD)
80 Master students (Maastricht)
40 4th yr undergrad students (Turkey)
The VMP Processes

Recruitment

Preparation: Role-Playing

First Plenary meeting (Skype)

Follow up meetings (Skype)

Final Presentation

The VMP Processes
VMP procedure

- Establish a clear syllabus
  - a. Learning outcomes
  - b. Topics
  - c. Time table
  - d. Monitoring schedule
  - e. Assignment
  - f. Evaluation

- Used the Student Centred Learning (SCL) approach

- Assignment: Project based

- Encourage a self-directed learning process
Lesson learnt: Indonesian Perspective

- New network: academic and social
- Knowledge and understanding about other cultures
- Exchange knowledge on psychology curriculum and prospective career
- Exchange information about the current issues on psychology field
- English proficiency
- ICT ability
- Self-confidence
- Self-management
- Leadership
Skype meeting between students from Maastricht (NL), Bandung (IND) and Maputo (MZAQ)
Virtual collaborative problem solving: Ambiguity management

“The ambiguous project description was a challenge. Initially I was a little bit irritated, because I did not know how to start. Then I realized that this was part of the project and we as a group were meant to interpret the project ourselves by discussing about it and brainstorming. I learned to be more self-confident and to have trust in the group to come up with a joint interpretation.” (M56)
Virtual collaborative problem solving:
**Perspective taking**

“It made me realize that I have to reflect on my own behavior much more than I currently do (e.g. the Western European (female) directness might irritate people with a different cultural background).” (M46, German).”
"I heard a lot of other groups complain that their Indonesian team had trouble understanding but I think they were not patient enough and clear enough on what they wanted from them (...) This was a very new experience for me. (...) I got to know how Westerners feel and think when it comes to Eastern context." (M64, from India)
Virtual collaborative problem solving: Communication

“I think why we or I have not insisted that we need the information earlier or from a different quality was the fear to seem unfriendly or fulfill a certain stereotype by pushing them” (M72)
“Being part of a project like this makes me more aware of all the possibilities to work as a psychologist, especially in my case who changed from a marketing background because I was missing the purpose and the positive social impact that my job could have in other people’s lives.”(M17)
Virtual collaborative problem solving: Experiential learning

- Fragile swift trust deepens through predictable communication patterns, timely responses, adequate feedback, open information sharing (Henttonen & Blomqvist, 2005; Mesmer-Magnus, et al., 2011; Gibson et al., 2014)
- Perceived homogeneity, social equalization, fundamental attribution errors affect perspective taking and team performance (Mesmer-Magnus et al., 2011; Ortiz De Guinea, Webster, & Staples, 2012)
- Antecedents of and propensity to trust may vary across cultures (e.g. Ferrin & Gillespie, 2010; Ortiz De Guinea, Webster & Staples, 2012) so monitor communality, ability differences, benevolence, internalized norms, accountability (Rusman et al. 2010)
- Lack of information may affect subgroups in tight and loose cultures differently (Rusman et al., 2010; Gunia et al., 2011) yet virtual teams help reduce social pressure and create response flexibility (Mesmer-Magnus, et al., 2011)
- Social identity of groups can be made salient to build attachment (Ren, Harper, Drenner et al., 2012), but faultlines may occur (Polzer et al., 2006)
- ...

“Being in the project made the articles for this course come to life. A lot of times I could relate to what a text would say, because a similar situation happened in our team.” (M40)
Virtual collaborative problem solving: **Izmir calling**

- Communicating in English was a challenge, but students liked it.
- Academic climates and study habits differed; “Maastricht teams were always on time, very organized”; “...delivered products while we were still deciding who was going to do what”
- “Linking group activities to cultural models was interesting”
- More complaints about within-group collaboration than about international collaboration.
- Would have liked to have had more structure, joint products.
- Some humanitarian work topics were less appealing.
- Students discovered that data (e.g., on gender and labour market) are hidden or unavailable in Turkey.
\[F(1,64) = 34.06 \quad (p < .001)\]

\[F(1,64) = 61.17 \quad (p < .001)\]

\[F(1,64) = 21.02 \quad (p < .001)\]

\[r(LX, \text{reflection}) = -0.516 \quad (p < .001)\]
% UM students reporting impact on..

- It is OK if some people in the world have more opportunities than others
- I am accepting of people with different religious and spiritual traditions
- I welcome working with people who have different cultural values from me
- I consider different cultural perspective when evaluating global problems
- I see myself as a global citizen
- I am willing to defend my own views when they differ from others
- I enjoy interacting with persons from cultures different from my own

(selected items from CPI, GCI)
Lessons learned:

• Embrace diversity as resource
  » Culture
  » Academic climate
  » Digital literacy
  » Language
  » Time zones
  » ..

• Exploit digital footprint

• Global citizenship thrive on
  » Student-centered learning
  » Authentic learning environments
  » Interdependent tasks
  » Engagement?
Next

• 500+ students, 40+ teams
• Trigger engagement
• Follow-up exchange, joint student research
Thanks for your attention

Questions?

h.fonteijn@maastrichtuniversity.nl