Globally Networked Learning and Convergence Culture are COILing Cross-cultural Competencies as Soft Power

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Globally Networked Learning @ YorkU
Geographical Localisation

- Borderless Higher Education for Refugees / Centre for Refugees Studies
  - Centre for Research on Language and Cultural Contact
    - York International
      - COIL
    - Global Partnership Forum
YorkU Historical Background

- Murray Ross at a desk in a field taken for a Toronto Telegram story entitled “I’m here… now where is my university.”

- York University, a satellite campus from University of Toronto opened in 1959 (Canada's third-largest university today with 52800 students).

- Two campuses: Keele and Glendon (campus with a bilingual mission and special designation to serve Francophone community in South Western Ontario). Third campus to open in 2020, in Markham, Ontario.
YorkU Communication Campaigns

- Rethink the Possible
- The Way Must Be Tried: York Universities Bridging Communities (Celebrated the 50th anniversary of YorkU with educational undertaken in the Jane and Finch area)
- This is My Time (campaign that incorporates student profiles and those of the University's accomplished faculty and alumni).
- Open your Mind (Showcasing new ways of thinking to mobilize research and thinking across domains of knowledge)
An Academic Initiative Fund to build a bottom up Hub on GNL at York

Co-leads: Robin Roth and Dominique Scheffel-Dunand’s research interests: Space, Place, Communication, Language, Higher Education, and effects of Globalization on Thinking and Learning

Deliverables Year 1: (i) courses and degree in Geography for the Borderless Higher Education for Refugees Project; (ii) courses at undergraduate and graduate levels that will strengthen current York collaborations with institutions in the World; (iii) a platform to foster and enhance development of GNL courses at York.
Capabilities of Soft Power and Convergence Culture in Education

- Grassroots globalization is resulting in the forging of new alliances among various Higher Education groups (researchers, students, scholars, and administrators (VPs International for example).
- How to make sense and integrate the capabilities of Soft Power (Nye, 2004 and 2011) and Convergence Culture (Jenkins, 2006) theoretical frameworks to internationalize research, teaching and learning in Higher Education (at the margins or in highly competitive networked environments).
The York GNL Story: Reflecting on what we have done and why it is important

Challenges, roadblocks and successes after Year 1 for GNL and year 3 for BHER

- Instructors’ voices
- Students’ voices
- Instructional designers’ voices
- IT community’s voices
- Teaching Commons’ voices
- Administrators’ voices

DISSONANCE BUT STRONG ENGAGEMENT FOR SOCIAL JUSTICE & INNOVATION
Act Local

- to instill in the next generation the competencies they need to connect to other cultures, explore, understand and integrate the cultural specificities of the “other”.
- To enhance current GNL platform at YorkU to provide meaningful institutional partnerships and dialogues in the classroom that complement & enhance study abroad and exchange programs already in place.
- To research and design a set of foundational courses in years 1 and 2 that promote and teach Global Networked Thinking as learning outcomes.

Think Global

- to strengthen relationships with international students’ home institutions, giving them a sense of belonging and leadership in their home country or country of adoption, while studying abroad.
- To enhance the MOOCS model by merging human design and human rights models in higher education teaching and learning practices
- To promote equitable education as a vision and implement its portability as a goal to train the leaders of tomorrow
Why a Global Soft Power Capability Index in Higher Education is Important

- Higher Education can help raise the level of discussion and advance foreign and educational policies in regards to equity in education when cultivating a better understanding of how the world has changed in important ways over the last 20 to 30 years.

- Higher Education can start assessing their internal policies concerning international enrollments in terms of global exchanges and conversations with populations that are thirsty to develop their creative class (Richard Florida, 2012).

- Higher Education can start evaluate whether international enrollment is high enough to meet the needs of a Globally Networked Thinking Class that will make sense of the world now and next, by sharing our respective understanding through diverse cultural lenses.

- Higher Education can start conceptualize a Global Soft Power Capability Index and a set of typologies of soft power capabilities in terms of its education goals and policies.

- Higher Education at World level can start conceptualize a Global Soft Power Capability Index to rank universities delivering programs that educate the leaders of tomorrow in a Globally Networked Sphere or Noosphere (Pierre Theilhard de Chardin, 1922).
What will a Global Creativity Index look like?
Can we imagine it by thinking & learning under a tree?
Globally Networked Learning
@ YorkU

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