U of T Global Classrooms:
Enabling Rich Reciprocal International Learning

At U of T, we have been increasing graduate and undergraduate student access to learning abroad for the past two years. We expanded academic, research and professional experiences; introduced more short-term summer options; increased needs-based funding to reduce barriers; and began piloting "Global Classrooms."

In the Global Classroom (GC), U of T students have the opportunity to learn alongside peers in other parts of the world and to apply the knowledge and research skills they are building to shared local and global challenges. We leverage existing technology and strengths within the GC partnership. We initially conceived GC's as a blend of online and in-person experiences where U of T instructors worked with peers at U of T university partners.

As we collectively travel the road forward, we recognize the value of a GC that is fully online where students and instructors continue to work with and learn from each other without global travel. Two approaches emerged.

GLOBAL CLASSROOM VARIATIONS[1]

GC Online	GC Blended (when travel resumes)

• Partner with one or more international colleagues to collaborate on delivering courses to students at each institution. Some examples of collaboration are as follows:
   o Asynchronous or synchronous lectures or panels leveraging accessible technology
   o Sharing research papers or other digital resources
   o Student team projects
• Each institution delivers its own course of similar subject
• Students collaborate across institutions; all done remotely
   o Will likely include 1 or more guest lectures which could be pre-recorded guest lectures or live lectures posted online
   o Can use online learning platforms such as Blackboard Collaborate/Quercus (for asynchronous activity such as discussions or readings)
   o Can use tools like Zoom, MS-Teams and Skype (for synchronous activity such as meetings or lectures)
	• Partner with one or more foreign universities, each institution teaching its own course of similar subject, with an in-person component in an international location
	• May include any of the above features of the GC Online
	• In-person component can be:
	   o Low touch – visits to local spaces at destination related to the course with students from all institutions
	   o Medium touch – sitting in on lectures at the hosting university
	   o High touch – working on virtual projects and assignments together

Benefit to students:
+ Reciprocal learning by students with peers based in other parts of the world around issues of mutual interest, including tackling global challenges with international peers.
+ Opportunity to understand regional strengths and issues across the globe (e.g. comparative approaches to sustainability, research, policy and social justice...)
+ Builds global fluency through academic discussion with international peers and instructors
+ Does not require time away and travel
+ Accessible for all students who are able to work online

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[1] The nomenclature of "Global Classroom" is intentionally open to allow for variations and approaches that are discipline, regional and challenge specific.

> + Students register for courses, and pay tuition, to their home institution only. They get credit and grades from their home institution as well – no transfer credit needed.
> + TBD: Receiving transcript notation for international engagement through a Global Classroom

HOW WE CAN HELP?

Learning and Safety Abroad (at the CIE) has partnered with the CTSI to develop a toolkit and resources to assist instructors in thinking through, developing and incorporating GC into their teaching.

GC Toolkit: Draft Table of Contents

- What is a Global Classroom
- Variations of the Global Classroom
- Tools for Global Classrooms
    - Course Set-Up
        - Documenting Contact Information
        - Navigating Issues of Time
        - Navigating Issues of Technology
        - Navigating Issues of Access, Security and Surveillance
        - Gathering Administrative and International Program Support
        - Working with TA's and International Peers
    - Course Development
        - Developing Course Content
        - Cross-Cultural Considerations
    - Culture and Expectations
        - Navigating Issues of Language and Communication
        - Navigating Institutional Culture and Expectations
    - Assessment and Evaluation
        - Assessment of Learning
        - Assessing Intercultural Learning Outcomes
        - Measuring Success for Students, Teachers and Schools
        - Developing an Exit Survey
    - GC Blended Variation: More Information
        - Framework for GC Blended

Interested or curious faculty can contact Mahvish Wesley, Director Learning and Safety Abroad at mahvish.wesley@utoronto.ca. We would be happy to discuss your ideas, help you plan and build or simply explore possibilities. We look forward to hearing from you!

If you are already putting a global classroom in place, please let us know. We would love to learn from your experience and include your successes in the toolkit to share with others.

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