Empowering Students to Address Systemic Inequities Through Global Learning Integration at Home

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INTERNATIONALIZATION FOR ALL | L'INTERNATIONALISATION POUR TOUS

Session Outline

Setting the Context: Centennial College

Centennial's Signature Learning Experience

Overview of Research Project

Share Perspectives & Work Through Challenges

Brainstorm Innovative Ways to Facilitate Transformative Change

Why is this topic important to you?

What do you hope to achieve in this session?
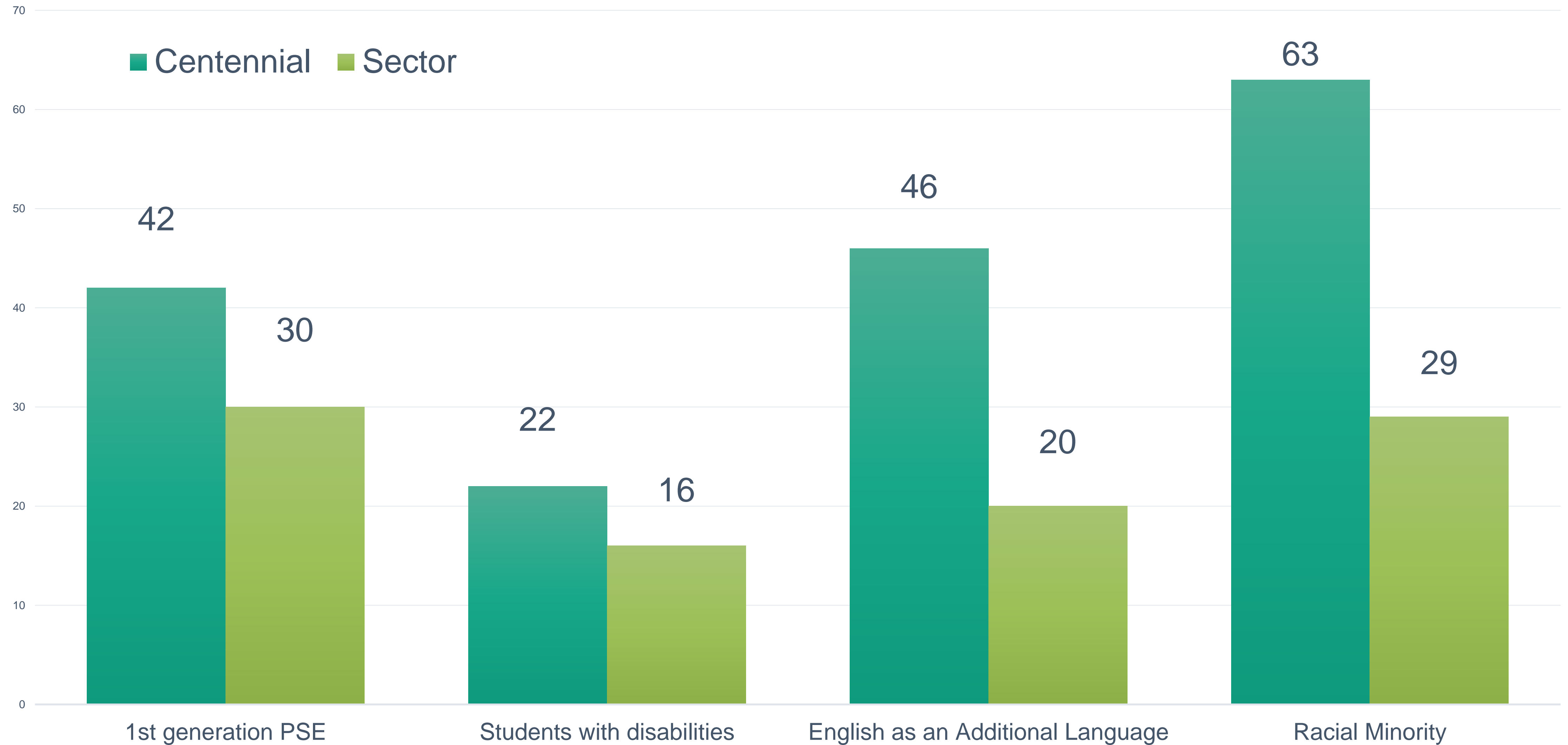
About Centennial College

Setting the Context

- Ontario's first community college, established in 1966
- Primarily serves the eastern portion of the Greater Toronto Area through 4 campuses and 7 satellite locations
- Recognized as one of the most culturally diverse post-secondary institutions in Canada
- Offers diploma, degree and certificate programs through the following Schools:
  a) Business; b) Community & Health Studies; c) Engineering Technology & Applied Science;
  d) Hospitality, Tourism & Culinary Arts; e) Transportation; f) Communications, Media, Arts & Design; and
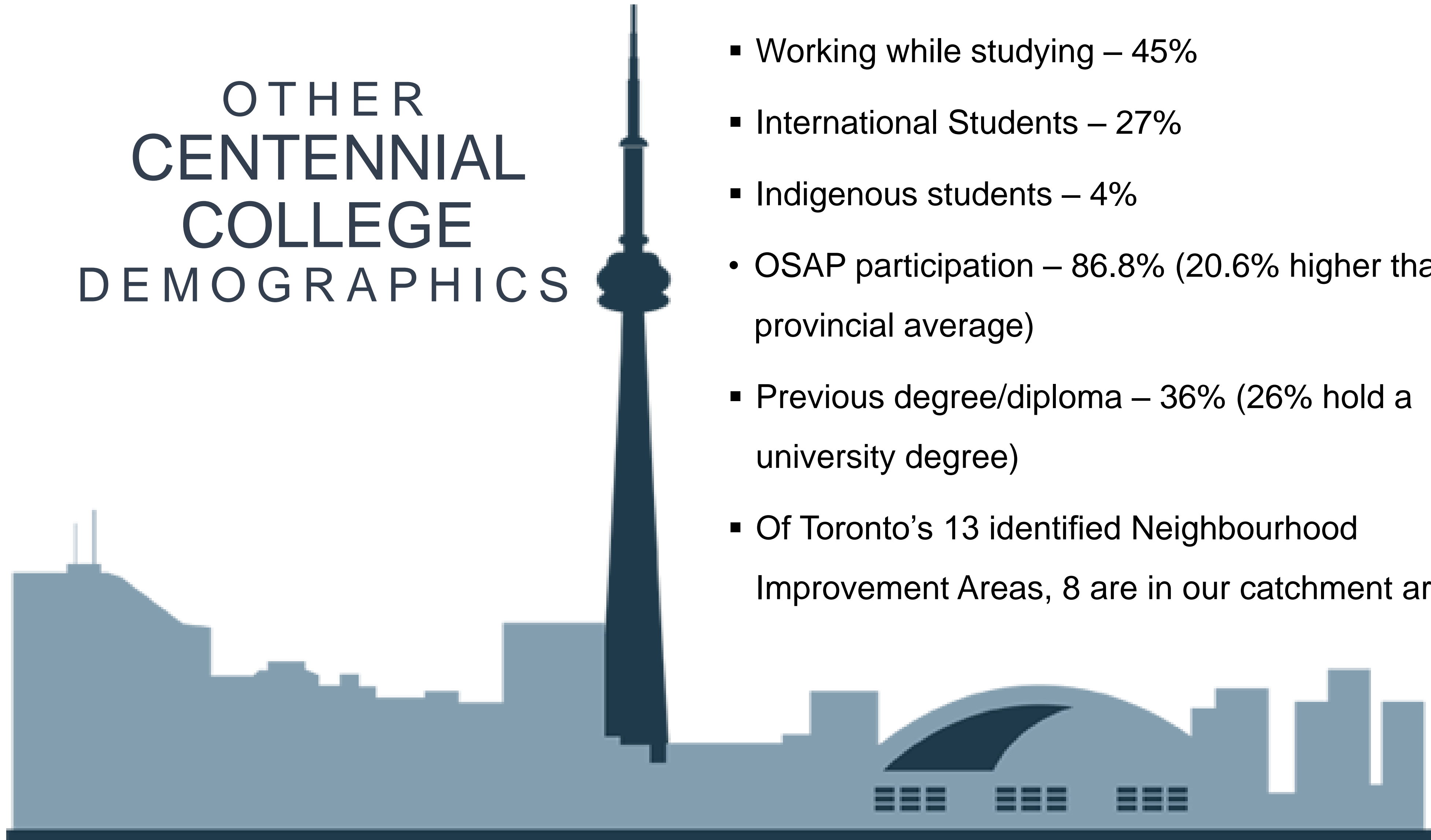 g) Advancement

Who is Centennial?

Legend: Centennial, Sector

Category	Centennial	Sector
1st generation PSE	42	30
Students with disabilities	22	16
English as an Additional Language	46	20
Racial Minority	63	29

A Closer Look

OTHER
CENTENNIAL
COLLEGE
DEMOGRAPHICS

- Born outside of Canada – 60%

- Working while studying – 45%

- International Students – 27%

- Indigenous students – 4%

- OSAP participation – 86.8% (20.6% higher than provincial average)

- Previous degree/diploma – 36% (26% hold a university degree)

- Of Toronto's 13 identified Neighbourhood Improvement Areas, 8 are in our catchment area

CENTENNIAL'S SIGNATURE LEARNING EXPERIENCE

Why the Signature Learning Experience (SLE)? Introduced in 2008, the SLE was implemented to:

Meet the learning and professional preparation needs of our diverse student population;

Prepare students to be leaders in addressing pressing global issues;

Equip students with the knowledge, tools and social capital to overcome systemic barriers; and

Empower students with the confidence and skills to obtain meaningful work for meaningful lives in a global economy

4 Core Components

Global Citizenship Learning Outcomes

GNED 500: Global Citizenship – From Social Analysis to Social Action

Global Skills Portfolio

Professional Development

Co-Curricular Learning

GCELEs
International Social Justice
Action Learning

Global Skills
For Employment
Leveraging GCE Learning

Global Academy
Social Innovation
Competition

Digital Badge
Global Perspectives
Microcredential

Conversations for
Social Change
Monthly Speaker Series

6 Global Citizenship & Equity Learning Outcomes

1: Identify one's roles and responsibilities as a global citizen in personal and professional life

2: Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships

3: Analyze issues of equity at the personal, professional and global level

4: Analyze the use of the world's resources to achieve sustainability and equitable distribution at the personal, professional and global level

5: Identify and challenge unjust practices in local and global systems

6: Support personal and social responsibility initiatives at the local, national or global level

GCE Learning Outcomes Integration

The Model Route

- Choose courses across the curriculum to integrate the 6 GCE learning outcomes seamlessly.
- Identify an introductory course (first semester) and a Summative course (last semester)

Reflective Assignments

- Create 6 corresponding reflective assignments with assessments that demonstrate students' competencies of the GCE learning outcome through reflective practice.

Course Outlines

- Update course outlines to reflect the GCE outcome chosen
- Place the value for the Reflective Assignment in the Assessment/Evaluation area of the course outlines

The Centre for Global Citizenship Education and Inclusion

Research & Scholarship

Education & Awareness

Local & Global Partnerships

Consultation & Advising

Leveraging GCE Skills for Employment

GCE Integration Research

To date, GCE Learning Outcomes have been integrated in **92% of programs**, across **422 courses**. This study is the first to measure students' and faculty members' experiences of GCE Integration and its impact on students' educational experiences.

632
Student Surveys
Completed online with chance to win a $100 gift card

22
Student Focus Group Participants
4 group discussions, one at each campus

59
Faculty Surveys
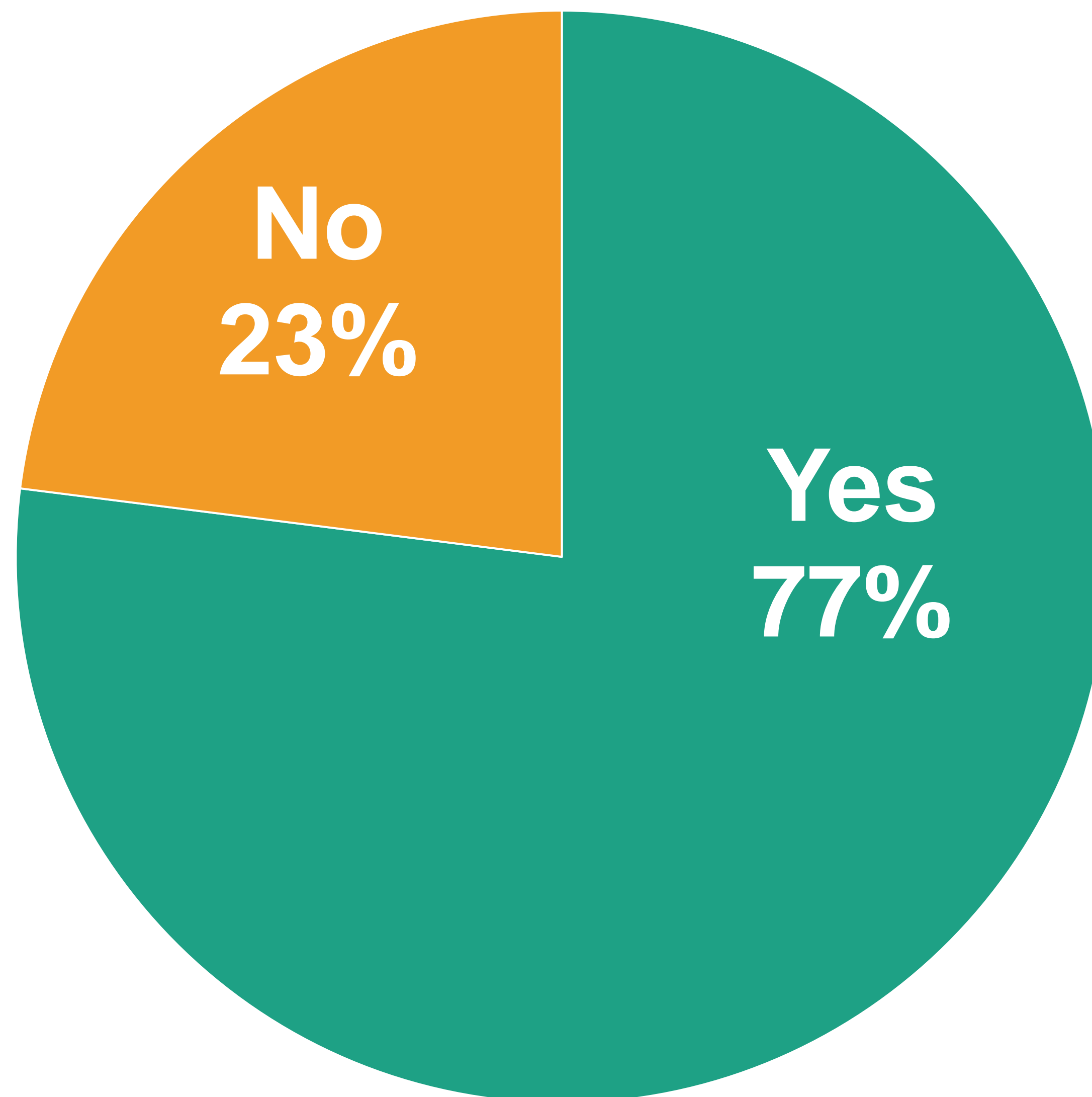Distributed online through Academic Chairs

Measuring Impact

Investigate Impact of GCE Outcomes Integration

Determine effectiveness of systemic processes

Develop collective knowledge & analysis

No
23%

Yes
77%

Did the inclusion of GCE learning in your courses enhance your educational experience?

"Yes it did enhance because it allowed everyone no matter their background to feel truly accepted and understood. It showed acceptance on a deeper level and provided additional skills necessary to be effective in the workforce in a diverse community such as the Greater Toronto Area."

"Global Citizenship Education is more than knowledge for the brain, but also for the soul."

-Centennial College student

What program are/were you enrolled in at Centennial College?

Answered: 596   Skipped: 36

Law Clerk Advanced Diploma Networking Massage Therapy
Engineering Technician Police Foundations
Child and Youth Social Service Work
Engineering Technology SSW
Social Service Worker
Office Administration Management
Fast Track Business
Community and Justice Services
Practical Nursing Broadcasting Film
Early Childhood Education
Computer Systems Technology Biotechnology
Health Promotion Marketing Community Development Work
Pharmacy Technician Motive Power Technician
Environmental Technology

"Robotics impacts the environment greatly. So we can help/hurt people living on earth in the future. Or living in developing countries today. Not to mention every workplace still has hard-to-treat discrimination happening. As a guy, I still think a lot of guys in my class could learn about microaggressions. Because it's hard enough to be the 3 women in a program with 100 men."
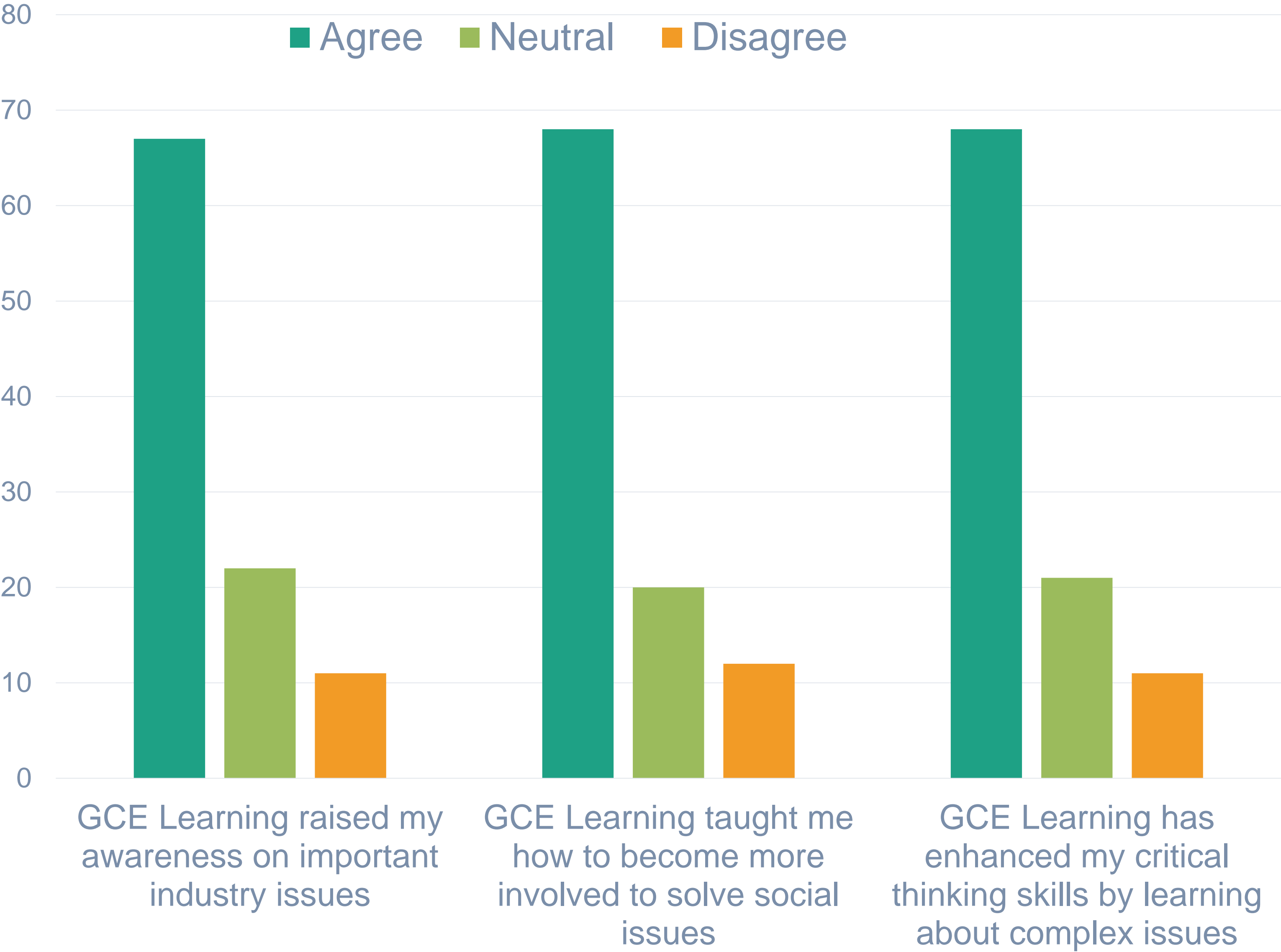
-Centennial student

Student Surveys

Results

4 Key Areas of Change

- ✔ **Knowledge and Awareness on Global Issues**

- ✔ **Understanding Roles & Responsibilities of a Global Citizen**

- ✔ **Self-Awareness & Critical Analysis**

- ✔ **Preparation for Professional Success**

82% of Faculty felt that the integration of Global Citizenship & Equity Learning Outcomes in their courses contributed to *raising students' levels of awareness* on critical issues

Faculty

"[Students are] becoming more aware and making links with personal experiences. They are in turn becoming more aware of global development as it relates to personal development – they can also see the reciprocal relationship of their thinking and participation as that can relate to a better world."

Students

"[GCE Education] helps us live in a more diverse community, it helps us learn about what social injustices are going on around us and learn more about the world around us and what our role is in the power to change and influence the outcomes of decisions and unjust practices and laws."

Students' Experiences of GCE Learning

"It has opened my eyes and my heart. It's made me aware of the economic and social inequalities due to race, ethnicity, nationality, religion, gender and sexual orientation. It has shown me that these issues are problematic not just in my city, but all over the world. It has taught me to be open minded and patient with those around me who I interact with daily. "

"I learned that being a citizen is more than just loyalty to a nation. It's the responsibilities and loyalty to the world and all people as our neighbors. It's taking care of every aspect whether it be humans, animals, or resources and ensuring they are treated equitably."

Knowledge

Responsibilities

Self-Awareness

Career Prep

"It made me realize how interconnected we are to the rest of the world. Therefore, I should pay more attention and be more critical of my choices and behaviour because they can hurt another group of people or another nation. "

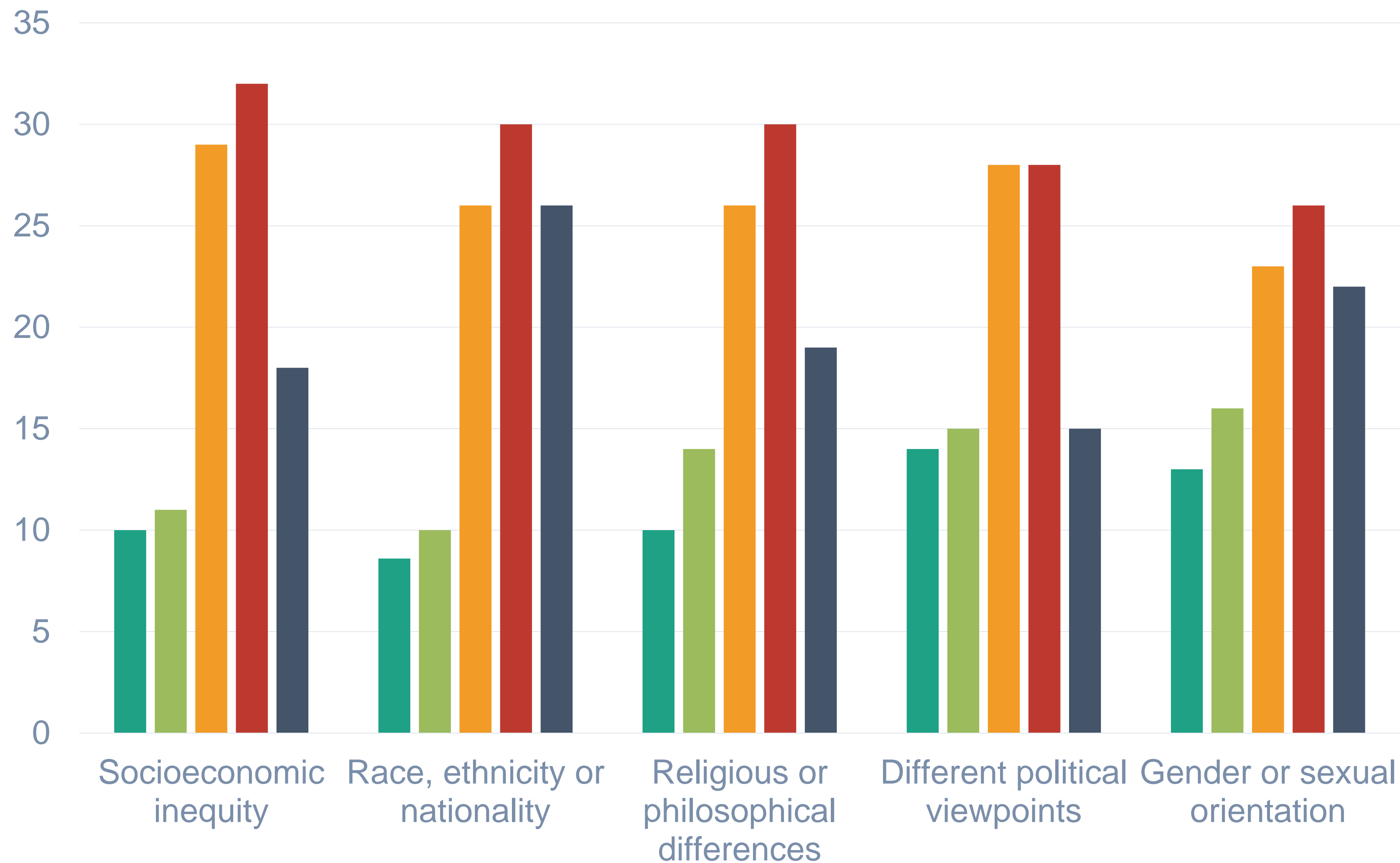"As firefighters, we will work with vulnerable populations and will need to be sensitive to patients and their values. As firefighters we are in a position of relative power, and it will be important to understand that and treat patients with equity in mind. The GCE assignments helped to frame an understanding and appreciation for important issues that face many communities."

Frequency of Conversations based on GCE Learning

Using the following scale, please indicate how frequently you engage in *equity-related conversations* on the following topics as a result of your GCE Learning experiences:

Legend:
- Never
- Rarely
- Sometimes
- Often
- very Often

Categories: Socioeconomic inequity, Race, ethnicity or nationality, Religious or philosophical differences, Different political viewpoints, Gender or sexual orientation

One's Role in the World

Positives:

a. Learned about how to be agent of change
b. Learned about how to help others
c. Open mindedness
d. Advocacy
e. Ethical consumerism
f. Volunteer work
g. Educating others
h. Environmental actions
i. Equitable and just citizenship
j. Increased tolerance
k. Aware of ethics and fair practices

Negatives:

a. No change in behavior
b. Already knew about it
c. Disagreed with "Leftist political ideas"/ idea of GCE

Professional Success/ Career Skills

Positives:

a. Interpersonal skills
b. Research skills
c. Understand clients/patients
d. Cultural sensitivity
e. Team player/communication
f. Critical thinking/problem solving
g. Management
h. Resume building
i. Ethics of fair practice
j. Social entrepreneurship

Negatives:

a. Not relevant to students/program
b. Not relevant for mature students as they already have a set of professional skills
c. Didn't get any technical skills

Personal Development

a. Interpersonal skills increased
b. Communication skills increased
c. Collaboration skills increased
d. Became more empathetic
e. Intercultural competencies increased
f. Positive behaviors
g. Impacted personal values
h. Research skills increased
i. Creativity increased
j. Critical Thinking developed
k. Became more responsible
l. Emotional Intelligence Increased
m. Being more patient

n. More confident
o. Leadership skills developed
p. Being more open minded
q. Aware of identity
r. More expressive
s. Could do self-reflection
t. Positive mind-set
u. Become more polite
v. Conscious about ethical consumerism
w. More equitable
x. Being aware and
y. Being a better person

Increased Knowledge & Awareness

a. Global Issues

b. Environmental issues

c. Social Issues

d. Own Bias

e. Power and Privilege

f. Empowerment

g. Inclusion

h. Sexuality

i. Justice

j. Global Interconnectedness

k. Food Justice

l. Different Cultures

Program Delivery

Positives

a. Class discussion
b. Topics of the given assignments
(insightful, relevant to the program)
c. Engaging group work

Negatives

a. Never had the assignments
b. Professor ignored it/no discussion
on the assignments

c. Not enough assignment topics
d. Unclear purpose/outcomes
e. Required extra work
f. Time consuming
g. Irrelevant to academic program
h. Didn't learn anything
i. Nothing new
j. Faculty was not involved in
delivering assignments or explaining it
k. Not practical enough
l. Never seen GCE presentation

Opportunities for Growth

- While the majority of students reported shifts in knowledge, awareness, attitudes and beliefs, just over half of the respondents (58%) reported that GCE learning has changed the way they interact with the world

- 30% of faculty reported having less than a medium understanding of how to effectively integrate and assess the 6 GCE outcomes

Increase opportunities for faculty to learn about GCE education and its relationship to their program/industry, particularly for part-time faculty

Increase opportunities for students to learn about the value of GCE skills for employment and how to showcase these skills in a digital portfolio

Increase connections with industry and community partners to further explore GCE-related experiential learning opportunities

Provide further support for students to take leadership in translating shifts in awareness and attitude to shifts in behaviour as well

Addressing Challenges

What are some of the challenges you've faced related to internationalization at home and institution-wide approaches to internationalization?

What are examples of effective solutions you've implemented?

Reflection

Meeting the goals of the SLE through Internationalization for All

The majority of students and faculty in the study reported that GCE Learning:

- Increased students' knowledge and understanding of local and global issues

- Equipped students with the tools to analyze and address systemic barriers

- Prepared students with the confidence and skills to make a meaningful contribution to the global economy

Reflection

Meeting the goals of the SLE through Internationalization for All

Through this study, we have come to:

- **Recognize the need for further supports to build faculty capacity and buy-in**

- **Recognize the need for improved communication about the values of GCE Learning to students**

- **Recognize the need for a holistic approach to Internationalization for All to ensure an equitable, inclusive and global learning environment**

A Holistic Approach to Global Learning
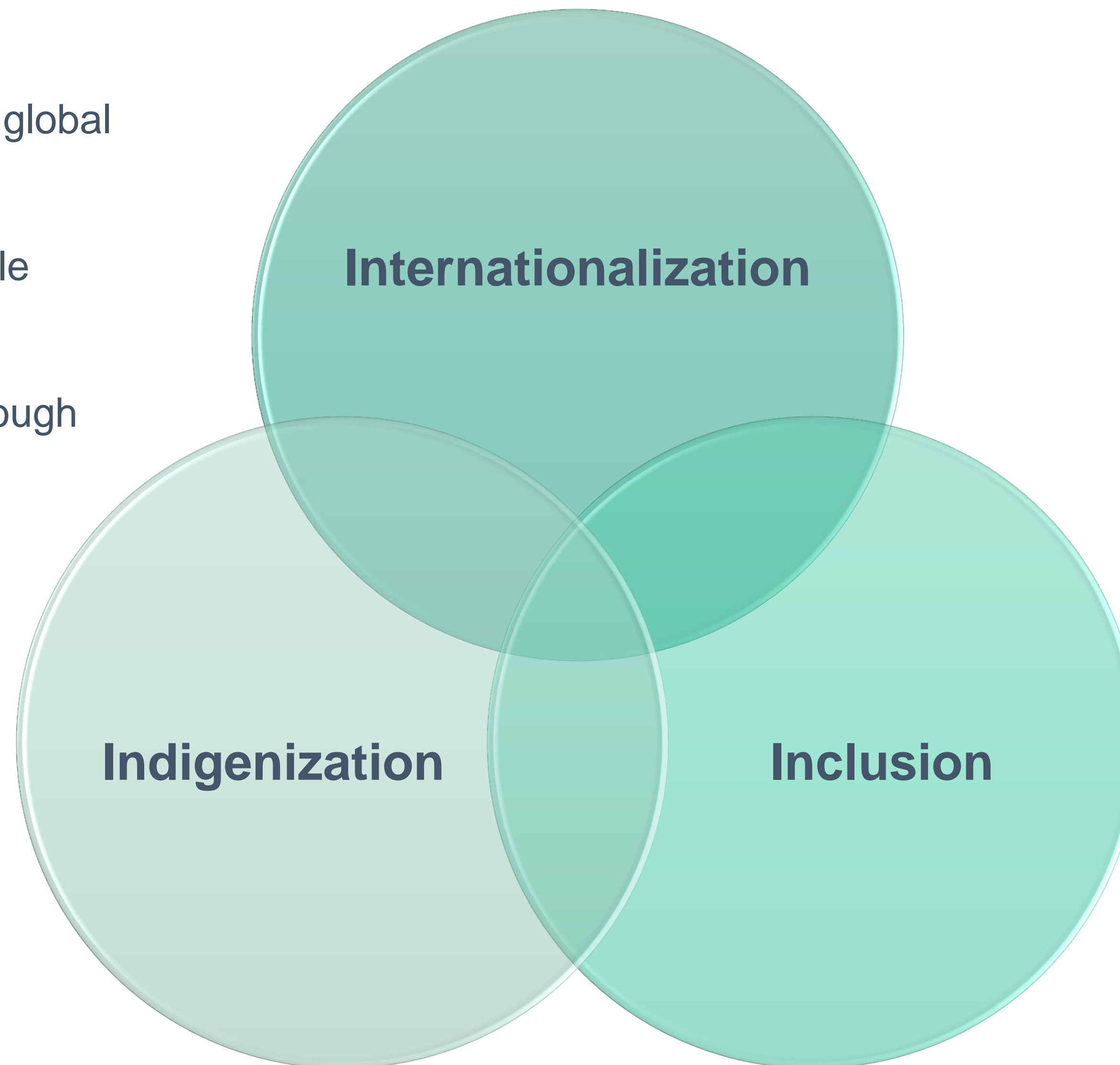
Internationalization
- Further integration of a global citizenship perspective
- Pedagogy/curriculum/ services through multiple frameworks
- Analyzing pedagogy/ curriculum/services through an international lens

Indigenization
- Infusing Indigenous perspectives into curriculum and services
- Teaching through Indigenous pedagogies
- Examining colonial histories of North America/Turtle Island and impact on current education system

Inclusion
- Ensuring learning experiences and services that are reflective and respectful of all forms of diversity
- Anticipating diversity and proactively ensuring inclusion

Internationalization

Indigenization

Inclusion

Moving Forward

What are some promising practices to shape innovative approaches to institutional change?

What would you like to try implementing in your institution?

What is something you would like to learn more about?

Contact Us

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Thank you!