**Curriculum in a Global World**

So welcome to the Global Class here at Durham College. I want to start by doing a land acknowledgment. We're here on the unceded territory of the Mississaugas of Scugog Island First Nation. And I want to welcome you to the Global Class on curriculum. I hear some gremlins. So when you're not talking, if you want to mute your microphone, that would be great.

I just wanted to start by checking to make sure that everybody can see the screen with the agenda. So everyone can see that? Yes. OK, great.

So we're going to just start with a welcome, and then I would like to introduce our guests, Lon Appleby, Brian Etheridge and Todd Odgers. And then I'm going to throw it over to Todd, and he is going to talk a little bit about the context for our meeting today on curriculum, and some guiding ideas. And then Todd's going to lead us through an activity. And then we will throw back to Lon and Brian, who will discuss intercultural sensitivity and intercultural competence, with specific reference for Lon to the global classroom, and for Brian, to his work at Gwinnett college.

We'll hear a little bit more about Todd Odgers, and Lon Appleby, and Brian Etheridge, in just a moment. But I want to set up the context for this. I think one of the beauties of college-based curriculum is that it's an outcomes-based curriculum. So I wanted to start today with an outcome, so you know what you will come out of this with at the end. And for this I will bring my wonderful prop here that some of you may be able to see if we zoom in on this a little bit, Sundeep, if you could help me.

This here is Bloom's Taxonomy. Starting with knowledge at our base, moving up to comprehension, application, analysis, synthesis, and evaluation. And what I would like us to think about, by the end of class you are going to write an outcome based on the content that you learned in the class. And what I've don, I'm going to hand Lon the globe for a moment while I get one of my other props.

I brought some dice. Now for our friends across the screen who do not have dice, I will roll for you. But Brian and Todd, were you able to find some dice? Or Adam? No? I can roll for everybody. So what we're going to do is we're going to roll one through six. And then you will be assigned the task of writing an objective using the verb from Bloom's Taxonomy.

And just to give a bit more context and to get Sundeep hopping, I'm going to walk over here.

All right. We're making him work. He's the director. There we go. OK. so just as a reminder, because this is curriculum, I just wanted to review the way that we like to write course learning outcomes, this also works really well for objectives. So thinking forward as we're listening to the conversation and the information today, we're to come out of the idea of writing and outcomes.

So we're going to use the verb that we get on our dice for the actions to describe what the students will have to do. Context, expanding on the purpose, and adding clarity to the learning, and the criterion, which is the acceptable performance linked to the evaluation.

That's what we'll move forward to at the end. And my experience in the Global class Tells me that the time goes quickly. So I will try and move us along. Thank you, Sundeep. I'm going to come back over here and have a seat. And I'm going-- that's Sundeep right there.

And then I'm going to throw it over first to Lon, and then to Brian and Todd, to introduce themselves a little bit. And then we'll move on very quickly. And everybody in the room can tell us their name and one defining feature about their role. Just so that we have a sense of all of the people that are in the Global Class with us today. So I'm going to start over here with Lon Appleby

OK, so I'll just speak for one minute or two absolutely.

I gave them a time limit.

A Global Class always goes quickly when the technology is working well. But when the tech's not working, it grinds down. But we don't have tech breakdowns anymore because we've learned and we've gotten good at this. So that's wonderful. Thank you, Theresa, for setting this up. And I just want to say that I am Lon Appleby, the kind of creator of the Global Class, or founding director. But that's a big thing, and really the truth is I've worked with people here-- Benson, John Hofmeister, and many other guests and students-- to build this into what it is.

So it's very much a collaborative effort that's got us to the point where we can be doing what we're doing and we're building a unit, we're building a team, and the philosophy behind the Global Class, as we've been building it and incubating it here at Durham College for the last six or seven years, is that the world has undeniably become a planet. Everyone sort of senses that and knows it, but it hasn't really seeped into the world's consciousness yet.

And we're trying to bring that into the classrooms of the world and create global classrooms like we have here in Durham College all over the world, in every single country. We have a class coordinator on board now, who has been given that task to be linking us to many countries that were not linked to yet. And we really hope that we're going to be developing what one student said, which is, the next evolutionary step in education. That came from a Global Class participant in Hungary. And he said that's what you guys are doing. And so we've been blessed with some world-class guests, world-class students.

And I'll just say finally, in terms of the big philosophy here, I draw a lot of inspiration from a book that was written by a British philosopher and writer called An Intimate History of Humanity by Theodore Zeldin. I don't know if any of you are aware of the book, but I highly recommend it. And in it he talks about how the Age of Discovery has hardly begun.

And I think with our use of sophisticated technology and the network we're building, we can, with technology, help young people around the world in all fields, whether they're in engineering, whether they're millwrights, whether they're becoming physicists. To be meeting people from all over the world and learning about the diversity of ideas in a way that could be quite thrilling and take education to the next step. That's the idea.

Thanks, Lon. That's great. So that's Lon Appleby. He's the director of the Global Class here at Durham College. And so Brian Etheridge in Atlanta at George Gwinnett College. I'd like to throw it over to you. And please give us some context and an introduction. Just before you do introduce yourself, I will say that Brian edited a book that was published this year in February 2018. There it is. And its Curriculum Internationalization and the Future of Education. And the preface for that book was one of the readings posted on the Global Class page, so I hope some people have a chance to read that. So Brian.

Brian Etheridge, I am senior associate provost at George Gwinnett College, and my primary responsibility is family development. A little context about our college, because it's unique. We are located in a county just north of downtown Atlanta, so we're metro Atlanta. And it's Gwinnett County, and it's a booming county.

And about 12 years ago now, we're at approximately 850,000 residents, and about 12 years ago, because of the growth of the county the elite of the county made a big push within the state to found a college. So our college is the first public four-year institution founded in Georgia in over 100 years. And in 12 years, we've grown from 100 students during our first year to almost 13,000. So we have had rapid growth. And it's been exciting.

I've been here for almost four years. And it's also been quite hectic. But our interest in internationalization came from, really, the international makeup of our county. I said we have about 850,000 residents. We're projected by 2025 to be 1.2 million, and our college has for the last several years been counted as the most diverse institution in the southeastern part of the United States by US News and World Report.

So our body's incredibly diverse. Looking at the 2017 head count, our students, of 13,000, approximately, that we have, we have a third of our students who identify [AUDIO OUT] as Hispanic. About another third identify as whites. And then we have another 11% to 12% identify as an Asian.

So we have an incredible diversity in our institution. And I should say the county, if they're drawn from the census data, shows that about a third of the households in Gwinnett County speak a language other than English in the house. And about 25% of our county is foreign-born. So that contributes to the kind of diversity that we see coming through our doors at our institution, our students.

And so our institution, to meet the challenges associated with this kind of diversity and the internationalized student population, developed this quality enhancement program, which is an effort to internationalize our curriculum so that every student here has some opportunity to practice intercultural confidence. I think I'm at three minutes now. I promised Theresa I would stop there. So I will say more about the QEP later in the session when I talk about how we attempt to infuse intercultural sensitivity and confidence in our curriculum.

Wonderful. And I'd like to, at that point bring us back to our guiding question here. So you'll notice that Lon has use the word globalization, and Brian has used the word interculturalization. And so I wanted to really think about what we're here to talk about, which is how can we, as faculty, design and develop curriculum that ensures the personal and professional success of students in a global world. And that global world might just be in your own county, where there is the intercultural and diverse makeup of students. And so that's our guiding question here. So with that in mind, we'll to Vancouver, over to BCIT, and Todd Odgers. I would like you to introduce your role at the British Columbia Institute of Technology, please.

Good afternoon, good morning from-- work a little bit behind you on the clock. It's a pleasure to be with you and to see everyone here. I've been at BCIT for about a year, actually a year and two weeks. And I'm the associate dean of international education here.

My primary responsibility for the next probably five to seven years will be addressing how can we have an institute that has 40,000 students in the lower mainland Vancouver region, where something like between 40% and 55% of the people that attend our institution speak at least one other language. They are coming from different backgrounds. How can we build competence and perspective in faculty, staff, and also in students, so that they can meaningfully engage across all of the differences, all of the diversities. [AUDIO OUT] in a way that everyone feels that it's an inclusive experience.

And it's a very, very exciting piece of work that we're doing. It's built on the work that I've done in the past. Previous to this, I directed a center for excellence in intercultural education in Edmonton, Alberta, for nine years. And before that worked in faculty intercultural development on the west coast, I think, [INAUDIBLE] University.

Previous to that, I worked overseas for about 10 years based in Tokyo, working with corporations building the capacity of managers and leaders in their ability to lead global initiatives. So I'm hoping that the combination of having worked with the engineers, people who are technical people, working with people in the oil sands and the energy industry in Alberta, as well as for many years working with higher education, I hope that sort of the mix of those can come together at BTIC, but also give you some perspective that you might find useful.

Great. And so we'll hear a little bit more from Todd in a moment when he talks about context and guiding ideas. And then he'll bring us through an activity. But I think that there's a natural bridge between Todd and John Hofmeister. So worked in the energy industry and the oil sands. So John, you'll be the first person in our group. Just give your name, and maybe one guiding feature that brought you to this class on the curriculum, please. So welcome John Hofmeister.

Thank you. My apologies. I'm John Hofmeister, and I've spent 30 years in global business during my corporate career before I moved into my teaching career which is taking place now, where I'm adjunct faculty at three different universities. And what I want to do is to really develop students in a way that they can understand more about the world as they come to understand about themselves, and thus, my interest in the global classroom.

Wonderful. Welcome. And I know that you have been here with us before in the Global Classroom. So thank you for joining us again. So what I'm going to do is do a little bit of a link between Kingston St. Lawrence College and also Benson. Oh, I think we just lost Kingston.

So maybe, Benson, I'm going to hold on to you for just a second for your introduction, because there is a direct link between your country and the students who are at St. Lawrence College. Here we go. Welcome back, Adam. So Adam, I'd just like to throw it to you

[INTERPOSING VOICES]

There we go. I can ask Sundeep maybe to bring up the second PowerPoint from St. Lawrence College. Hello, Adam. No, not that one. Sorry, the second one. Yes. There you go. Oh I'm going to come over and actually get it on the full screen. Wonderful. Thank you, Adam. Can everybody see the PowerPoint from St. Lawrence College? So there's a lot of feedback. I think you might need to move closer to the microphone, because there's quite a bit of space between you and the microphone. So Adam, are you there? So a little bit closer to the microphone. Perfect. Welcome. Thank you.

Hi. Sorry. Is it any better now? [INAUDIBLE] my name is Adam [INAUDIBLE]

Sorry. We're just going to pause just for a second, Richard. Oh, the microphone is the camera? [INAUDIBLE] So Richard, is there a second microphone in your room? There is? Can we disable the second can we disable the microphone, because we can't hear anything. There's a lot of garbled sound coming. We won't be able to hear you walk us through the PowerPoint. You can't hear us? OK, you've made it yourselves. OK, maybe when we get that set up I might just have Benson introduce himself, and then we'll come back. We'll come back to st. Lawrence College. Great.

Hi, my name [INAUDIBLE]

Sorry, you'll have to meet yourselves just for right now, if that's all right. And then we'll bring you in once you get the mic working. And we might just have to be agile and move the agenda around just a little bit while we get the mic working. So I'm going to get Benson, in the interest of time, to introduce himself. And then Adam. Just give me the cue when you've got everything working with the microphone, and we'll bring you back into the conversation. Meanwhile, you can listen to the discussion just a little bit.

So Benson, welcome. From the foothills of the Himalayas. I'm not in Bangalore actually. I am currently working in the medias studies department in Christ University. And I am the cluster head for media studies in the campus where I am. And part of that is a responsibility for strategy planning for the next five years. And one of the strategy plans is to have a certain amount of [INAUDIBLE].

And curriculum is probably the first step we would like to start with. And I think it is a great space, and a good way for us to interact and understand the sensitivity with which we are to proceed with this. Because there's a lot of complications because even though I have quite a diverse bunch of students, just within my classroom it's a lot of [INAUDIBLE] just to make sure everybody is on the same page with certain topics. For instance, something like hate speech is a little tricky.

So with internationalization, I feel that responsibility is a little greater, because in this space there shouldn't be spaces for misinterpretations. So that is one of the agendas with which I have come to this space. Looking forward to finding more discussions on it.

Great, and if you could just sort of illuminate us just a little, or elucidate a little bit more about diversity within your classroom. What does that mean in India?

OK. So I don't have the stats. I should have prepared it. But I kind of have the stats for my media studies department. We find that one of the ways in which I find the diversity lacking is in terms of the socioeconomic status. The majority of the class are from very well-off families. But because of the charitable nature of Christ University, we do have some students from the lower status of the society.

And diversity here includes not just of the class, but we have this funny component of caste as well, which comes with a form of social segregation, which [INAUDIBLE] society which used to come from occupational-based segregation. So in terms of caste as well, we see [AUDIO OUT] that do talk about it generally come from the upper caste. Whereas, the others are not so much represented.

And in terms of linguistics also. Linguistic is more balanced. We have a significant amount of the students that have come from northern parts of India, and have likewise equally significant amount of southern parts. So there's quite a lot of clash of cultures, especially when it comes to food, and music, and other cultural items but that I enjoy. But I just wish for things to improve in terms of diversity within, so we're going to pay attention to that in the coming admission.

Shukria. Thank you very much.

And I should just mention that in Bangalore in Karnataka southern India, the language is kannada, which sounds like the name of our country. So thank you. And I think what you have to say will be very interesting, specifically for Durham College, because we've internationalized over the last five years. Five years ago we had about 544 international students. And this year, this semester, we have almost 1,500. And 70% come from India. 90% of those are Sikh, from northern India. So this is just the information you give us about diversity from your country is really relevant to us, as it is to St. Lawrence College. So how's our microphone working there, Richard and Adam? Can we bring you back in? I know from some information that Adam sent me about the internationalization on their campus in Kingston-- they have three campuses in bronchial Cornwall as well as Kingston-- and there's been a large push for internationalization [INAUDIBLE]. On their campus in Kingston [INAUDIBLE]

The live stream has a 10-second delay.

Who has a computer? Somebody has the live stream on there?

Sorry, I am just going to ask, does somebody have the live stream going on their computer in St. Lawrence? Or on your phone or something? Audio delay, IT called. OK. Thank you. Thanks Adam. See, when it comes right down to it, you have to deal with pen and paper instead of technology. OK so I'm going to move us along and once IT comes in, Adam, we'll bring you back in. Does that work all right?

One suggestion that can help is they can also send comments to the live chat feature if they want to.

I believe they are on the Global Class website, so just ask them to close the site.

All right. I'm not sure if you can hear me, but Richard and Adam, if you can close the Global Class website, if somebody has that open, that would be great. All right. So we're going to move forward, and we'll come back and we'll hear a little bit more from St. Lawrence College in a moment. And this is what happens in the Global Class. Technology creates delays and sometimes things are confusing.

So moving along, Todd I'd like to ask Sundeep to bring up the other PowerPoint. Sundeep, if you could? Sorry Sundeep is troubleshooting. So you can hit Escape, and then the yellow PowerPoint. So Todd is going to give us some information about context and guiding ideas.

OK, good morning or good afternoon. What we will do, I'll run you through, next slide. I'll run you through some context, talk a little bit about a couple of bigger ideas, theoretical constructs that guide some of the thinking that is influencing practice here in British Columbia. I am only one of there are three or four people that are strongly influencing the conversation in British Columbia around what is good practice in global and intercultural education here, and internationalization. And what I call and what we call here interculturalization.

So we'll talk about a couple of big ideas. And we'll have a little experience towards the end that is based in sort of mindfulness-based intercultural training that we've been developing over the past nine or 10 years, that may call some things up. So we'll work through these. So we can go to the next stage. I don't think we need this one, right?

No. There we go. Perfect.

Good, thanks. OK, some numbers. So if you could just turn to the person next to you for one minute and just confer. What do you think these three numbers represent?

[INTERPOSING VOICES]

New York minute on the west coast. So what do we think the 494 represents?

[INAUDIBLE]

Yes, you got it.

Yeah, beautiful So if we look at total number--

Some people didn't catch that, Todd. Sorry. Some people didn't catch it. Can you just give us the answer again?

494,000 represents the number of international students in Canada. As of 2018 there's been a sharp increase. What's interesting is we set a goal in Canada of 425,000 students by 2025. And I don't know, at if you do the math 494 is bigger than 425. We have definitely exceeded our target quite quickly.

The second number, 130,000, is roughly the number of international students in British Columbia. British Columbia has the second-largest number of international students, second to Ontario, which has 237,000 international students. Ontario has by far the most colleges, and the most international students in Canada. And 4,800 is the number of international students. We have at BCIT. Roughly 10% of our student population is international, from about 82 different countries. Our three largest groups being China, India, and Brazil.

So what I want to talk about here is I don't use internationalization as much, I don't use that as a phrase as much, because what we're looking at is something more complicated than that. And I'll show you a couple more slides to think about. So if anybody wants to get some up-to-date statistics on Canadian international education, go to the Canadian Bureau of International Education's website. They have recent statistics.

This is an example of some of the information they can share with you. So roughly to Canada, China, 28% of students. India, 25% of students. They're the two largest countries that are supplying students to Canada, or students that are choosing to study in Canada. In 2016, India was 14%, I believe, so proportionately India has dramatically grown in relation to that.

China is their population of college. So students that are coming to colleges and universities has been dropping slightly.

So just to make sure [AUDIO OUT] diversity, that so, just a shift happening in a population of students. Interestingly 2% of students in Canada are from Brazil. But 14% of BCIT students are from Brazil. Something about Brazil, Vancouver. It seems to work well for the Brazilians. They like coming up here and starting here.

Next one. Also if we look at the recent census data that came out, and you look at country of origin, I find this very, very interesting. On the left 1971 foreign-born population was 50% European and 30% British Isles. So 80% of Canadian immigrants were from Europe. Culturally, you know, there's a concept called "cultural distance," and so culturally very close. Systems, languages, religions, faith practices, economic systems roughly very similar to what was expected when they moved to Canada. So the level of adjustment, of course there's an adjustment process, but when they enter school, et cetera, there's a closeness to it.

Now what we're finding, 2016, Asia 48%. And then if we look at things like Africa and Caribbean, Latin America, et cetera, that's almost 60% of immigrants. And what we're finding is that increasingly the cultural distance between the experiences of newcomers into our education system, they are also coming from increasingly culturally distant places, and therefore the adjustment process for them quite often is greater. So we're finding we have more international students, plus newcomers are also adjusting, and have many of the similar characteristics that our international students have. So this is a second piece to the mix.

And I've created a model, and we talk about inclusive interculturalization, or inclusive internationalization, where indigenous students, because indigenization out here is an extremely important feature of our education practice. Indigenization, settler cultures or heritage immigrant cultures, newcomer cultures as well as international student cultures, need to learn how to learn with each other, how to exchange information and collaborate together.

Because the global reality of the world out there, and the world that they are going to be working with and engage, also is reflected in the classroom that we're having right here, and frankly in the lower mainland's economy and society. And our civic society as well.

So we need to help students. And we as educators need to learn how to do that. So I like Nelson's idea. I think this is from a 2002 paper. I lifted this. But I like his writing. He's out of Europe. And I've highlighted three things there. Our students need to use this intercultural knowledge and skill so that they can professionally, socially, and emotionally engage across difference. Exchange information, learn together, do critical analysis of situations.

And it's not just that we're educating them to be professionals. But they also have to know how to interact with people on a social level. And we know that emotional intelligence and the ability to engage ambiguity, not knowing, and work through some of the dissonance that happens when you're engaging across differences and learning things that might be surprising to you, we need to help students learn with that within that context as well.

OK, next one. Contact hypothesis. I really like Pettigrew and Tropp's research on this. Allport created this idea of inter-group contact theory. And what we find is that higher education has historically been operating on this concept that if we bring people together, will naturally start to love, understand, and appreciate each other. And what we know is that if we don't set people up with the skills, perspectives, and in an intentional, planned way where people are engaged rigorously, we know that stereotypes and prejudice can be reinforced.

And Pettigrew and Tropp's research suggests that we have just as much likelihood-- if we don't plan properly, and if we don't engage across differences intentionally-- we have just as much of a likelihood of reinforcing stereotypes as we do of actually breaking down stereotypes and discrimination. And the thing that's really sad about this is that the people in the middle, there's a huge middle ground of people who have these experiences, they go away and it's like Teflon. There's no there's no net change in attitude or behavior through having had that experience.

So how can we increase the ability of people to engage meaningfully across difference, in an inclusive way? So cultural distance I spoke of earlier. Stella Ting-Toomey is a leading thinker here in the field of intercultural relations, and I really appreciate the way that she thinks.

Next one. I talk a lot with the groups that I facilitate. I've facilitated all across Canada and internationally on this topic. And what I really noticed is that people need to learn how to notice intercultural sensitivity. This sensitivity is a tricky word, but what I mean is we enter into spaces that maybe are new for us, and we tend to not recognize that something's going on until we bump up against it. And it's like whoa, what's going on here? That moment of noticing is really important.

And the second piece of this is if it's something that we didn't like, or didn't anticipate, quite often there's a dissonance that happens within us. And sometimes we make negative ascriptions or negative judgments upon that. And it's very, very important to be mindful that we are doing that. Because it has a tendency to block our ability to actually be more interested than uncomfortable, so that we can actually get under the behavior, get under what we experienced, and make sense of it in a meaningful way so that we can learn from it.

So we're going to play a little bit here. Could everybody stand up? going

John, you got to stand up.

I'm going to show you some colors. Now I realize that something like 12% of men are colorblind, so if you hear your neighbors say brown, brown, brown, gray, brown, then you know. But the goal of this is I'm going to show you some colors. And what I need you to do is start at the top and go to the bottom and say the colors as quickly as possible. And say them out nice and loud. So you'll just go from the top to the bottom, say the colors loud and clear as possible. Next slide.

Do we sit down, Todd, when we're done?

Oh, yes please. Yes, please.

[INTERPOSING VOICES]

OK, you don't have to [INAUDIBLE]. Stay standing. Stay standing. Stay standing. And next thing I want you to do-- so that was easy, right? The next thing I want you to do is do not read the word, only you say the color as quickly as you can. Read across, say the color, do not say the word. OK? Next slide.

[INTERPOSING VOICES]

OK, have a seat. So turn to your classmate--

Can I just say one thing? This was a bit historic. This is the first time in a Global Class we've stood up and together we've done an activity. And this is so much the direction we've got to go in. People doing things together. Get us out of our seats. Just brilliant. Thank you for doing that, yeah.

Go ahead. Yeah.

I have a question. Same or different?

[INTERPOSING VOICES]

Different for sure, yeah.

So how different?

[INTERPOSING VOICES]

I want to read the word, yeah.

We want to read the word.

What's the second?

Ignore the color.

Ignore the color, yes.

There's a delay.

Yeah, there's a delay. And remember earlier I said when we engage new situations we experience dissonance? We call that dissonance of something's up. It's when something that we anticipated is not what is actually happening. And we go, whoa, wait a minute. Is that a comfortable feeling or an uncomfortable feeling?

[INTERPOSING VOICES]

Yes, I heard the word annoying. Thank you for sharing that word, because it's true. So it's annoying. So those people that are from that other culture in my work class group are annoying.

Interesting.

Because this isn't what I expected. Right? It's really, really important, because that is the moment of mindfulness around, holy cow, I judge. Because there is a feeling of ease or dis-ease inside of me and it just comes out, so it's very, very important that I noticed that I had something up. I noticed that maybe I have this internal judgment thing going on. And I have to be careful it doesn't hijack my ability to look under the behavior incident.

And this is the fundamental root of intercultural communication. And when we are engaging in globalization and global education. If we can't acknowledge that first basic fundamental point, then when we start having more challenging conversations, we don't know what to do. We don't know that we're being hijacked by our emotions in an unconscious way. So it's about making the unconscious conscious so that we can actually have more freedom in our behaviors and expanding our repertoire of what we do. Does that sound OK?

Yes.

Now the second thing about this is we are all fairly well educated. Did we learn our colors first or did we learn to read first?

Colors.

So we directly apprehend colors. So we should naturally be able to just say the colors. We should be able to turn it off. But somehow we privilege literacy. And we unconsciously privilege literacy, and it jams our system. Now if we think about that, it's a little bit like how we learn culture. And if we think about ourselves as culture learners from the time we were in our mother's womb, how our mother moves, how much she stands, how she walks, the food she eats, the culture's daily rhythms. We're learning. We're being socialized to those rhythms from the time we are in the womb.

It's entirely unconscious. Learning to read is a conscious effort. And still that conscious effort influences us in this causing this dissonance. If we think about this as a metaphor for how deep in our architecture culture learning [AUDIO OUT] through our schooling, through our friendships, through our life experiences, and how unconscious and deep that is, we start to appreciate the challenge of intercultural learning that will realize that we can build skillfulness so that when we engage a globalized classroom, engage friendships, relationships, and careers that are global, we can see why it's so challenging. It's not easy.

Great. Thank you, Todd. That's wonderful. Just before we move on to Lon and Brian, any responses, questions, comments? John says he's going to use that. Yeah. And John, can you tell us what you teach? I'm a millwright in the skilled trades here at the Whitby campus in Ontario.

Yeah. You know right now I'm working with a gentleman named Marte Arriola. He's originally from Durango, Mexico. But we've been working on a project with Peru. And he's a millwright and also a machinist. And it's been very, very interesting working with him. Because the constructs he brings, it challenges his Canadian students. But they're also getting huge value add. And now that he's working on these other projects, they get to see the value of that. So yeah, good.

And a possible global connection as well between Durham College. Yeah, wonderful. Yeah, Susie?

I just want to share something. I teach at Georgian College, and I was listening to your data on international students in Vancouver. And I just realized that at Georgian College we have in full-time enrollment in 2017, 2018, we have 9.500 domestic students [INAUDIBLE]. Approximately 2,500 international students. And we are a community campus in a rural area, really, although Barrie is close to the GTA. But in all our satellite campuses we are for sure a rural college. So what you said really resonated with me. Because I identify those problems exactly on every single campus, even the big one in Barrie. So thank you.

Thank you. I know the gentleman that used to be the director of international education there, Ben Young, I know him very well. I'm actually meeting him in a couple of weeks, because he realizes also that in especially smaller communities you need to do more ground work.

Can I just get-- for Brian, John, and Benson, the global participants-- GTA, by the way is an acronym for the Greater Toronto Area. If you heard GTA, just so you know, she was referring to the area and the region around Toronto that is growing immensely, hugely, with international visitors and residents.

I think also what you said, Susie, is very similar for St. Lawrence College campus in Brockville, Cornwall, and Kingston. Because its a small community, and in some places rural campuses, and you have a large growth in international students. So thank you so much, Todd. And St. Lawrence, are you able to join us?

We are. Can you hear us?

Perfect! Wonderful! Welcome, Richard. Sundeep is just getting your PowerPoint ready. And then we'll throw it over to you to present the PowerPoint.

Thank you very much. I'm glad everyone can hear us now. For our introduction, we really wanted to five an overview of the context in which we operate here at St. Lawrence. And talk about our internationalization efforts that have been getting under way in recent weeks. [AUDIO OUT]

Sorry, we're having some PowerPoint difficulties. I know, very weird.

You know what? I will say with the Global Class, just so you know, having been through so many, that when we sometimes have these sort of technical their usually minor challenges that can be dealt with, no matter how much technical testing we do. It's often an opportunity where we can stop and sort of interact and have a quick check in about some of the content we've covered. And then move on when the presentation is ready or the technical challenge has been dealt with.

So, Theresa, is it OK if I just ask a question or two? Or do you think you're going to be ready shortly? Are you OK? OK. Because this is what you're seeing is some really great teaching on Teresa's part, which is teaching on her toes. And the Global Class does have these minor technical challenges that come up. And for faculty it can sometimes be a little bit intimidating. But they're much less than they used to be, and look at that. It's solved.

It's ready to go. Thank you, Lon. Thank you so much.

All right, so Richard, over to you at St. Lawrence College in Kingston.

If we could just go to the second slide. So my position here at Saint Lawrence is internationalization lead. I'm about seven weeks into my position. And basically I'm responsible for the development of a comprehensive internationalization strategy for the college, including each of its three campuses. And then working on its implementation with all partners of college.

So as we mentions earlier, we are located in Eastern Ontario. And we have campuses in Kingston, where we're calling in from now, Brockville, and Cornwall, with approximately 8,000 students in our student body. And so the region is largely rural, and quite lacking in diversity. Coupled with that, we've also seen really strong international student growth over recent years.

For example, we went from less than 100 international students in 2014 to 1,000 in 2017. And of those 1,000 students, currently about 70% of those are from India. And the college does have a target 20% of our total student body to be international students within five years. So that's the context that we're working in. And because of that, the college has recognized as a strategic initiative to be moving forward with a comprehensive internationalization plan.

So could we just go to the next slide? Great. So essentially this is a change-management strategy. Because of this comprehensive nature, we're really looking at all areas of the college. And so some of the key components of this included a few key highlights. Of course, as I mentioned, the increase in international student growth. But also creating more study-abroad opportunities for students. And then with that, greater here intercultural engagement. So ensuring there are lots more opportunities on campus for both domestic and international students to engage.

Also to internationalize and interculturalize our curriculum and teaching where that's appropriate, so through our courses and programs. And at the same time to ensure that we're providing supports to our faculty and staff, and increased professional development opportunities abroad. So ensuring that there are lots of opportunities for all of us.

And then with that is also the community engagement portion. I think it was mentioned with the Jordan College example that it's really important to be engaging the community in this. Because since we are a relatively non-diverse region, it's important to be raising the profile and awareness of the value that our international students are bringing to our communities. And, frankly, to be employees within our communities, as well. So ensuring there is not a disconnect there.

And then going beyond is to continue to identify and close any remaining gaps in our services, and so on. And so we at St. Lawrence really see this as a key driver to achieving our overall vision for the college and the future. So that's a broad overview for you to give you a little sneak peek into the work that we're doing right now.

Thank you so much, Richard. And welcome to your new role. That gives us some great context for the different colleges here in Ontario that are dealing with internationalization, and I look forward to bringing Benson into the conversation. I just want to let everybody know that we've opened up the live chat. We have a couple of our classmates for our curriculum design and development course joining us through of the live stream. So welcome to Laura Lebine, and Dave, and also Carl Legeau.

And Carl says that he teaches and practices formal mindfulness meditation. And he's wondering if there are any other mindfulness exercises or meditation practices that are currently being developed for this kind of work in addition to the exercise that you just used, Todd?

Yeah, that's a longer conversation. There's a number. There is a slide that follows the last slide I showed you, and it's influenced by some thinking from a group-- and you might want to just start with them, look at their book. And they have training sessions that you can look at. The people that run it, their names are Gordon Watanabe, Sheila Ramsey, and Barbara Schaetti. And they have an approach called Personal Leadership.

I studied under one of them many, many years ago. And it's a mindfulness-based way to approach intercultural transition and intercultural learning. And that was influential on me in terms of how to integrate it into a classroom. But their approach is slightly less secular than mine. I worked in the oil industry, et cetera, so my approach is much more secular.

And I've simplified it down to four stages. And just as a personal disclosure, I had a meditation practice for over a decade. And it was based on a few different practices, but integrate certain activities into my training approach. And if the person wants to contact me offline, I can talk to them a little bit about it. I don't have something that's out of a box.

OK, so Carl I'll connect you. And I'm just going to move us forward, because we only have a half an hour left. And moves very quickly here in the Global Class environments. So what I'd like do at this moment is we've got some context. We've got some numbers. We understand how st. Lawrence College fits into this as well as Georgian College.

Before we move on and hear from Brian Etheridge and Lon about how their specific expertise and application works with intercultural sensitivity and intercultural competence, I just want to throw it back to Benson or John and see if you have any comments on any of the discussion, or anything to share to bring you into the conversation a little.

This is John Hofmeister. I think it's very useful to put in perspective how cultural differences, as was being discussed earlier, are essentially invisible initially, and very hard to perceive. And I think when students interact in the classroom, and then it gets me to a larger point because I have some experience with the global class. The ability to be your natural self in the Global Class, or your ability to be the natural self, who you are, as an international student in a classroom, in a country outside your home country, I think it's very challenging.

And I think particularly if the faculty or the professor is not sensitive to that, and it's very difficult also if the other students in the classroom are not sensitive to that, I think it really does become an obstacle to learning. One thing I've observed in the Global Class, in the couple of instances where I've been privileged to be a participant, is that the level of politeness that is evident to me is an indication of cultural difference. Because no one wants to offend another.

But yet the classroom is really productive when there's an intimacy that enables people to say and express themselves in ways which are completely natural to them. I have had some experience with that in the Global Class. But I've also seen a [AUDIO OUT] to cross that bridge if we really want--

About 82 different countries. [AUDIO OUT]

Thank you, John. Benson?

Yeah, I agree with John It's usually the manifestations that is a bit dangerous for me because the dissonance that they're feeling, the way they manifest them in classrooms, where like he spoke about the natural self, it is very difficult for them to be their natural self when they see the discrepancies around them. But at the same time, I think when they're politically correct, or they try to be politically correct, there's a sense of masking also which takes place. Where they're consciously trying to mask their dissonance instead of engaging with it, which is also extremely tricky.

So I mean this is my own dissonance when it comes to this, when I'm looking at this. Because a student might want to talk about, to ask somebody why do you wear a hijab? Are you trying to hide something? That is something they would never ask in a classroom, because they know that it is politically incorrect to do so.

But where and how do we create an environment where it is safe for them to find these answers in a more sensitive manner is the challenge that I've been facing in some of my classrooms. So I just want to share that.

That's great, actually. Those are really great things to think about. And with those elements in mind, what I'm going to do is I'm going to invite Lon in. And Lon, I'm just going to limit you to about five minutes and then throw back to Brian so that we can come out of this discussion with some objectives, or outcomes, and some actions that we can bring back into our classroom based on what we've talked about. So Lon, the question for you is how does the Global Class address intercultural sensitivity and intercultural competence?

Well, I'm going to say two things about that. First, I want to address [AUDIO OUT] as a way of addressing this issue of intercultural competence and intercultural frankness and honesty. And then I want to speak to a larger point of all the students who are not international students, but who have been born here and elsewhere who are being helped by the Global Class.

Because we've talked a lot about the international students coming from elsewhere, but what about the students here who were born here? How are they being helped? And there's a very stunning fact about how few of them ever will have an experience abroad. They can't afford to go abroad.

But in terms of what John said, it's wonderful that he mentioned that. And I will say that when it comes to intercultural competence and sensitivity, a Global Class needs a host who is prepared to engage the class and ask those questions [AUDIO OUT] --about him or herself, in order to get people to that place of frankness and can be trusted by the students.

And I had a moment with John, for example, in a recent class that we did that I think really illustrates a perfect Global Class moment. We were doing a class on the American dream. And John, as you should know, he was the former president of Shell Oil in the United States, and has also written extensively as an author of a whole new vision for a 50-year energy policy for the United States that would take it in a more sustainable direction.

And he's met with high-level people and spoke about his meetings with Barack Obama and Hillary Clinton. And then John revealed a piece of information that I hoped he would say, and he did. And he said who he voted for last election. And he had voted for this person who's the current president for a very specific economic reason. That immediately got a student up here to challenge him.

You remember this, John? I'm sure you do very well. And it was a wonderful moment where we had a teachable moment where we were on a raw never. And the reason we could go there, and we could do it in a respectful and constructive way, was because I wanted to go there and I was pushing the discussion in that direction. The guest was prepared to go there.

And the students who were in the class had been prepared in advance. They knew that when they were coming into the Global Class they would have a chance to meet some very influential people. And this is the forum where it's not Mr. Hofmeister or president Hofmeister, this is John. He's now a human in this class. And if he says something you disagree with, you get up there and you challenge him. And it was at that moment when the class came alive.

So I think there were three things that happened there. There was the host, there was the guest, and there was the preparation for the students. And as we grow and we get better at Global Classes, than not only my students will be preparing, but the students in other countries will also be going to the class page, reviewing the resources, and preparing together. And when we're moving in that direction. And it's taking time. So I think that's a great example of intercultural competence done in a way where we learn together and it's not polite, it's real.

The other thing that we need to keep in mind about intercultural competence is that we have a problem right now in many developed countries, particularly in the American continent-- Canada, the United States, elsewhere-- and that is students cannot afford to go abroad. They are being told repeatedly by their colleges and universities, you need the global mindset. You need to be ready to become globally engaged. You need it, whether you're in the trades, whether you're in something more academic, you need to have that mindset.

Meanwhile, the colleges and universities don't have enough money to provide them with funding to go. They can't go. And in Canada, for example, only 4% of college students have had an abroad experience, compared to European nations, which is much higher. Therefore, the global [AUDIO OUT] which steps in with technology that allows those students to have an introductory intercultural experience that prepares them better.

And I see that as a niche, a very important niche. So we should not forget that it's not just about being ready for the international students that come here. It's also for all of those students who need to be exposed to the rest of the world who don't have the money to go elsewhere.

So two points on that. I think also the Global Class does prepare our local students for the intercultural experience elsewhere. And there are other classes that they're having [AUDIO OUT] international student enrollment continues to rise. So that's one point. And then another point I just want to talk about that I really enjoy about the Global Class is the small environmental footprint of the Global Class. Instead of people traveling globally in this unsustainable manner, the Global Class allows for an intercultural and global discussion with a small environmental footprint.

And the critical thing is for the students to be engaged, the technology has to be world class. And I think we're doing it in many ways. And that's critical.

As you were saying that, I just saw Benson smile. What made you smile, Benson.

We're getting better, Benson.

What was the smile about?

[AUDIO OUT] definitely, because there is one of the limitations, as well, of Global Classroom, that you have to have one of the best technologies. It's not just an asset. That's a limitation as well.

Also, I also felt like while we were talking about what the global classroom does, just what the best thing I've seen with the last session we had with our students was they saw the stereotypes. They felt all of the stereotypes in the conversation. And it was brilliant for them to-- the best it provided them was a space for dialogue. And I felt like the dialogue was one of the first steps toward the stereotypes. It was dealing with it through breaking it, towards recreating it. And that the students really loved and enjoyed. Just wanted to share that.

I'm curious, what stereotype? Can we get uncomfortable?

There were some students who were from India but were not connected with, like for instance when you introduced you said shukria, which is urdu. Then kannada is a different language altogether. Even for students who were there who may be [INAUDIBLE] in origin, doesn't mean they can really understand the realities of the students over here.

So the perceptions they carry about the Southern part of India are how students are expected to be who are from India. Or the fact that they're good at science and things like that. Those things were some of the things that came through.

Thank you Benson. That's great.

Can I just say, I'm just going to interrupt to make a point.

For 30 seconds so I can bring Brian in.

This is the Global Class technology working when you can interrupt and there is no delay. So now what's happening at this moment is the class is starting to come alive like we're sitting around the table. No lag time. I could jump in and it worked. That's critical. Go ahead.

Sorry to cut you off. I just want to bring Brian in from Atlanta, because I think there's something really interesting happening for you at George Gwinnett College. So I just want you to talk about you've done a lot of reflecting, you've done a lot a writing, you've edited book on the future of education, in terms of interculturalization. So could you share with us in five minutes how Georgia Gwinnett College addresses intercultural sensitivity and intercultural competence?

Sure. I'll build on what Lon said. First of all, I should point out the reason why I'm here is that Todd invited me to be a part of it. Todd was a vital part of our efforts here. His framework for [AUDIO OUT] really kind of informed what we've done for the last five years or so. And the kind of thing that you saw him do just now, I mean, he he's done several workshops for us, and the faculty love it. So he's phenomenal.

But you know, Lon, I think the observation you make is one that is spot on in the United States as well, in terms of [AUDIO OUT] We said we should prepare students for a global society, but very few of our students across the country have the opportunity to actually take part. And so the question becomes, as you all know, do we suffuse this kind of learning into the curriculum? How do we make it a part of a political science class, or part of a history class, or a part of even a STEM class or a math class. And that's what we've attempted with the last five years.

So what we've done, I mentioned before that we have a quality-enhancement plan. That is something that if you belong to the southeastern part of the United States, you're part of the SACS-- Southern Association of Colleges and Schools-- region for accreditation, You have to have a quality-enhancement program. There has to be some big institutional priority that you are working on getting better at.

And so for us, the last five years our a quality-enhancement plan has been about internationalizing the curriculum. I consider that a reflection of an awareness on our part that we need to do more to serve our very diverse students to be successful here. But also to be successful in this world.

So what we did is we identified five outcomes, and they were very much based on this framework Todd helped introduce us to, called The Developmental Model of Cultural Sensitivity, by Milton Bennett, that the posits that there is this continuum of development along which we all can progress in getting better at intercultural sensitivity and competence. And so we framed our learning outcomes to reflect that continuum of development. We have five [AUDIO OUT] difference.

So the first two outcomes are all about understanding your own culture and understanding another culture, and your ability to notice the difference between the two. and not only knowing this, but understand and get below the surface and understand some of the bases of those differences-- the values, the norms, and that kind of thing.

The second two student learning outcomes are dealing with communication and collaboration. So once you see difference, the next two are about operating across those differences successfully. And then the fifth one that we have is about application. So using intercultural knowledge to address global or international problems.

So what we do is we identify faculty at the beginning of every term. For the last three years I think it was, we actually flew Todd out to do a 2 and 1/2 day workshop with those faculty to familiarize them with the continuum, the DMIS, and our student learning outcomes. And then to begin the process of developing how they would infuse this morning, which outcomes they would choose. You don't have to do all five of them. But which one would you choose to address in your course?

So we've been focusing on building capacity, building seats in these courses that have internationalized learning in them. This last semester we started to pivot, the last semester of the last year of this quality-enhancement plan-- we began to pivot and we began to look at, almost for lack of a better term, quality assurance. Like what's going on in these classes? Actually talking with people about how it's going.

Because we've been so committed to building capacity, we hadn't devoted enough resources to seeing what's actually going on. So we had a series of faculty learning communities this last semester, where folks that were teaching these courses were getting together, talking about what outcomes they were targeting in the class, what assignments they were using to meet those outcomes, sharing student artifacts from those classes with one another. And then using a rubric that we developed to try to measure how assignments reflect [AUDIO OUT] in terms of the students' actual intercultural competence.

So that's consumed our attention as far as QEP is concerned this past semester. And it's been a real eye-opening experience, because it's helped create a lot of really rich conversation about how do we measure how the students are doing? Is the rubric a good rubric? Do we need to make tweaks to it? And in fact we decide that we need to.

I think probably the most fruitful, the most [AUDIO OUT] is what's reasonable to expect our students to do in the time that they're here in terms of what kind of progress to make. Because when you get steeped in this literature, you realize this is a lifetime project in intercultural competence. It's something that takes [AUDIO OUT] assignments reflect in terms of this.

I'll never forget. We had some of our religion faculty who were teaching lower-level survey courses and said we expect all of our students in all of our 1,000 courses, so introductory courses, to meet the capstone of all five outcomes. And it's because they say, we talk about world religion, so obviously the student are going to be able to kill this stuff. And that wasn't the case.

That's part of that recalibration, having a realistic sense of what we can do. But I think the more conversations we have, the more this continues, we'll see how we can build momentum towards a sustained curriculum that allows students, regardless of their major, when they get to this college, that at the end of their time here they will have increased their intercultural competence.

And the book that you mentioned earlier is a reflection of some of that work. So it really stems-- and you'll notice that Todd wrote the foreword to the book-- but it reflects the fact, that [AUDIO OUT] internationalized courses across all disciplines. So there's one on a math course, there's a couple on political science courses. We have geography, [INAUDIBLE].

We have-- Lon, you'll appreciate this-- one of our Chinese-language instructors writes about an international he calls it pal project, where they use Skype to-- I don't know how they do this-- but they connect with a Chinese student in a 1001 introductory Chinese course, and they have some kind of communication synchronously over this kind of technology.

So that's what we've done. That's where we are. In some ways it feels, even though we've been doing this for five years, feels like we're only at the tip of the iceberg in terms of what it can mean for us.

As you said, it is lifelong learning. So thank you so much. This was a wonderful bridge, because you talked about learning outcomes. And I started this Global Class session talking about outcomes and leading you to the idea that with the content and the discussion that we've had here I'd like you to come up with an outcome by the end of our session.

So we've got about seven minutes left. And so this is another little interactive part. And what I'm going to do is I'm going to get up off my I'm going to bring my wonderful building blocks, my Bloom's building blocks, over here. [INAUDIBLE] Can everyone see that? Zoom in on that a little bit more.

And I'm going to share some dice across and Lon can roll for anyone who doesn't have their own dice. And so what I'm going to ask you to do is to roll the dice. Everybody's opposite. [AUDIO OUT] One is introduction, and the verbs for introduction, questions, key verbs, and questions, what is? How is? When did it happen? Can you recall? And knowledge.

Then we're going to move forward. to comprehension. And I'll show these as we roll them. I've never done this for the Global Class before.

[INTERPOSING VOICES]

I'm getting dizzy.

You want me to help you? Are you OK? Everybody roll your dice. Ready? Shake them up. So, Lon?

I've got four. So one, two, three four. So anyone who's doing four is analysis. So you're going to use these verbs.

[INTERPOSING VOICES] distinguish, experiment, question, investigate, categorize, or infer. So any of you without dice, write down those verbs, and you can start crafting some sort of outcome used with some of the information that we used in class.

This will be the first part of the outcome, the three stems?

First part of the steps. This is the action. What your students have to do--

--to demonstrate competence. Got it.

And then the second part will be the context. All right. So maybe what we'll do is everybody can start with one of those verbs. And then what I'm going to ask you to do, Sundeep, is to scan it on this.

Appraise, distinguish, experiment, question, investigate? One of those verbs?

And so I brought out "How to Write an Outcome," as well. Can everybody see the screen that we brought up? So how to write

[INTERPOSING VOICES]

three main components. So we've got, our required components, the action verbs or the action verb that we're using here. I'm making myself dizzy again.

Compare, contrast, classify, critique? Compare, contrast, classify, critique? Compare, contrast-- Yes.

I can read it out loud too. Because it might be helpful so compare-- here they are, the verbs. Compare, contrast, classify, [AUDIO OUT] solve, deduce, examine, or differentiate.

All right, so I'll just give us each about two minutes. So St. Lawrence College, you can work in pairs. If you want to be your own island, as I tell my students, that's all right as well. Benson, you're on your own there. And Todd and John, and Brian. So we'll work together here, and we'll see if we can come up with some sort of outcome using the information that we used in class.

And everyone's got this slide. They can see the one way to read an outcome? That's a good [AUDIO OUT]

No. Sundeep, can you pull the slides? Sundeep is going to slide them up.

That may be the problem. You should be able to-- so everybody should be able to do our system. Let's make sure. They need to see the slide that will guide them.

See any shaking heads?

Oh nice, Dave, Laura, Carl, six. All right.

So nobody can see the slide. Usually it's not a problem.

We've never done this before in the Global Class, as well.

The slide should come up. But in the meantime, we can--

Does anybody have any ideas that we could share while some people are waiting? Yes? No? You guys are the curriculum students. You can start by-- Just start with an outcome

[INTERPOSING VOICES]

Did we get it working? Sundeep, still working? Now? I see Brian's eyes moving around. No?

But they could see it on the live stream. This is visible on the live stream.

[INTERPOSING VOICES]

Turn off the sound? OK. Yeah, we've done this before. There's a workaround.

[INTERPOSING VOICES]

Is this for this class or for a class?

For a class. To make this relevant to anything that you are individually teaching. Brian, you already have outcomes that are developed, as you mentioned. But Benson, maybe thinking about your media students perhaps using a Global Class? What kind of outcome could you create? And John, what is it that you teach?

I Teach Future of Energy

Future energy. Is it a global class? Coming up with some sort of outcome using one of the verbs like pair. Or investigate. Appraise. At St. Lawrence College I see them working around the boardroom table there. So we'll just do a couple of minutes, I think Ian and Brian have something for us. And Dave, Laura, and Carl, who are joining us on the live stream. Maybe you can type your outcomes in there as well.

That's great. So everyone can see that clearly? John? Todd? Brian? Benson, you're good? Put your thumb up if you're good. Yeah. OK. Excellent, good, great. And in Kingston they can see. So what skill, John, for example, with future of energy, what skill would you

[INTERPOSING VOICES]

I wrote down the verb question, the point being, practice the questions that work in order to go to the depth necessary to bring about a holistic understanding of the energy system.

John, can we get an instant replay of that? So it's a lovely thing. By applying this to different disciplines, like John and energy.

We have a nursing one over here.

Nursing, and then what about in millwrights, if you had a Global Class for millwrights?

You already have a Peru partner, John, that we can set you up with through Todd. Or Mexico, you said, is that right, Todd? You have a millwright who is originally from Mexico but working with Peru? So any ideas of some sort of outcome that you could think of for a Global Class?

[INAUDIBLE] would have to demonstrate it

[INTERPOSING VOICES]

As we all know, writing outcomes is a bit of an art. Brian and Ian, were you working on something back there?

OK, I've got one for my monsters course.

OK, so let me just explain to everybody. Brian teaches in our general education courses. And he teaches a course, I teach journalism, my students take it all the time and they love it it's called Making Monsters. So for Brian's Making Monsters course.

I rolled a one, so the knowledge level, "Identify how the meaning represented by the zombie differ in fiction in different cultural contexts across the globe."

Lovely. Do you want to repeat that one more time so everybody gets it?

Sure.

Slowly.

Go ahead. "Identify how the meanings represented by the zombie differ in fiction in different cultural contexts across the globe." We even do that in my class.

So that's great. We can organize a Global Class with partners across the countries to do something like that. South Korea and Cuba. All right.

Anybody else with any other ideas?

I'm going to get less polite now, and only because I feel this is a real teachable moment.

[INTERPOSING VOICES]

At doing things, not just talking about things. So I'm going to defer to the trades here for a moment. Because I truly believe that this Global Class can be put into places where people are doing things together and solving technical problems together. We're working on that as a lab. So couldn't you have millwright rights in Tokyo? A millwright in Mexico City, and an millwright in Reykjavik, Iceland? And your students working together in a live, synchronous way, to solve a technical problem together? Just perspectives [INAUDIBLE]

Does that make sense or not? I mean, be honest. I don't know. I think it could.

I can help with that.

We do that now. We've been doing that for years. What happens is that if on a local level in a given plant there's a problem, and there's a certain amount of down time, we don't want to have 1,000 people standing around doing nothing. Well then all of a sudden, within 10 minutes, it goes to the plant level.

Within half an hour, it goes to the region. Within an hour, it's gone national. [AUDIO OUT] world headquarters will look at something, and they will say, Good engineering on that from a global standpoint so that we can resolve a problem, for example, in Ottawa. So that the problem is solved, whether it's mechanical, electrical, et cetera.

So we should be doing that in the classroom.

John was going to jump in here.

John Hofmeister should be in. Where did he go?

[INTERPOSING VOICES]

Just in the industry visiting other facilities, as Ben was talking about, we understand that in mechanical breakdowns or breakdowns in the facility, which we try and teach our students, they deal with it very differently, which I've visited in some of the southern states and in Mexico. And they're facilities that basically are the same as ours. So it would be very interesting to collaborate in that regard, seeing that they do things differently there than we do here, and maybe collaborating together so we can solve those problems.

You're doing it in a professional context all of the time, like you said, so it make sense. [AUDIO OUT]

I was going to say here I learned the other day from one of our sessions that, I don't know if you've ever heard of this, x-culture effort. You can learn more about it at x-culture.org from a business school colleague. But they do they partner with businesses and professors, international businesses. And professors from around the globe have their students collaborate with students from other countries about developing solutions for these real-world problems presented by these companies. The faculty member that presented on that a couple days ago, it's amazing what his students are doing. It's really cool. X-culture.org.

How many perspectives are in that? Or is it just like two locations or three locations? Or how many different locations are involved in that one

[INTERPOSING VOICES]

Every semester thousands of students and professionals from over 40 cultures take part in the x-culture competition.

So that's a different that's different. But Not this, but it's something similar.

I just want to reach out to St. Lawrence, because I know Adam McGregor, you're doing graduate studies at UOIT. And one of the things that you're looking at is how faculty can be supported as campuses become more intercultural or international. Did you come up with some outcomes At st. Lawrence College that you might want to share?

We didn't quite get down the full road. But we were talking about comparing the practices of Gwinnett College, to St. Lawrence College, to better develop best practices for here. That's one of the things we've been quite interested in. We've been talking about the workshop that's being run through the two-day workshop where they're relating back to the five learning outcomes that were identified to help move the curriculum towards being more international. So we have been kind of throwing that ball around this table, and unfortunately, got a little side-barred with the developing the course learning info.

That's great. Well, that's good discussion, thought. That's fantastic. Todd, yes, go ahead.

Brian is from the south, and he's agonizingly polite. But the name of his college in Georgia Gwinnett College. So if you start googling it, you're not going to find it by the names you were giving it. It's Georgia Gwinnett College. Just so you know. He's very polite and he wouldn't point out that, but I just want everybody else to know.

My error. Thanks, Todd.

[INTERPOSING VOICES]

If you're interested in learning more, I'd love to talk to you about what do you guys want to do. But we do have a main website. I can send you the link, but it's the GGC.edu/QEP. And there it outlines our process. Because the internationalization of curriculum is the biggest piece, that's one piece of a larger initiative. But it also shows our rubrics and things like that. And we've continued to work on it, but that's the basics of what we do. But I'd be happy to talk more with you about that, because people have learned a lot over the last several years.

Wonderful. I just want to say I very much would like to see that rubric that you've developed. And I know Susie and I would just-- so we'll get that afterwards.

And just in the interest of time, we have gone ten minutes over. I just want to say as a caveat, that I'm interested in doing a Global Class with you as a journalism and mass media professor. So that would be wonderful. That was my outcome from this.

And just in closing, is there anything anybody would like to share just before we say a Global Class goodbye? No?

I'll just say thank you to everyone, and thank you for putting this together and showing the agility of what it means to be a Global Class host is just managing this and managing that, and then bringing it alive.