

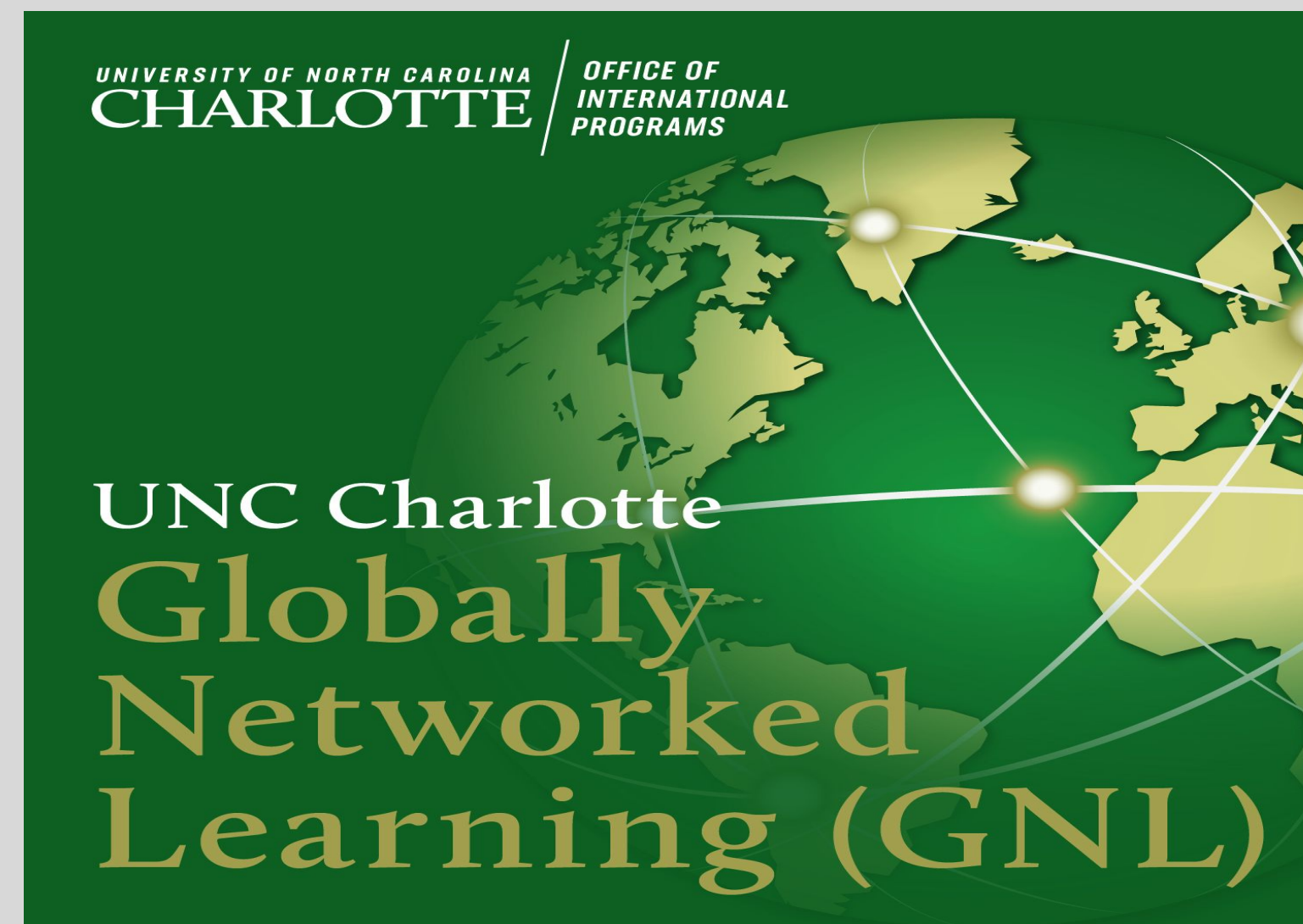
# Let the Odyssey Begin: A Globally Networked Learning Project between Germany and the United States

Dr. Erik Jon Byker & Mahita Sadula, UNC Charlotte  
Dr. Benjamin Ade-Thurow, PH Ludwigsburg, Germany  
Dr. Florence Martin, NC State University

## Purpose

- Describe a Globally Networked Learning (GNL) project among students (n = 54) in Germany (n= 28) and the United States (n=26)
- The duration of the GNL project was 8 weeks including 4 synchronous sessions and collaboration over email, WhatsApp, and Zoom

## Globally Networked Learning



- Globally Networked Learning (GNL) refers to a collaborative approach to learning that enables students and instructors from different locations around the world to participate in learning and the creation of knowledge
- GNL is equitable as it allows for access to international experiences for all students

## Research Questions

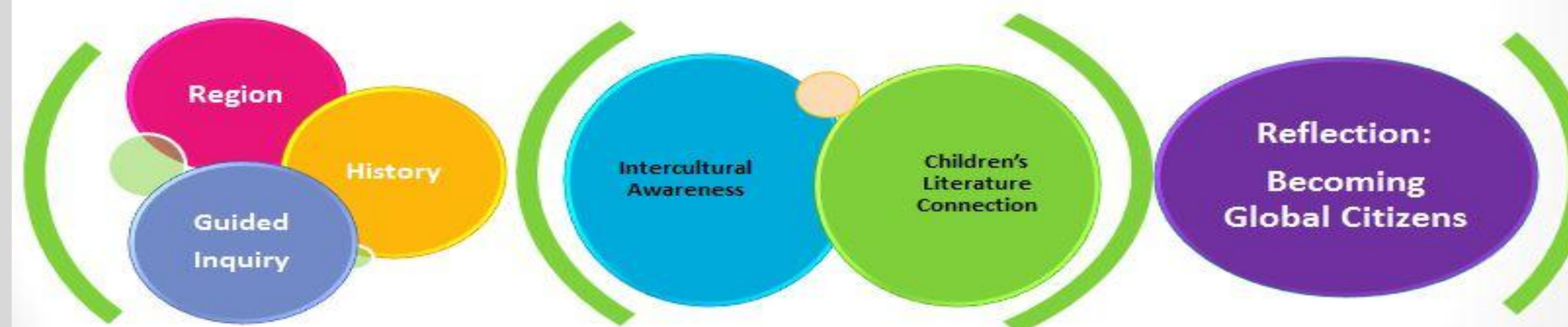
- What was the impact of the GNL project and Global Competencies Virtual Odyssey (GCVO) assignment?
- From the perceptions of the student participants, what was the relevance of participating in the GNL project as a university student and to their future career?

## Objectives

- Communicate the global relevance of the GNL experience
  - Develop effective communication and online interaction with students from another country and culture
- Engage with cultural similarities and differences
  - Investigate the world and recognize perspectives vis-a-vis a collaborative GCVO assignment
- Critically reflect on one's own cultural situatedness
  - Recognize how virtual exchange provides a comparative experience for intercultural communication and cultural reflection
- Explain global interconnectedness of place and people
  - Through an investigation into the regions of each country

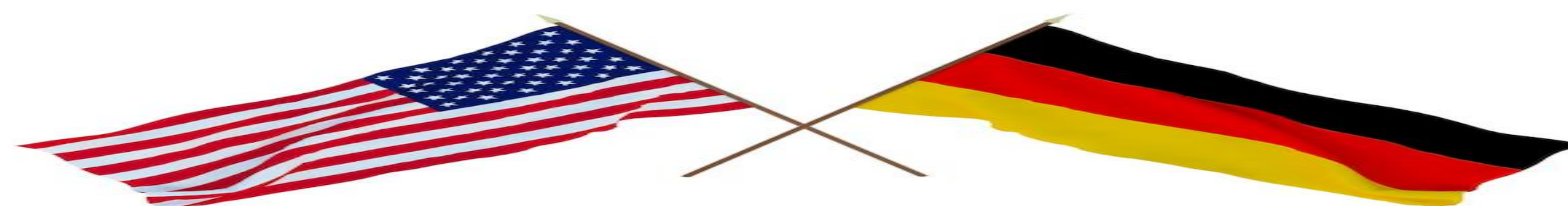
## Collaborative Assignment

### Global Competencies Virtual Odyssey



## Discussion

- International virtual exchange through GNL engages learners in the development of:
  - Global competencies
  - Intercultural awareness
- GNL broadens knowledge and promotes engagement in the challenges of cross-cultural dynamics in a global community



## Findings

### Student Reflections of the GNL Project Jamboard

Category	Occurrences	Percentage
<b>Global Awareness - connections</b>	<b>37 occurrences</b>	<b>45 %</b>
World knowledge / stereotypes	9	24 %
Different peoples	5	14 %
Different cultures	12	32 %
Different regions	6	16 %
Different beliefs and customs	2	5 %
History	1	3 %
Language	1	3 %
Communication	1	3 %
<b>Competencies - connections</b>	<b>18 occurrences</b>	<b>22 %</b>
Personal skills / knowledge	12	67 %
Learning for life	1	6 %
Learning for career	2	11 %
Technology	1	6 %
Peer-learning	2	11 %
<b>Cultural Knowledge - connections</b>	<b>14 occurrences</b>	<b>17 %</b>
Own culture	5	36 %
Other culture	9	64 %
<b>Career Related - connections</b>	<b>13 occurrences</b>	<b>16 %</b>
Own teaching skills	5	38 %
Student / Classroom related	8	62 %
<b>Total</b>	<b>82</b>	<b>100%</b>