

Building a Signature Learning Experience: Teaching Critical Diversity

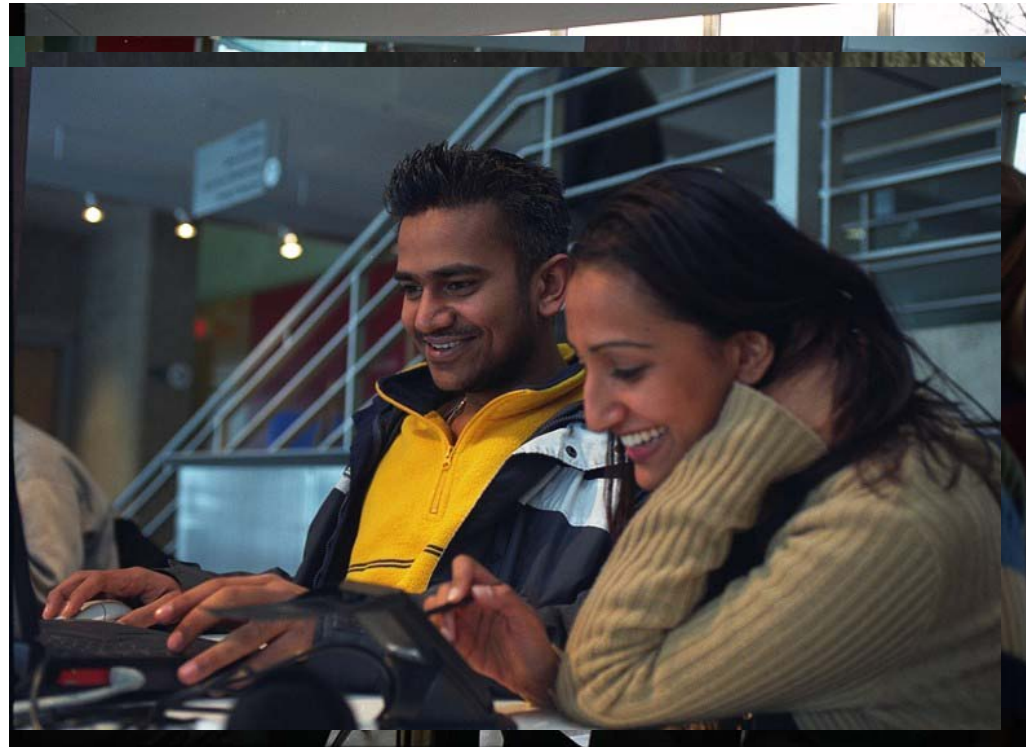
HETL 2013 (Orlando)

Zabedia Nazim & Zafar Syed

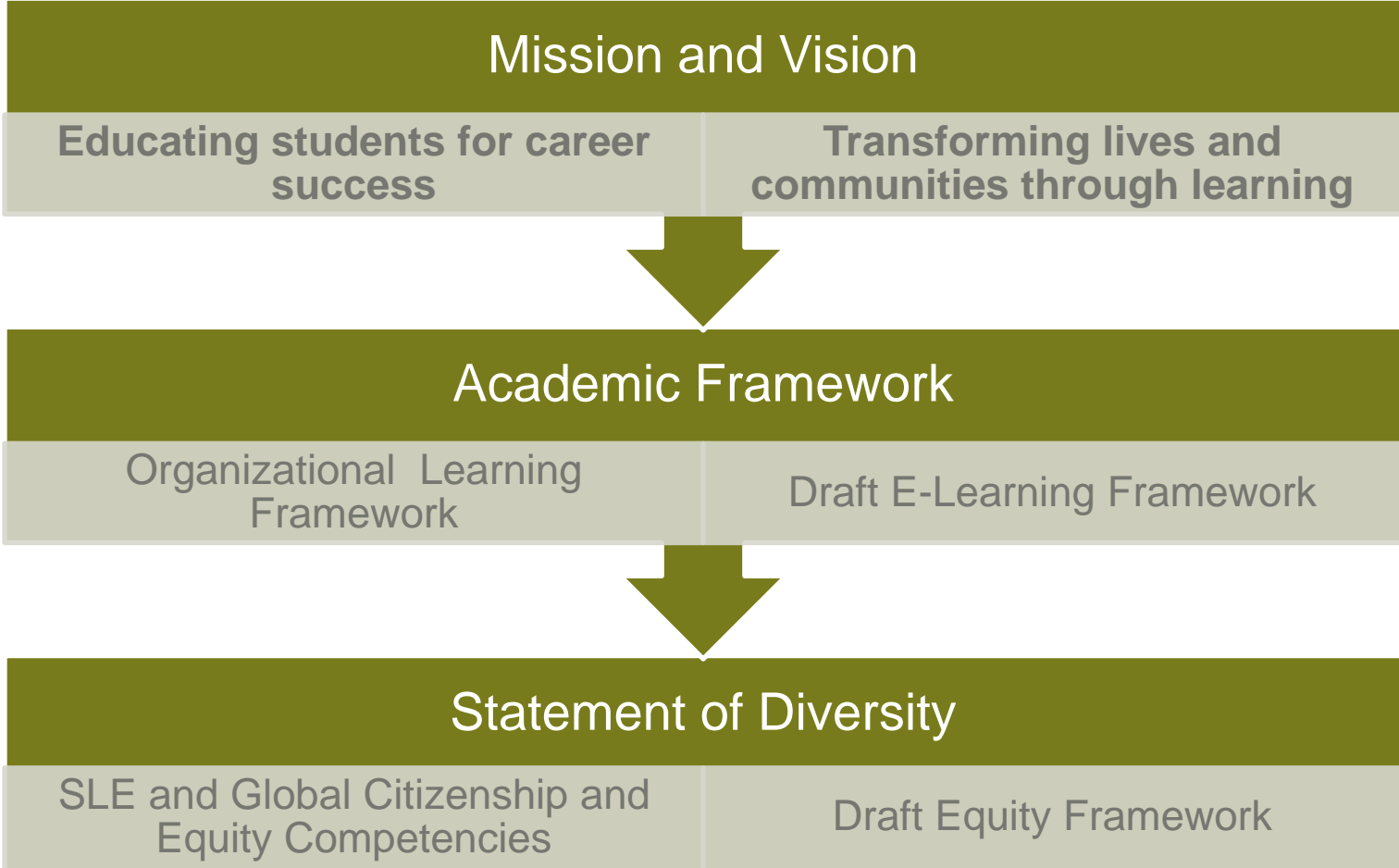
Context Setting



Ontario's First College
Seven Academic Schools
Diverse student body
57% born outside Canada
41% English not 1st lang.
80 languages on campus
100+ ethno-cultural groups
on campus
30+% international students.
50% first-Generation;
42% have dependents



Putting the Pieces Together....



Our Signature Learning Experience: Global Citizenship and Equity



Centennial learners are citizens in the global sense through recognition that we must all be aware of our use of resources and find ways to **live together in a sustainable way**. We must be able to reflect on the many identities that contribute to our whole being, that form who we are as individuals, as members of communities, in **our roles and responsibilities**, and in our place in the world. When we see that others are being treated with injustice, we know that we are responsible for trying to ensure that **others are treated justly and provided with equitable opportunities** as fellow citizens of the world. We think critically about what we do and say, and make sure that our actions are inclusive, to **bring about transformational changes in lives** and communities for personal, career and societal benefits.

Four structural elements of SLE

- GNED 500 course
- Embedding of global citizenship & equity outcomes across the curriculum
- SLE portfolio
- Professional development & learning for all



Targeted Learning Outcomes



GC&E Program Learning Outcome

Develop global citizenship and equity knowledge, skills, and experiences as they relate to individual and community identities, critical social analysis, sustainability of resources, and enhanced personal and social responsibility.

GC&E Course Learning Outcomes

1. Examine one's roles and responsibilities as a global citizen in personal and professional life
2. Examine 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. Demonstrate how one's actions support personal and social responsibility at the local, national or global level

SLE Experience

- [Centennial College: Signature Learning Experience \(SLE\) - YouTube](#)

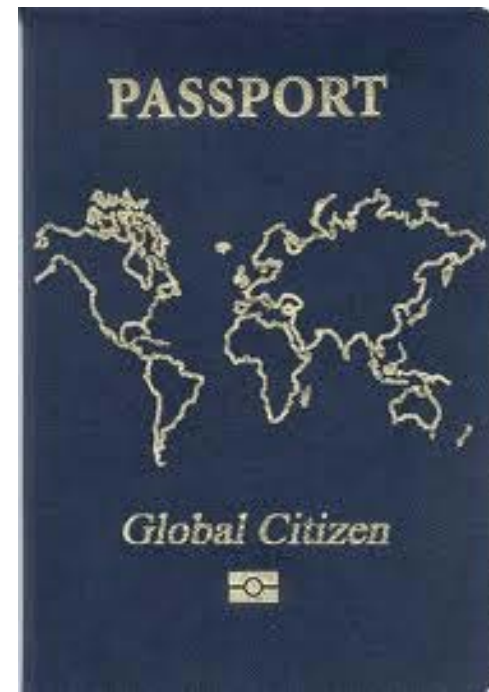
Intro. to GCE: Course Description



*The signature Learning Experience is the articulation of Centennial College's commitment to embedding the principles of global citizenship and equity in our learning, teaching and working environment. In this introductory course participants will have the opportunity to develop the knowledge and skills required to work and live in a diverse world. It represents a **look at the concepts of global citizenship, social justice and equitable treatment** of all individuals. Examples of issues of social justice examined are politics, economics, religion, technology, energy and environment. Learners will **explore personal and social responsibility in their own lives, in their communities, and in the global and local work environments. Critical analysis of ideas** and an examination of core concepts of identity, equity, equality, social analysis, social action and reflective practice will assist learners to develop **communication, research, critical thinking and problem solving skills.***

Introduction to Global Citizenship and Equity

- Open to all employees
- 8 weeks (3 hours/week)
- Free
- Voluntary
- Modelled on the GNED500 course offered to students
- Course Sections:
 - Identity
 - Reflective Practice & Critical Thinking
 - Critical Media Literacy
 - Power & Privilege
 - Social Action
- Enrollment –increasing numbers and very diverse
- Work required



Silverman's Study



- Found pre-service teachers hold a limited view on what constitutes diversity, which affects their sense of efficacy, responsibility and advocacy as individuals and teachers (Silverman 2010)
- “Educators who are not aware of their own complicity in what Appelbaum (2004) characterizes as “institutional oppression,” or discriminatory practices built into education, cannot feel responsible for reversing it.” (Silverman, 2010: 300)

Benefits



- Resource & support for employees
- Greater understanding of SLE and GCE
- Voluntary
- Free, open to every employee
- Shift from liberal to critical diversity
- Starts with self /individual; connects to systemic & institutional levels
- Builds a common language
- Greater self-reflection and critical thinking
- Ongoing personal & professional development/transformation
- Transcends silos
- Creates allies that helps to build capacity
- Fosters partnerships

Challenges

- Scheduling
- Voluntary
- Painful
- Place to voice resistance to SLE and GCE
- Moving from debate to dialogue
- Safety cannot be guaranteed
- Power relations between participants
- Power relations between participants and instructors
- Competing neoliberal environment
- Scratching the surface
- Measuring success



Success Factors



- Voluntary, free and open to every employee
- Strong support of senior management
- Widely promoted (senior management, employee orientation, etc...)
- Professional Development
- Co-taught
- Instructors have expert knowledge and wide experience in field of equity, social justice
- Instructors have strong facilitation, negotiation and conflict resolution skills
- Certificate at the completion of course
- Institutional recognition and currency (e.g. GNED500, Hiring practices, GCELE)

Beyond the Course

GLOBAL CITIZENSHIP & EQUITY LEARNING EXPERIENCE CALL FOR PARTICIPANTS



Centennial College is committed to providing students with distinctive learning opportunities and global citizenship experiences - in the classroom and in the real world.

The Global Citizenship & Equity Learning Experiences (GCELEs) are service learning projects (for 7-10 students) that provide learning opportunities in community settings that prepare students to be leaders of positive social change in our interconnected world.



OPPORTUNITIES FOR PARTICIPATION:

CONSTRUCTION MISSION - participants will have an opportunity to engage and assist in sustainable construction projects in rural communities of Cusco, Peru.



EMPOWERMENT & TRAINING ON WALPOLE ISLAND - this project aims to focus on learning and development programming for aboriginal women on Walpole Island.

INTERPROFESSIONAL HEALTHCARE TEAM - participants will provide health, wellness and educational outreach activities to underserved communities in Roatan, Honduras.



TOURIST HIGHWAY PROJECT - interact with international development organizations and local tourism leaders on an initiative that seeks to transform a mountain highway into an ecotourism attraction in the Dominican Republic.

SUBMIT COMPLETED APPLICATION BY JANUARY 11, 2012 TO YOUR SCHOOL DEAN.

FOR MORE INFORMATION:
cwhite-garcia@centennialcollege.ca

APPLICATIONS AVAILABLE ON HUMANRACEBOOK.COM



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GLOBAL CITIZENSHIP & EQUITY LEADERSHIP PASSPORT SEMINAR SERIES

The Global Citizenship & Equity Seminar Series (GCESS) is for students who want to complete the Global Citizenship & Equity (GCE) component of the Leadership Passport. The GCESS has six modules and will be offered in a two-hour workshop format. Students will further advance their leadership knowledge, skills and abilities as global citizens in their personal and professional life.

[Click here for more information](#)

CENTENNIAL COLLEGE GCELES, 2012 BLOGS

- Please read this. - October-27-12
- Sand In My Shoes. - July-18-12
- "Jamaica, Jamaica, Jamaica the land we love" - July-15-12
- Literacy Camp - July-14-12
- Montego Bay: Tourist Capital - July-14-12

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At Humanracebook.com you will be a student of the world. Explore issues facing the planet, here at home and abroad. Humanracebook comes alive at Centennial College through the Signature Learning Experience, which gives you access to a bigger world

THURSDAY, MARCH 22, 2012

Walpole Island -2012



GCESS



Thank you for listening
and engaging

Zabedia Nazim

znazim@centennialcollege.ca

Zafar Syed

zsyed@centennialcollege.ca