U.N. Sustainable Development Goals within the Global Classroom

Virtual international collaboration and exchange between Tecnológico de Monterrey, the University of California, Davis and Shanghai Jiao Tong University

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Virtual Global Collaboration: Stepping into New Opportunities

• Global Classroom and Virtual Collaboration
• The UN Sustainable Development Goals and Wicked Problems
The Relevance of SDGs to University Teaching & Learning

• The SDGs are **INTERDISCIPLINARY** and **INTERCONNECTED**

• The SDGs are **CHALLENGES** and can benefit from **ACTION-BASED LEARNING**

• The SDGs demand **MULTI-ACTOR INVOLVEMENT**
What does the UC Davis SDGs approach look like?

Key Principles:
- Interdisciplinary
- Integration
- Leadership
- Diversity, equity & inclusion

How:
- Partnerships
- Campus Involvement
- Teaching and learning
Integrating SDGs into a Collaborative Course

- Collaboration
- Intentionality
- Awareness
- Resources
• Global learning
• Collaborative learning
• Intercultural engagement
COIL and Global Classroom

Collaborative work between Tec Professor and International Professor
- Common objective
- Topic of interest

Coaching from Global Classroom Coordinators during the experience process

**STEP 1**
- Exchange of ideas
- Discussion
- Participation evidence

**STEP 2**
- Collaboration and conclusions
- Participation Evidence

**STEP 3**
- Presentation
- Deliverable

**1 week**
**2 weeks (or more if you wish)**
**1 week**

**Multicultural Collaborative Activity**

**Tools**
What tools will I need? Example: video conferences, boards, presentation, instant messages, cloud storage, etc.

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Global Classroom and the UN Sustainable Development Goals

• Foster **multicultural teamwork** between students and faculty focusing on the **SDGs**

• Create a **framework** for the intentional **inclusion of the SDGs** in teaching using the Global Classroom model

• **Pilot** several courses between the three universities

• Create a **toolkit of resources** to support the model

• **Expand** the project so other U21 universities can develop courses
## Highlight of our Pilot Courses

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>PRIMARY SDG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEC</strong></td>
<td>Real Estate Projects</td>
<td>11 - Sustainable Cities and Communities</td>
</tr>
<tr>
<td>UC Davis</td>
<td>Housing and Social Policy</td>
<td></td>
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<tr>
<td><strong>UC Davis</strong></td>
<td>Plant Biochemistry</td>
<td>3 - Good Health and Well-Being</td>
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<tr>
<td><strong>SJTU</strong></td>
<td>Traditional Medicine</td>
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<tr>
<td><strong>TEC</strong></td>
<td>Latin American and Caribbean Regional Scenario</td>
<td>10 - Reduced Inequalities</td>
</tr>
<tr>
<td>UC Davis</td>
<td>Social Change and Agricultural Development</td>
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<tr>
<td><strong>TEC</strong></td>
<td>Design Project III</td>
<td>3 - Good Health and Well-Being</td>
</tr>
<tr>
<td>UC Davis</td>
<td>Functional Apparel Design</td>
<td></td>
</tr>
</tbody>
</table>
Meshing Administrative Structures

• **Recognition** of different administrative capacities while utilizing best practices from each institution

• **Meshing** different administrative structures for international virtual collaboration and exchange

• **Learning** to recognize and celebrate what each institution brings to the table
Preparation and Implementation of Pilot Courses: Staff Perspective

STAGE 1
- Creation of the faculty pairings
- Assessment of tools

STAGE 2
- Co-creating and leading of collaboration trainings

STAGE 3
- Implementation of the pilot courses
- Monitoring progress of collaborations

STAGE 4
- Guiding the collaboration of each faculty pairing
- Evaluation of the pilot courses
- Developing the toolkit

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Preparation of Pilot Courses: Faculty Perspective

Finding a partner

Getting to know your partner and your partner's cultural background

Sharing course information and creating a collaboration plan

Understanding students

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Global Classroom U21

Global Classroom and the UN Sustainability Goals: a U21 Pilot Project

Welcome.

Welcome to our initial Global Classroom workshop where through a series of synchronous sessions and asynchronous activities, we will share useful information, recommendations, and resources to successfully develop and integrate the Global Classroom experience within your course.

We have created this toolkit as a resource to familiarize you with the type of activities and the environment in which your students may be working during this International online experience.

General Information

Is it necessary to have an International audience to start the workshop?

You are currently logged into Student View

Setting the tool student will now outline for this student, allowing you to view the course as other students.

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Q&A