

Enhancing Classroom Learning Through Critical Global Citizenship



INTERNATIONALIZATION ON THE GROUND



- A common goal for many institutions is to not only encourage activities **between domestic and international students**, but to encourage activities **between intercultural groups**, i.e. students connecting outside their cultural group.

“...cannot...assume that interaction between local and international students will happen *automatically* and that by having international students on campus we will necessarily achieve our internationalization goals.” Leask, 2002

INTERNATIONALIZATION ON CAMPUS



- Connections developed through meaningful interactions with those from different cultures (Deardorff, 2008)
- More likely found in a social setting – real relationships
- Students need to be involved in initiatives/ programs/ projects that are engaging and meaningful to them.

STUDENT ORGANIZATIONS



- True student-led initiatives bring together students who have a passion in areas such as social justice, humanitarian causes, sustainability or intercultural awareness.
- At the forefront of pushing forward change on a global level
- There is a need to provide institutional support for student-led internationalization

RESULT:
**SIMON K.Y. LEE GLOBAL LOUNGE & RESOURCE
CENTRE**



Goals:

- To **foster dialogue** that promotes global citizenship, intercultural understanding & international engagement for a more just society.
- To build a community of among students, staff and faculty interested in global issues by **promoting collaboration**.
- To inspire student groups to take action and **make a positive impact** on our campus and in our community.

GLOBAL LOUNGE STRUCTURE



CLUBS

35-45
Global &
Intercultural
Student
Organizations

COLLABORATION

Community
Animator
+
Global
Lounge Club
Officers

COMMITTEES

International
Development
Sustainability
Anti-Racism

HOW DO WE BUILD CAPACITY?

Physical Space

Designed by students for students:

- Free Coffee/tea
- Kitchen – fully equipped
- Modular furniture on wheels for easy movement.
- Storage space for clubs
- Meeting rooms and study space (fostering casual connections)
- Photocopying
- Evening access for events and meetings



HOW DO WE BUILD CAPACITY?

Connectors: Animating the Community

Student-staff act as *animators*:
“to make more **lively**; move into
action or breathe **life** into
something”



Animation, as opposed to programming, is about enabling community rather than directly trying to create it.

- Student-staff provide assistance to campus clubs, connecting people and groups with campus resources and to other groups with similar goals and interests.
- Promote clubs' events through social media outlets for larger audience base

HOW DO WE BUILD CAPACITY?

Communications Support

- Promote student initiatives to a wider audience through:
 - Weekly newsletter
 - Social media platforms
 - Connecting to UBC Events & Student Communications for larger-scale events



HOW DO WE BUILD CAPACITY?



Funding

- “International Week” \Rightarrow UBC & AMS Global Fund
- Provides small grants (up to \$2000) for student-led initiatives that are interculturally & internationally focused, collaborative and sustainable.
- Examples:
 - *Black Muslims Matter Dialogue*
 - *Shastra Aur Prayog- Intersection of Text and Practice in Indian Classical Performing Arts*
 - *Whose Body? Bridging the Disconnect Between Rights and Reality*

HOW DO WE BUILD CAPACITY?

Professional Development, Training and Programming Support



Examples include:

- Training on ethical advocacy and reflexive leadership
- Workshops on volunteer management and grant-writing
- Support collaborative programming that is responsive to world events.

Impact Lab: Mindful Leadership on Indigenous Land

Sat. March 18th
9:00 AM-4:00 PM
UBC Global Lounge

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LOUNGE
& RESOURCE CENTRE

RESULTS

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VOICES FROM VENEZUELA

A M U L T I - L A Y E R E D C R I S I S

NOV. 22nd
5:30-7:30pm



RESULTS

NAVIGATING MIXED-RACE IDENTITIES

A conversation with Dr. Minelle Mahtani,
and UBC students & staff

March 10 | 5:30 PM - 7:30 PM

SIMON K.Y. LEE
**GLOBAL
LOUNGE**
A RESOURCE CENTRE



THE UNIVERSITY
OF BRITISH COLUMBIA
Simon K.Y. Lee Global
Lounge and Resource Centre

RESULTS

Considerations for Principled
Engagement with Indigenous Peoples:

A Workshop with Rain Daniels



UBC Global Lounge



September 26th | 5:30-9pm

Food Provided. RSVP bit.ly/3IXZLtD

**What actions are needed to
move towards anti-racist,
anti-colonial engagement?**

- Examine past & present social realities of Indigenous experience, and patterns of engagement that inform relationship between Indigenous & Non-Indigenous peoples.



UBC ORICE

RESULTS

THE FUTURE OF OUR FOOD & CLIMATE



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**GLOBAL
LOUNGE**
& RESOURCE CENTRE

**INTERNATIONAL DEVELOPMENT WEEK:
REIMAGINING SYSTEMS**
FEBRUARY 3RD, 6:00 - 8:00PM

RESULTS: IN NUMBERS

500

Events 19/20

13,000

Event Attendees in 19/20



1,300

tandem applications in 19/20

900

tandem participants in 19/20

\$300,000+

Awarded from UBC & AMS Global Fund 2010-2022

200+

Projects funded 2010-2020

SHIFTING ONLINE



2020

2019

2018

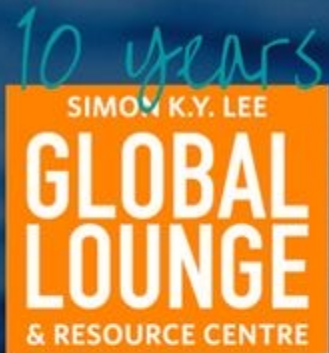
EVENTS WERE NOT BOUND BY GEOGRAPHY OR SPACE CAPACITY

Whose "Development"? A close up to Latin America

Community health and wellbeing:
Indigenous strategies
February 11th @4:00 PM



RESULTS

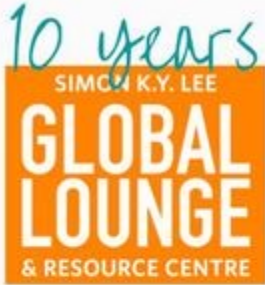


WATER SOVEREIGNTY: AN INTERSECTIONAL APPROACH TO INDIGENOUS DETERMINANTS OF HEALTH

APRIL 8, 2021 5:30-7:30PM

INVOLVED ORGANIZATIONS: UBC COMMON ENERGY, FRIENDS
OF MSF, BLACK STUDENT UNION, RESIDENCE LIFE

RESULTS



Whose Learning? A Conversation on the Coloniality of Education

March 29th, 2021 6 PM

Involved Organizations: IRSA, Amnesty
International, Sponsor a Child, MUNSA



BETTER INCLUSION OF COMMUTER STUDENTS

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GLOBAL
LOUNGE
& RESOURCE CENTRE



"Where are you
really from?"
A student discussion
about belonging

MARCH 24TH 5:30PM - 7:00PM PST
VIA ZOOM

SAFE VIRTUAL SPACES FOR ENGAGEMENT

Cafecito con Amigues

A COMMUNITY CONVERSATION:
REDEFINING LATINX IDENTITY


WEDNESDAY, MARCH 31ST

5:00 - 6:30PM PST



INCLUSION OF UBC-O IN ALL PROGRAMS

- *Tandem Language Learning Program*
- *The World's Challenge Challenge*
- *Virtual events and socials*





JOIN THE
**WORLD'S
CHALLENGE
CHALLENGE**

**YOUR TEAM COULD WIN
\$6,000**
+ A TRIP TO ONTARIO TO
COMPETE IN THE FINALS

**SHOW US YOUR
SOLUTION
TO A GLOBAL
PROBLEM**

[STUDENTS.UBC.CA/CHALLENGE](https://students.ubc.ca/challenge) | APPLY BY DEC 16

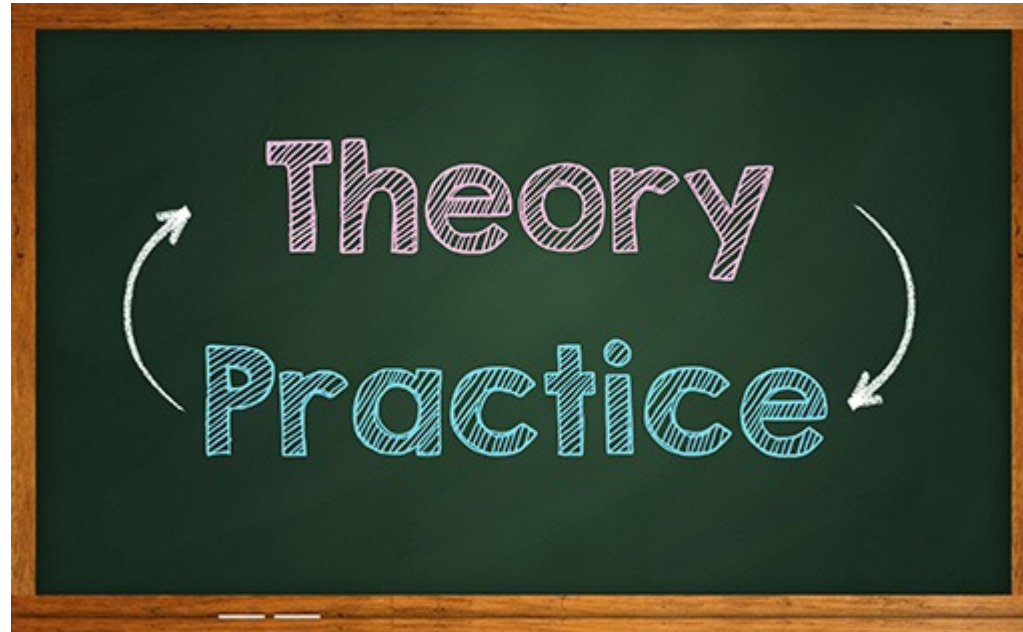
 THE UNIVERSITY
OF BRITISH COLUMBIA

 Western
UNIVERSITY CANADA

UBC tandem
Language Learning Program



WHAT INFORMS THIS PRACTICE?



SHAPING THE NEXT CENTURY – UBC STRATEGIC PLAN



Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.

DEFINING GLOBAL CITIZENSHIP: DECOLONIZED GLOBAL CITIZENSHIP (ABDI ET AL., 2015)



Global citizenship “demands both understanding of the interconnectedness of life on a finite planet while at the same time accepting that this interconnection cannot be based on a universalism that denies difference.”

Decolonizing global citizenship insists we dismantle the colonial power structures and systems of knowledge that dominate and served to exacerbate inequality and oppression

DEFINING GLOBAL CITIZENSHIP – CRITICAL GLOBAL CITIZENSHIP (ANDREOTTI, 2008)

Encourages us to engage with our own identities and place(s) in the world, and confront systems of power, privilege, and oppression from nuanced perspectives.



Instead of...	CGC
problematizing poverty and lack of 'development	problematizes inequality, injustice and power systems that disempower and exploit
adopting a humanitarian perspective	animates global citizens based on justice and not being complicit in the harm of others
being centered on universalism	centered on self-awareness, dialogue, and “an ethical relation to difference” (Andreotti, 2008).

DECOLONIZING LEARNING

“Decolonizing learning prompts us to consider everything we study from new perspectives ...[and] recognize, understand, and challenge the ways in which our world is shaped by colonialism...” [2019 Open University report](#)



Enacting Critical Pedagogy

By creating opportunity for investigation, dialogue and critical reflection through relevant and applicable conversations, students can view themselves as owners of knowledge, free to question what is taught, rather than only as recipients of “official knowledge”.

QUESTIONS



STUDENT-LED INTERNATIONALIZATION ON CAMPUS/NOTES ON CRITICAL GLOBAL CITIZENSHIP

Global Citizenship Themes



Adapted from UNESCOs “Framework for Global Citizenship Education” (2015) and informed by critical, decolonized global citizenship discourse (Andreotti, 2008 & Abdi, 2015). They are as follows:

- Self-awareness and different aspects of identity
- Understanding difference and respect for diversity
- Underlying assumptions about power dynamics
- Interconnected issues affecting communities at local, national and global levels
- Ethically and socially responsible behavior
- Engaging critically and taking action both individually and collectively