# Classrooms Without Borders

Turning co-operation into collaboration: a case study analysis on the implementation of collaborative teaching and learning across cultures.

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The global classroom project: facilitating cross-cultural creativity and innovation
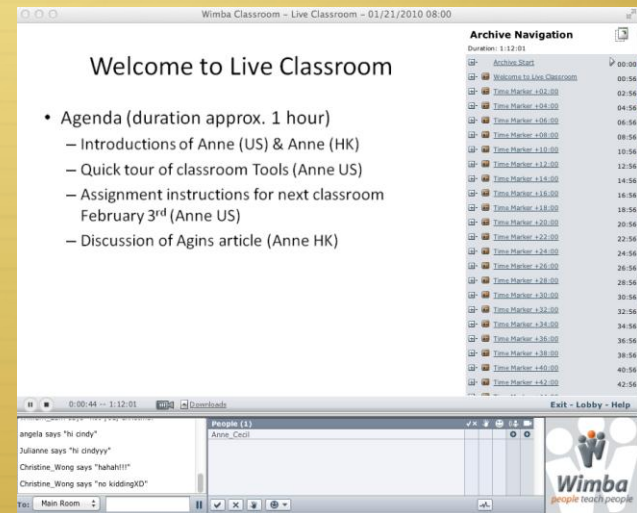
What the global classroom project aimed to achieve:
intended learning outcomes

Digital technologies used in global classroom:

Class Tools: BBVista (US), BBClassic (HK), Wimba Live Classroom, Voicethread, Tumblr
Student Tools: FaceBook, Google "g" products, Skype
Instructor Tools: Skype, Gmail & What's App

Project Achievements

- Established Professional competencies through varied assignment sequencing.

- Moved from instructor-directed to student-driven and peer evaluated content.

- Developed cross-cultural understanding through common language.

- Demonstrated innovation and creativity in action.

- Encouraged new ways to use existing technology.
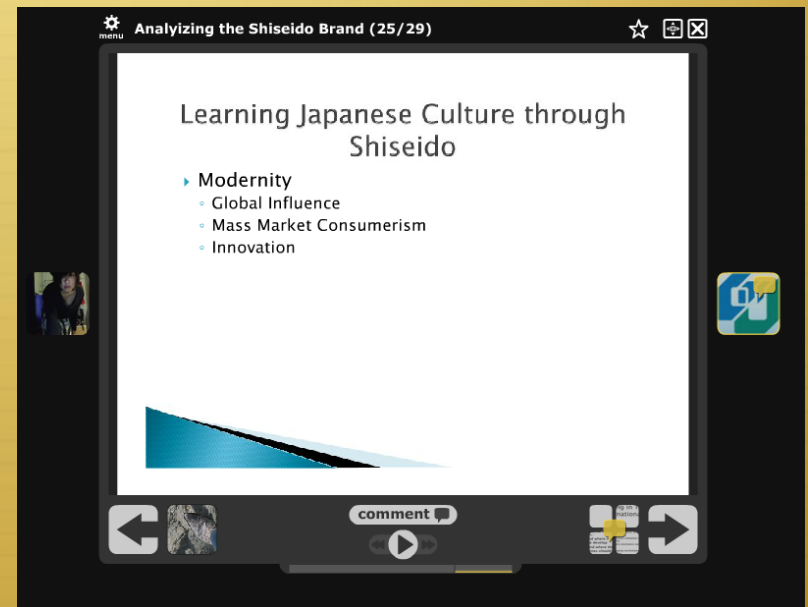
Challenges

- Course Content Development

- Course Scheduling

- Cultural Differences

- Diversity of Knowledge Base, different core competencies and learning style of students

- Class and Group Dynamics

- Inevitable Technological Issues

Student Feedback: positive responses

✦ Project brief was fulfilled through global collaboration

"Overall my Hong Kong team and I worked together effectively and successfully. We offered each other helpful and insightful information on each of our zones in order to fully understand the opposite location. Each prospective business seems to really be a great fit for our zones. We utilized email for the main use of our communication but also used facebook for reminders as well as if we felt we needed more immediate response." **DSMR Student, Drexel**

"This course took me out of my comfort zone but it was such a different way to learn by communicating online with other students and professionals and reflecting on my own city and explaining it to them for our brand launch project." **EN2837 Student, CityU**

Student Feedback: challenges

✦ Acquiring patience and developing relational skills

"*Sometimes it was very frustrating as it seemed as though the US team were not listening to our requests or inpu*t" **EN2837 Student, CityU**

✦ Time zone management

"the time difference made communication difficult at times" **DSMR Student, Drexel**

"Because of the time differences sometimes we waited for a reply or some information and the deadline for the assignment had passed already." **EN2837 Student, CityU**

Student Feedback: challenges

✦ Perception of one-sided communication and general coms management

"I felt as though I was the only one among all teams that took an initiative to communicate". **DSMR Student, Drexel**

"They promised to send us the data for the VT but didn't do it by the deadline and ignored our Facebook requests." **EN2837 Student, CityU**

✦ Collaborative team effort

"hard at first but became easier through the different points of working together" " **EN2837 Student, CityU**

"This group collaboration was a great way for me to see that working within a group is not always difficult." **DSMR Student, Drexel**

Cross-cultural connection

✦ *"I think that the most rewarding aspect of this class has been the opportunity to work with the group of Hong Kong students."* **DSMR Student, Drexel**

✦ *"I have never been to the US or out of Asia but I really felt like this course gave me a great introduction to a different world and I plan to go there on my international exchange next semester."* **EN2837 Student, CityU**

Next Steps

Facilitating Professional Collaboration
Staying current on Technology

Implications & Final Thoughts