



Collaborative online intercultural learning

PSY4126: Virtual collabora- tion for the common good

Students in Maastricht will collaborate with international students. Students will prepare a presentation and a short intervention or research project proposal on a humanitarian topic the students adopt. To contextualize the assignment, the team will have to identify a problem/case description situated in a foreign country.

Activity type

Group activity.

Activity duration/study load

6 weeks/25 hours.

Intended learning outcomes

- To experience and improve collaboration with others in a virtual setting;
- To experience and reflect on cultural differences through social and academic interactions;
- To learn about humanitarian work psychology;
- To build psychological literacy by applying psychological science to complex societal problems like for instance corruption, poverty, gender inequality and child labour.

GCEd elements

Cultural world views, intercultural communication, interdisciplinary skills, empathy, inclusion, understanding (geo)politics, self-reflection, complex problem solving, change agency, moral reasoning (in a variation on this assignment groups focus on ethical dilemma's)

Teacher preparation

Contact a partner university with sufficient cultural distance and arrange a period when this assignment can simultaneously run at both universities. Together with teachers, create an open list of 10 or so (SDG-related) topics that the students can explore (e.g., child labour, gender mainstreaming, corruption, social entrepreneurship).

Student preparation

None.

Flow

Students will collaborate online as a team (team A) with students from another university (team B) on a topic they together adopt. Team A will prepare a presentation and a two-page research or intervention project proposal to illustrate how their discipline can add value. Students deliver a presentation to convince a fictitious NGO to fund their project.

Team A will write a PBL type problem, identified and contextualised by team B. Students in team A tweak the problem until the desired learning goals are triggered. In a separate document, they indicate how jointly researched materials help answer these questions. Team B works on a similar assignment.

Assessment

Grades are determined by the quality of four group products (elevator pitch, synopsis of project proposal, problem description, tutor guide) and one individual product (reflection on intercultural collaboration).