

CONFERENCE 2023

Shaping the Future:

Key Themes in Higher Education

Transnational Lifelong Learning Seeing Cultural Diversity as an Asset for Learning

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Toward **Transnational Lifelong Learning** (TLL) for Recognitive Justice and Inclusive Citizenship



PROFILE

Born and raised in China, Dr. Shibao Guo received his MPhil in Adult Education from the University of Nottingham and his PhD in Educational Studies from the University of British Columbia. He joined the Department of Educational Policy Studies at the University of Alberta in 2003 as tenure-track assistant professor. In 2005, he moved to the University of Calgary, where he teaches in the area of Adult Learning. Dr. Guo is past president of the Comparative and International Education Society of Canada (CIESC) (2017-2019), Canadian Ethnic Studies Association (2012-2018), and Canadian Association for the Study of Adult Education (2009-2011). Currently he serves as Co-Editor of *Canadian Ethnic Studies*. He also co-edits two book series published by Brill|Sense Publishers: *Spotlight on China* and *Transnational Migration and Education*.

Influence —————→

Jarvis' Concept of
Lifelong Learning
and **Disjuncture**

Toward Transnational Lifelong Learning (TLL) for **Recognitive Justice** and Inclusive Citizenship



Distributive
Justice

Retributive
Justice

**Recognitive
Justice**

(Gale & Densmore, 2000)

Toward Transnational Lifelong Learning (TLL) for Recognitive Justice and **Inclusive Citizenship**



‘an alternative form of citizenship that recognizes migrants’ multiple attachments to specific traditions, values, languages, and other cultural practices and that furthermore fosters plural ways of belonging’ (p. 327, Guo, 2013)

How do I integrate TLL in learning and teaching Social Psychology among university transfer students (mostly coming from Asia) at Alexander College?

Learning Outcomes from Social Psychology Curriculum Guide

1. Understand the different modes of verbal and non-verbal communication in various social situations.
2. Understand several attribution theories and their applications in different social situations.
3. Understand the role of cognitive dissonance in changing attitude, cognition, and behavior in social contexts.
4. Understand various mechanisms directly or indirectly involved in temporary or permanent changes in cognition and behavior.
5. Understand the different types of aggression and its numerous biological, psychological, and social determinants.
6. Understand the intricate group dynamics.
7. Understand the factors contributing to the formation and change of attitudes, as well as the intricate relationship between attitudes and cognition and behavior.
8. Understand various facets of self-constructs.
9. Understand the psychosocial determinants of prosocial behavior.

How do I integrate TLL in learning and teaching Social Psychology among university transfer students (mostly coming from Asia) at Alexander College?

Integrate culturally responsive pedagogy and align it with the *social action approach* (Banks, 1988) and *backward design model* (Wiggins & McTighe, 2011).

Social Actions Approach	My proposed learning outcomes	Summative Assessment	Tools to <u>use</u>
Students make decisions on important social issues and take action to help solve them (Culturally Responsive Teaching Checklist, UCLA & Banks, 1988).	Pattern: Action word - learning statement - broad condition/criteria	What key assignments will collect evidence that the course outcomes have been met?	What tools will you use to collect this evidence?

Alignment to Criteria 1 & 2 of the Social Action Approach using the Backward Design Model

Social Actions Approach	My proposed learning outcomes	Summative Assessment	Tools to use
<p>Criterion 1: my teaching encourages students to identify existing social problems or issues from multicultural perspectives</p>	<p>Explain social issues in written and oral form through social psychology theories, principles, and multicultural perspectives.</p>	<p>Oral and written argument</p> <p>1) chapter presentations (15% of the final grade)</p>	<p>Regular in-class activities on explaining social problems through social psychology theories, principles, and multicultural perspectives (e.g., debate, reflective writing, social observations, chapter presentations, case analysis)</p> <p>Specific rubrics are in place for each grade component.</p>
<p>Criterion 2: my lessons and assignments encourage students to gather pertinent data from multicultural perspectives on existing social problems or issues</p>		<p>2) oral argument (30% of the final grade)</p> <p>3) case analysis (20% of the final grade)</p>	

Alignment to Criteria 3 & 4 of the Social Action Approach using the Backward Design Model

Social Actions Approach	My proposed learning outcomes	Summative Assessment	Tools to use
<p>Criterion 3: my teaching encourages students to clarify their values and make decisions about existing social problems using multicultural perspectives</p>	<p>Recommend a written social-psychology-informed plan to address a social problem.</p>	<p>Action research proposal (25% of the final grade)</p>	<p>Discussion and evaluation of action research papers using the lens of social psychology.</p> <p>Specific rubric is in place for action research proposal.</p>
<p>Criterion 4: my teaching encourages students to take reflective actions to help solve social problems</p>			

Learning Outcomes from Social Psychology Curriculum Guide

1. Understand the different modes of verbal and non-verbal communication in various social situations.
2. Understand several attribution theories and their applications in different social situations.
3. Understand the role of cognitive dissonance in changing attitude, cognition, and behavior in social contexts.
4. Understand various mechanisms directly or indirectly involved in temporary or permanent changes in cognition and behavior.
5. Understand the different types of aggression and its numerous biological, psychological, and social determinants.
6. Understand the intricate group dynamics.
7. Understand the factors contributing to the formation and change of attitudes, as well as the intricate relationship between attitudes and cognition and behavior.
8. Understand various facets of self-constructs.
9. Understand the psychosocial determinants of prosocial behavior.

My proposed learning outcomes	Summative Assessment	Tools to use
<p>One learning outcome based on the 9 learning outcomes from the social psychology curriculum guide:</p> <p>Communicate through speaking and writing how the topics in Social Psychology understand human affect, behavior, and cognition in the social context.</p>	<p>Class Participation Outputs (10% of the final grade)</p>	<p>Low-stake in-class activities emphasizing analysis and synthesis of social psychology concepts and theories in relation to social situations and social issues</p>

Note: The course rests on the idea that a theoretical explanation and a course of action can be viewed through a multicultural perspective. Hence, one theoretical explanation may (or may not) make sense and one course of action may (or may not) work in a particular social situation.

How was my Summer 2022 course implementation?

Part 1. Quantitative evaluation from students

Part 2. Qualitative evaluation from students

Part 3. My reflection and insights on running the course

Part 1. Quantitative evaluation from students

1. Does the course encourage you to identify existing social problems or issues from multicultural perspectives? 100% (N = 19)
2. Do the lessons encourage you to gather pertinent data from multi-cultural perspectives on existing social problems or issues? 100% (N = 19)
3. Does the course encourage you to clarify your values and make decisions about existing social problems using multicultural perspectives? 95% (N = 19)
4. Does the course encourage you to take reflective actions to help resolve social problems? 95% (N = 19)

Part 2. Qualitative evaluation from students

1. How helpful are the lessons, requirements, and activities in class in terms of understanding and addressing social issues/problems?

'They are helpful. There are several theories in class that the instructor taught and explained with certain examples. Now, it is possible for me to think about social issues in a certain psychological way with certain methods.'

'Through the concepts of Social Psychology, I learned how to help others and solve their problems.'

Part 2. Qualitative evaluation from students

2. How are the lessons, requirements, and activities in class in terms of its relevance to culture and learning?

'I learn different cultures and behavior of people which taught me how to behave with different people.'

'Activities in class help me to find social issues related to different cultures and get to know about many topics related to cultures like relations, group influence, conformity, and many more.'

Part 3. My reflection and insights on running the course

1. More time to accommodate all the outputs and sharing of all students
2. Groupwork on the action research proposal
3. Lively and meaningful discussions from various social-cultural-historical backgrounds, perspectives, and experiences
4. Reflection on theories and concepts of Social Psychology which dominantly come from Western studies.
5. Use of social psychology concepts/theories in daily life

Key Takeaways

1. Learners come from different countries and cultures and varying disjunctures.
2. It is feasible to move from just including multicultural content in some lessons to a full-blown multicultural course outline.
3. TLL-based curriculum must extend beyond the classroom.

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