

Global Media Education through Development of Online Teaching (GloMEd)

Team Finland Knowledge -Project
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<https://glomed.webnode.fi/>



Overview

- Joint study course on Global Media Education →
- Students' **intercultural experiences** in an online Global Media Education course
- **Artificial Intelligence (AI)** workshops included
- Importance of **online pedagogies** for intercultural understanding and communication skills development in globalizing world → development of **Intercultural Online Pedagogy**



Context

- Global Media Education Course (2021 & 2022 →2023)
 - Organised by University of Lapland (International teachers)
 - International students from educational sciences → 2023 lectures offered online also in The Education University of Hong Kong (before offered in person) and Sao Paulo, Brazil
- Format
 - Lectures or workshops (20 hours)
 - Hybrid (online and/or classroom teaching)
 - collaborative learning
 - Group and individual assignments, learning games and case studies.
 - **Assessed by students' learning diaries**



Topics

- Topics provided according to the expertise of international colleagues, including
 - Artificial Intelligence Literacy
 - Intercultural Communication in the Digital Age
 - Fact-checking as a New Civic Skill
 - Digitalising Reindeer Herding Studies
 - Autonomous Sensory Meridian Response (ASMR) and Wellbeing
- In 2021 Experts from the University of Lapland (Finland), The Education University of Hong Kong (China), Catholic University of Sacred Heart (Italy), University of Parma (Italy) and Darmstadt University of Applied Sciences (Germany)
- in 2022 from University of Lapland (Finland), The Education University of Hong Kong (China)
- In 2023 from University of Lapland (Finland), The Education University of Hong Kong (China) and University of Sao Paulo, Brazil



Content Analysis of Students' Learning Diaries

- **Participants: 29 students from 13 countries in 2021 and 2022**
- **Data**
 - Students' learning diaries in 2021 (N=13) and in 2022 (N=16)
 - Feedback questionnaires in 2021 (N=13), 2022 (N=6)
 - Padlet responses in 2021 (N=6), and 2022 (N=8) during the course module titled "Intercultural communication in the Digital Age"
 - Pre- and post module surveys on artificial intelligence literacy and concepts
- **Analysis**
 - Thematic content analysis and quantitative analysis (SPSS)
 - Identified two main themes (*online learning* and *intercultural communication*) and 14 sub-themes



Qualitative Results

- Intercultural online learning communities
 - The importance of the learning community is accentuated in the learning diaries (motivating and contributing to one's learning about the subject)
- Active learning
 - Students appreciated the diverse possibilities to participate in learning.
- Interactivity
 - Allows teachers to assess the knowledge of students
 - Interaction not only with teachers but also between students



Quantitative Results

- The paired *t*-test revealed that the students showed **statistically significant improvements in their understanding of the AI concepts** through the module, even though they were from the education discipline and most of them did not know programming.

Year the AI concepts test was taken	Before the workshops (maximum mark, 15)		After the workshops (maximum mark, 15)		Paired t-test score	N
	M	SD	M	SD		
2021	6.78	1.79	9.89	2.80	5.52**	9
2022	4.75	1.69	9.00	2.48	5.84***	16
Combined	5.48	1.96	9.32	2.58	7.498** *	25

* $p < .05$; ** $p < .01$; *** $p < .001$



Quantitative Results 2

Statistically significant increase in the level of self-perceived AI literacy among the university students

Year of the AI literacy survey	Before the workshops (maximum mark, 5)		After the workshops (maximum mark, 5)		Paired t-test score	n
	M	SD	M	SD		
2021	2.55	0.58	3.74	0.52	5.40***	11
2022	2.91	0.54	3.65	0.46	5.49***	16
Combined	2.77	0.58	3.69	0.48	7.36***	27

* $p < .05$; ** $p < .01$; *** $p < .001$



Quantitative Results 3

- According to the students workshops enabled them hands-on to understand more about AI.
- The reflective writing submitted by the students before and after the workshops helped to show the qualitative changes in their understanding of and perception towards AI.



Developing New Pedagogical Model for Online Intercultural Contexts

- Supporting the **development of intercultural sensitivity and interrelationships** among students

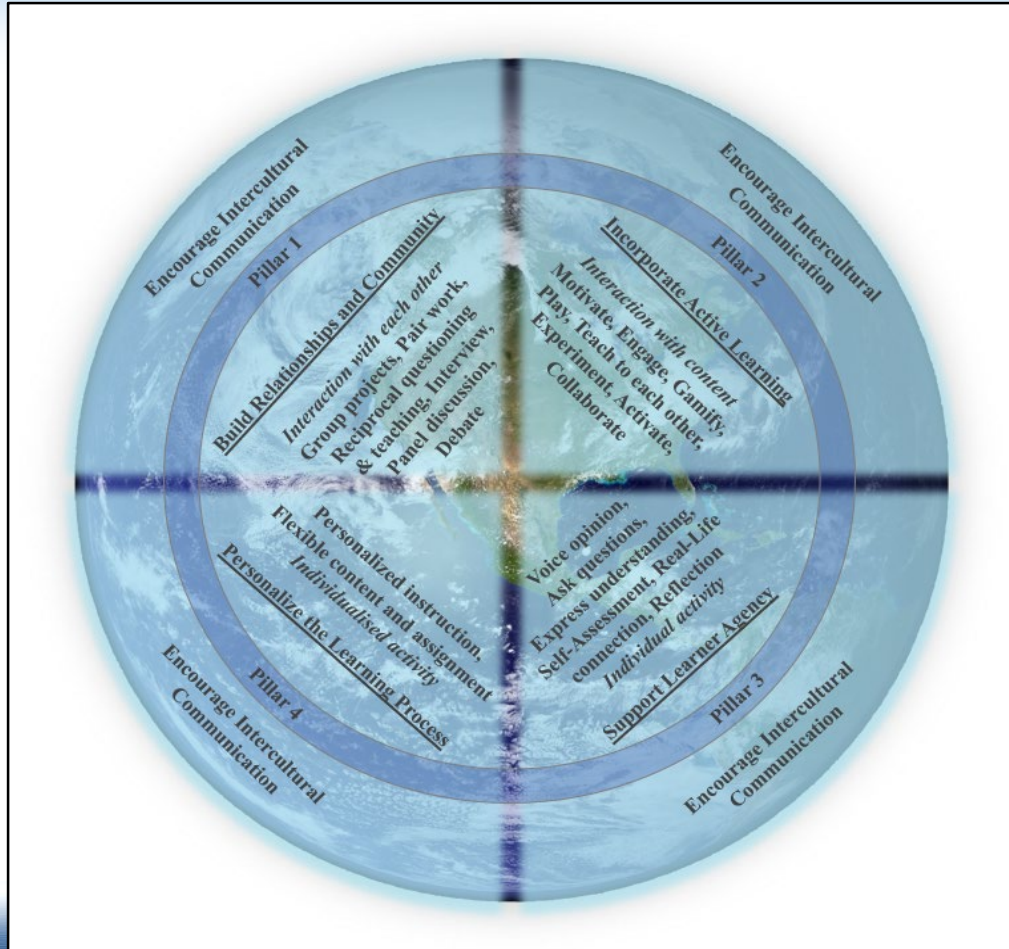


AS PER UNESCO SUSTAINABLE DEVELOPMENT GOAL (SDG) 4.7:

- Promotes E-quality: Equity and quality in e-learning
- Enhancing intercultural understanding, appreciation of cultural diversity, communication and global citizenship
- Fostering positive online intercultural encounters



Intercultural online pedagogy adapted from the five pillars of online pedagogy



Recommendations

- **International collaborative** teaching in authentic situations
- Promoting intercultural understanding and communication through **online pedagogies**
- **Continued exploration** and development of e-quality
- International collaboration in global media education needs to be highlighted in teacher training institutions' curricula development → advantages of **real-world opportunities** for learning from and with one another, shifting perspectives and supporting network building.



Conclusions

- This kind of international collaboration serves as a natural place to share diverse experiences of learners
- This is a natural way to increase intercultural understanding and communication
- We recommend that every education field student has at least once an experience like this, so to be more equipped for his/her future working life
- International collaboration opens the door to global citizenship
- The findings suggest that an approach focused on concepts, rather than programming, effectively enhances AI literacy among university students from diverse backgrounds. It emphasizes the significance of intercultural communication skills in online learning environments in the globalising world
- → NOW INTEGRATED IN THE PEDAGOGY ON GME -COURSE AND
- → TAUGHT ON OTHER COURSES IN BOTH UNIVERSITIES



Publications affiliated to GloMEd –project:

Korte, S.-M., Cheung, W. M.-Y., Maasilta, M., Kong, S. C., Keskitalo, P., Wang, L., Lau, C. M., Lee, J. C. K., & Gu, M. M. (2023, [in peer review](#)). Enhancing Artificial Intelligence Literacy in online workshops. *Computers and education open*.

Korte, S.-M., Maasilta, M., Lau, C.H., Wang, L., & Keskitalo, P. (2023). Intercultural collaborative teaching and learning in online environments – e-quality in global media education case study. In: Y. M. Huang & T. Rocha (Eds.), *Innovative Technologies and Learning. ICITL 2023. Lecture Notes in Computer Science*, vol. 14099 (pp. 153–162). Springer, Cham

Kong, S.C., Korte, S.-M., & Cheung, W. M.-Y. (2023). Nurturing Artificial Intelligence Literacy in Students with Diverse Cultural Backgrounds. In: Y. M. Huang & T. Rocha (Eds.), *Innovative Technologies and Learning. ICITL 2023. Lecture Notes in Computer Science*, vol. 14099 (pp. 13–21). Springer, Cham

Policy recommendation to UNESCO:

Kong, S. C., Korte, S.-M., Burton, S., Keskitalo, P. Turunen, T., Smith, D., Wang, L., Lee, J. C. K., Beaton, M. (2023, [in peer review](#)). Artificial Intelligence (AI) Literacy – an Argument for AI Literacy in Education. *UNESCO Think Piece on Governance and a New Social Contract for Education, “Charting new priorities, policies, and pathways to change”*.



GROUP DISCUSSIONS:

<https://ulapland.padlet.org/satumaaritkorte/gintl>



In your opinion:

- 1. What emerging trends or innovations do you see on the horizon for intercultural online pedagogy?**
- 2. How can intercultural online pedagogy evolve to meet the changing needs of diverse learners in a globalized world?**
- 3. Are there cultural or contextual factors that can influence the success of intercultural online pedagogy initiatives?**
- 4. How can educators and researchers collaborate to advance the understanding of intercultural competence in online education?**



*Thank
you*



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