

Experiencia del curso internacional

Globalization: A Multidisciplinary Perspective



CONFERENCIA ICUSTA 2017

UCAV, 22 de junio de 2017

Enrique Sánchez Solano. UCAV

1. Introducción

- El uso de las TIC en la educación superior está permitiendo: la organización de actividades docentes que trascienden el **ámbito universitario tradicional**, permitiendo pasar del ámbito universitario en el que se circunscribe el alumno o el profesor, a un ámbito de carácter **interuniversitario**, e incluso **internacional**.
- La realización de este tipo de actividades permite **compartir conocimientos** y puntos de vista con alumnos y profesores de otros países, con modelos educativos, culturales e idiomas diferentes al propio.

2. Características del curso (I)

- Curso de la red ICUSTA.
- Coordinado por el Prof. Pierre Canac. Con soporte técnico (plataforma *blackboard*) facilitado por la University of St. Thomas (Houston, USA).
- Curso internacional (universidades de 9 países) y multicultural (profesores y alumnos de 4 continentes).
 - University of St. Thomas (Houston, USA)
 - Universidad Santo Tomás (Chile)
 - Australian Catholic University (Australia)
 - ICES, La Roche sur Yon (France)
 - University Santo Tomas, (Manila, Philippines)
 - Wenzao Ursuline University of Languages (Kaohsiung, Taiwan)
 - Mary Immaculate College, University of Limerick (Ireland)
 - Saint Thomas University (STU, Fredericton, Canada)
 - Universidad Católica de Ávila, (Ávila, Spain)



2. Características del curso (II)

- Título del curso (hasta 2013):
Globalization: A Multidisciplinary Perspective
(Título de la edición 2015: *Globalization: Is the World Flat?*)
- **Curso multidisciplinar:** estudio de la mundialización (globalización) desde una perspectiva multidisciplinar:
 - Economía y Empresa
 - Derecho
 - Medio ambiente
 - Ingeniería (TICs)
 - Medios de comunicación
 - Humanidades (Filosofía, Antropología, Teología).
- Número de alumnos participantes: 100 aprox.
- Los alumnos participan de forma individual o en grupo.

2. Características del curso (y III)

Listado de los módulos del curso (año 2015)

INSTRUCTORS	TOPICS
All	Free Discussion on Globalization
Pierre Canac	The Global Financial System: Has it become an obstacle to further globalization?
Sujin Horwitz	Emerging Leadership in a Global Context
Rogelio Garcia-Contreras	Sustainable Development; International Cooperation for development; Globalization and Democracy; civil society; Modernization
Paul Hahn	Millenium Development Goals and Response to Papal Encyclicals
Guillermo Yáñez	Economic Geography
John Ozolins	Ethics in a Globalized World
Andrew West	Impact of Globalization on Legal Systems in Europe: Supranationalism and Convergence
Evie Laurito	Millenium Development Goals: Environmental sustainability
Kit Lam	Media and Globalization
Enrique Sánchez	Relationship between Economic Integration and Globalization. The EU Case.
Jamie Gillies	Counterhegemonic Globalization and the Music Industry

3. Organización del curso (I)

- **Curso intensivo:** 12 semanas (un trimestre), sept. – dic. 2015
- **Curso bienal.**
- **Cada semana se dedica a un módulo.** Salvo la primera semana (módulo introductorio) y la última (recopilatorio y conclusiones)
- **Idioma oficial:** inglés (alumnos pueden ayudarse de servicios como *Google Translate*)
- **Cada módulo es preparado y dirigido por un profesor.** Debe preparar un *paper* (15-25 págs.), así como los materiales complementarios que estime oportunos (vídeos, artículos,...).
- Si lo considera oportuno, cada profesor puede organizar **encuentros presenciales** con sus alumnos.
- **Cada universidad acuerda** las condiciones de matriculación, admisión, evaluación y de reconocimiento de créditos.

3. Organización del curso (y II)

➤ Esquema semanal de trabajo:

1. Sábado a martes: lectura y visionado del material (*papers*, videos, ...)
2. Miércoles a viernes: participación en el foro

Con el fin de comenzar y acabar al mismo tiempo, los estudiantes deben incluir sus comentarios en el foro siguiendo el siguiente horario:

Location	Start time	End time
Houston	Tuesday 17:00 h.	Friday 17:00 h.
Chile	Tuesday 19:00 h.	Friday 19:00 h.
Canada	Tuesday 19:00 h.	Friday 19:00 h.
Ireland	Tuesday 23:00 h.	Friday 23:00 h.
France	Wednesday 0:00 h.	Friday 0:00 h.
Spain	Wednesday 0:00 h.	Friday 0:00 h.
Philippines	Wednesday 6:00 h.	Saturday 6:00 h.
Taiwan	Wednesday 6:00 h.	Saturday 6:00 h.
Australia	Wednesday 8:00 h.	Saturday 8:00 h.

4. Desarrollo del curso (I)

The screenshot shows a web browser window with the URL https://blackboard.stthom.edu/webapps/discussionboard/do/conference?toggle_mode=edit&action=list_forums&course_id=_7836_1&nav=discussion_board_en. The interface includes a left-hand navigation menu with options like 'Announcements', 'Course information & Syllabi', and 'Discussions'. The main content area displays a forum post with the following details:

Forum	Description	Total Posts	Unread Posts	Total Participants
<input checked="" type="checkbox"/>	DISCUSSION SIX: Economic Integration and Globalization. The EU Case THIS FORUM IS OFFICIALLY CLOSED! Thank you very much for your participation. This weekend I will reply to any pending comments. Dear participants: Next week we will address the role of economic integration in the globalization process. Although at times we focus on the case of the EU, no doubt, it will be of great interest that we address also the experience of other processes (NAFTA, MERCOSUR, ASEAN,...). To attempt to better organize our work and participation, the discussion is structured in 4 threads. Each day I will open a new thread (the first day two threads), but previous threads will remain open in order to facilitate participation. The questions included in each thread are intended to give suggestions when participating in the debate, so no need to answer them all. The outline is as follows: <ol style="list-style-type: none">1. Globalization and Integration [Wednesday, 23]2. The EU: lights and shadows [Wednesday, 23]3. The EU & other integration processes [Thursday, 24]4. European Monetary Union and the future of the EU [Friday, 25] The purpose of the statistical annex is put at your disposal a simple and manageable set of data, illustrating the role of the EU. We will also discuss some of the tables and graphs in the first threads of the debate. I wish that the module be interesting to you! Quique Sanchez	413	0	63

4. Desarrollo del curso (II)

DISCUSSION SIX:
Economic
Integration and
Globalization. The
EU Case

THIS FORUM IS OFFICIALLY CLOSED!

413

0

63

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2. The EU: lights and shadows [Wednesday, 23]
3. The EU & other integration processes [Thursday, 24]
4. European Monetary Union and the future of the EU [Friday, 25]

The purpose of the **statistical annex** is put at your disposal a simple and manageable set of data, illustrating the role of the EU. We will also discuss some of the tables and graphs in the first threads of the debate.

I wish that the module be interesting to you!

Quique Sanchez

4. Desarrollo del curso (III)

Forum: DISCUSSION SIX: Economic Integration and Globalization. The EU Case

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread Grade Discussion Forum Subscribe Search Display ▾

Thread Actions ▾	Collect	Delete	Date ▾	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>			10/26/13 4:02 PM	KEY CONCLUSIONS	Enrique Sánchez	Published	0	3
<input type="checkbox"/>			10/24/13 5:38 PM	5. European Monetary Union [Friday, 25]	Enrique Sánchez	Published	0	97
<input type="checkbox"/>			10/23/13 6:56 PM	4. Comments on the statistical annex (Thursday, 24 and Friday, 25)	Enrique Sánchez	Published	0	31
<input type="checkbox"/>			10/23/13 6:34 PM	3. The EU & other integration processes: [Thursday, 24]	Enrique Sánchez	Published	0	80
<input type="checkbox"/>			10/22/13 7:09 PM	2. The EU: lights and shadows [Wednesday, 23]	Enrique Sánchez	Published	0	87
<input type="checkbox"/>			10/22/13 6:44 AM	READ FIRST	Enrique Sánchez	Published	0	1
<input type="checkbox"/>			10/22/13 6:02 AM	1. Globalization and Integration [Wednesday, 23]	Enrique Sánchez	Published	0	114

Thread Actions ▾ Collect Delete

Displaying 1 to 7 of 7 items Edit Paging...

4. Desarrollo del curso (IV)

Thread: 5. European Monetary Union [Friday, 25]

Select: All None Message Actions Expand All Collapse All 97 Posts in this Thread 0 Unread

Enrique Sánchez INSTRUCTOR MANAGER 3 months ago

5. European Monetary Union [Friday, 25]

5.1. Is it viable European Monetary Union? Was it in the beginning (2002)?

5.2. What lessons should we draw from the current crisis?

5.3. It is possible and desirable the Political Union? What kind of Political Union?

Reply

RE: 5. European Monetary Union [Friday, 25] 3 months ago

The European Monetary Union was already conceptualized as early as 1924 by Gustave Stresemann in the League of Nations. It was only in January 2002 that the Euro currency started to be produced. Somehow the concept of the European Monetary is actually ideal if it were not for the various cultural background of the different members of its European countries.








Eventhough the 1992 Treaty of Maastricht limited its members to their deficit spending and debt levels, some countries find themselves buried in debt. This gives us a lesson not to rely too much on the strength of a "strong" organization but to also closely monitor our own work habits. But is it possible that some of the government officials used the European monetray Union to their advantage to the point their exploitation ruined it?

4. Desarrollo del curso (y V)

← → ↻ https://blackboard.stthom.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_528111_1&course_id=_7836_1

Gerard Downes ▾

Build Content ▾ Assessments ▾ Tools ▾ Publisher Content ▾

-  **Development in an era of Globalization**
Attached Files:  Gerard Downes_Development in an era of Globalization.doc ▾ (294.5 KB)
-  **Development as Practice in a Liberal Capitalist World**
-  **Chapter 1 Understanding Development by John Rapley**
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **'What is Development?' - World Bank primer**
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **Kicking Away The Ladder: The Real History of Free Trade by Ha Joon Chang** ▾
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **The Bottom Billion by Paul Collier**
Paul Collier, economist, academic and author of the hugely influential book 'The Bottom Billion' outlines a bold and compassionate plan for bridging the gap between the world's rich and poor

5. La experiencia del alumno

- Reconocen el gran interés que tiene la actividad para complementar y completar su formación.
- Gran satisfacción de poder participar en ella:
 - Se obligan a utilizar el inglés habitual y académico.
 - Disponen de una visión mucho más amplia de un fenómeno que, en mayor o menor medida, han estudiado en sus titulaciones.
 - Contactar con profesores y alumnos de otros países.
 - Verse obligados a reflexionar, razonar, sobre los materiales propuestos y sobre la opinión de los demás.
- Pero... les exige un gran esfuerzo (en algún caso han tenido que dejar el curso), especialmente en lo referente al idioma. Problemático si no tiene reconocimiento de créditos.

6. La experiencia del profesor

- Gran satisfacción por poder participar:
 - Te obligas a utilizar el inglés académico de forma regular e intensa.
 - Amplías tu espectro de conocimientos sobre la materia.
 - Contrastas tu visión profesional directamente con colegas de otros países y disciplinas científicas.
 - Te permite interactuar con profesores y alumnos de otros países.
 - Te obliga a mejorar tu empatía.
- Exige un gran esfuerzo (máxime en los casos que no esté contemplado en la asignación docente).

«What better way to teach about globalization than globally!»

7. Conclusiones

- Una forma “fácil” y barata de organizar un curso a escala internacional.
- Fomento del intercambio de conocimientos y experiencias entre profesores; entre alumnos, y entre profesores y alumnos.
- Favorece la toma de conciencia de los alumnos de la importancia y utilidad del inglés, a la vez que les sirve para practicar e incrementar sus conocimientos sobre esta lengua y sobre las materias tratadas.
- Favorece el aprendizaje cooperativo de los alumnos, así como su capacidad reflexiva, crítica y analítica.
- Es una forma efectiva de implicarse las universidades y su personal en actividades concretas que den valor añadido a los convenios internacionales firmados.
- Conveniencia de reconocimiento y apoyo de este tipo de actividades en la estructura de estudios y docente.



MUCHAS GRACIAS POR SU ATENCIÓN

enrique.sanchez@ucavila.es