

WE ARE MAKING A DIFFERENCE

SOC&COM

Global Learning and International Initiatives

YEAR IN REVIEW
2020-2021

**WE ARE
FUTURE FOCUSED**



Real life learning award finalist

pieoneerawards.com

FSCS Selected as Finalist for PIEoneer Award

The Faculty of Social and Community Services is excited and honoured to be selected as a PIEoneer Award Finalist in the Real Life Learning category for its Faculty-Led Programming. During the awards ceremony, which took place on October 2, 2020, the FSCS received a “Highly Commended” mention for the innovative work being done in this category in the field of International Education.

The Real-Life Learning category showcases organizations that offer real life learning programs or products overseas. The selection committee considers many aspects including: how the placement of students is managed to ensure a good fit on both sides, what steps are taken to ensure students are well-supported throughout their program and once it finishes, and what positive impact the program or product have on the local community or organization where the student is placed. As increasing number of students are seeking learning experiences that take place beyond

a classroom, this category celebrates the innovative work being done in this sector of the industry.

Faculty-Led Programs (FLP) create opportunities for authentic learning through short-term work placements abroad. The programming throughout the pre-departure, while abroad and post-trip phases encourages students to reflect on their learning to develop intercultural fluency and identify how the global experience will help prepare them as a practitioner in their field. These programs are unique as they are jointly created with global academic partners and led by Humber faculty members. Through FLPs, faculty and students engage with academic partners and expand their global network with international peers and community organizations while earning Work-Integrated Learning (WIL) credits abroad.

FSCS-USIL COIL Project Featured in Community Colleges for International Development Magazine

In February 2020, Senior Dean Derek Stockley, Stephanie Byer and Rebecca Fitzgerald presented at the Community Colleges for International Development (CCID) conference held annually in the United States. The presentation focused on implementing virtual mobility strategies for global engagement including COIL (Collaborative Online International Learning). In response to the rapid shift to virtual mobility models, the May 2020 edition of CCID's Horizon's Magazine featured a spotlight on the Virtual Pivot in International Education including an article on the Faculty of Social and Community Services' recent COIL project. The Humber-USIL project was co-developed by FSCS faculty members Linda Hill and Christine McKenzie with USIL colleagues and implemented in the Fall 2019 semester. The article focuses on the importance of virtual mobility opportunities to promote global engagement for both students and faculty.

To read the full article featured in Horizon's Magazine, [click here](#).




FSCS Students Participate in Virtual Exchange with Global Academic Partners

This Fall, approximately 15 Faculty of Social and Community Services students participated in short-term virtual exchanges with Humber's academic partners at Parul University (India) and Hasanuddin University (Indonesia).

Through these two programs, over 40 Humber students developed their intercultural skills through classes in history, literature, and religion and the arts, while also developing a stronger understanding of cultural diversity. The registration fees were covered by Humber's Student Travel Bursary and students received a Certificate of Completion from the partner institution upon successful completion of the program.

Rebecca Fitzgerald, Associate Director, International Mobility and Strategic Partnerships, highlights that "Since the start of the pandemic, Humber has led the way in creating virtual opportunities for all students to participate in meaningful global experiential learning. Through international academic partnerships, we are able to connect students with diverse perspectives to build strong communities and essential skills in areas such as systems thinking, digital fluency, communication and collaboration."



For more information on FSCS International Initiatives, please contact Manager, International and Strategic Initiatives, Stephanie Byer – stephanie.byer@humber.ca

DUVE Project Launches New Website

FSCS faculty member and Program Coordinator of the Bachelor of Child and Youth Care program, Dr. Jaspreet Bal, continues her work as a part of the Denmark Uganda Vietnam Exchange (DUVE) with University College Absalon and partners in Uganda and Vietnam. The program was supposed to wrap up in spring in 2020 with an in-person seminar. While this seminar is delayed, the team continues to build their online resources, with the reveal of the new **DUVE website** this month.

In addition to the launch of the new website, two students from the Faculty of Media and Creative Arts had the opportunity to travel to Uganda to film a short documentary about the impact of violence on children within Uganda. This film was made as part of their post-grad journalism program at Humber. The documentary features interviews with partners in Uganda and as well with involved individuals at UC Absalon. The film was recently selected for the Los Angeles Lift-Off Film Festival in the "New Voices and Shorts 1" category.

FSCS Launches an International Peer Mentorship Program

In September, the Faculty of Social and Community Services launched its inaugural International Peer Mentorship Program, welcoming over 35 students into the first cohort. This program was designed to support International Student Success while developing Leadership Skills and promoting Global Fluency. Through participation in the program, International Students are connected to mentors in the same (or similar) program within the Faculty. Participants will explore the services that Humber has to offer and have opportunities to build meaningful connections with their peers while working collaboratively on reflective assignments and presentations. The FSCS International Peer Mentorship Program developer and facilitator, Stephanie Byer notes that “With the rapid transition to online learning, it has become increasingly important to build a sense of connection and understanding among our virtual campus and communities. Where in-person engagement strategies would have typically been used to facilitate this connection at Humber, these efforts needed to adapt into a virtual space at the Faculty level. In addition to an increased sense of social isolation, the pandemic has also exposed societal inequities in local and global systems. The Mentorship program embeds activities and training that encourages students to explore these inequities through Humber’s equity-facing student services and departments and to reflect on their personal implicit bias and intercultural conflict management, culminating in a professional development workshop.”

The Intercultural Awareness Development Series, developed and facilitated by Manager, Global Learning and Engagement, Rebecca Trautwein, will be delivered through two workshops. In the first workshop, participants will receive an opportunity to explore the relationship between their own culture, language and communication, and their personal identity. The workshop will introduce the cultural diversity that exists in our daily interactions with the community and our peers. Students will also learn how to build intercultural capacity and reflect on their ongoing experiences. The second workshop in this series builds on the students’ experiential learning and dives deeper into intercultural fluency by examining cross-cultural skills in action, in classrooms, the workplace, and at-home and in the larger community. Students will openly reflect on their implicit bias and intercultural conflict management.

The third workshop, developed in collaboration with the FSCS Global Learning Team, the Career Centre and Humber Global, will explore how to reflect on the mentorship experience, global learning developments, and what it means for students’ future careers. There is a focus on resume building, interview skills and how to market the Peer Mentorship Program experience to potential employers. Students will also reflect on how skills developed throughout the Mentorship program are valuable as a practitioner in their field.

Stay tuned to hear more about this initiative and to hear from our first cohort of Mentors and Mentees!

Read online at communityservices.humber.ca/news



Intercultural Development Series

“The Intercultural Development Series workshops gave me useful learnings that opened my mind and can be integrated into my life. I am grateful for each detail-filled workshop.”

– Faculty of Social and Community Services Student and Participant, Ziling Yuan.

With the world becoming more connected and globalized, intercultural skills have become increasingly valuable. Humber Global has introduced the Intercultural Development Series, an opportunity to build intercultural skills and knowledge that are essential for fostering equitable, diverse and inclusive communities around the world.

FSCS students had the opportunity to attend a series of workshops throughout Fall 2020 before it was launched college-wide. They were given the space to learn and enhance their understanding, engage with peers and share knowledge and experiences related to intercultural communications.

This series offered students an opportunity to increase intercultural capacity through theoretically grounded, professionally relevant, and interactive programming. By the end of the series, participants were better equipped for a global and culturally diverse environment, having connected and networked with other students from across many FSCS programs.

The series also aligns with Humber’s Internationalization Strategy, the Humber Learning Outcomes and the Humber Strategic Plan, aiming to create career-ready citizens, providing accessible education, and contributing to a healthy and inclusive community.

This series will be offered by Humber Global to students, staff and faculty across the college. To learn more, click [here](#).

Are you a faculty member interested in bringing global learning into the classroom?

Contact **Ayesha Amin**,
Global Learning and Strategic
Initiatives Coordinator



Introducing: Ayesha Amin

The Faculty of Social and Community Services is thrilled to welcome Ayesha Amin into the role of Global Learning and Strategic Initiatives Coordinator. Ayesha has worked in international and community development for over a decade. Her range of experience in non-profit and public institutions includes supporting postgraduate students with placements and dissertations, developing strategic print and digital communications for grassroots charities, and facilitating training and workshops to diverse audiences on topics including Human Trafficking and Commercial Sexual Exploitation, Working with Youth, and Gendered Dimensions of Grief and Bereavement. She holds a Master of Education from the University of Toronto/University of Glasgow.

Ayesha will be supporting the Faculty’s internationalization efforts and special initiatives, by coordinating and promoting global learning opportunities and supporting special projects emerging from the Office of the Senior Dean and Principal’s Office. She is also one of the faces behind this magazine!

Student Voices:

Hear from our Mentors and Mentees

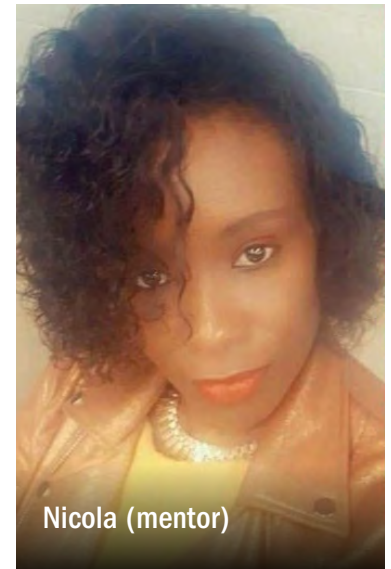
In September, the FSCS International Peer Mentorship Program was launched to support International Student Success while developing Leadership Skills and promoting Global Fluency. Through participation in the program, International Students are connected to mentors in the same (or a similar) program within the Faculty to explore the services at Humber and have opportunities to build meaningful connections with their peers. Connections between mentors and mentees were developed through activities and training that encourages students to explore inequities and reflect on their personal implicit bias and approach to intercultural conflict management.

Through this program, the first cohort of 35 students have had an opportunity to develop and strengthen relationships with peers despite social restrictions due to the pandemic.

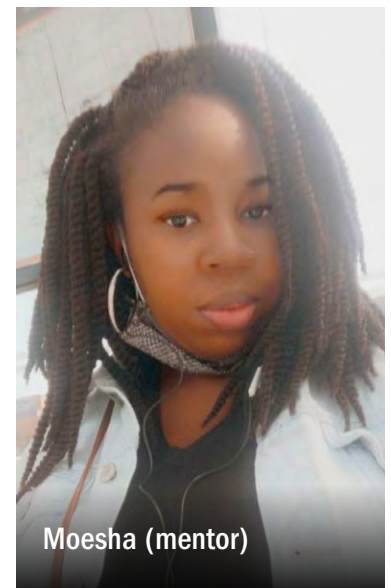
Nicola Barclay-Jones – 2nd year Social Services Worker student, Mentor:

“All three of us are from the beautiful Island of Jamaica – where Ashira, our Mentee who is in her first year in the Social Service Worker (SSW) program, is currently studying online.

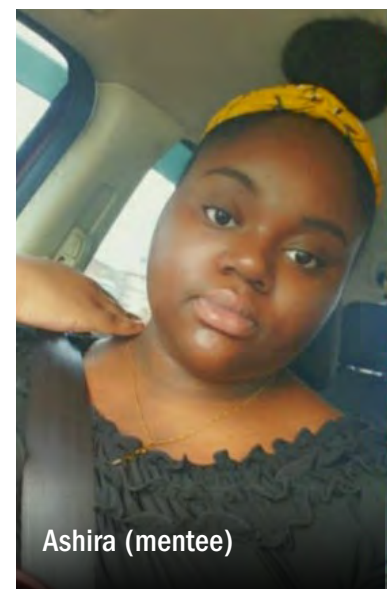
Moesha, who is also a second-year SSW student, is my co-mentor, and together we have developed a relationship with Ashira that is incredibly supportive; we have all developed a strong bond. We openly share our experiences as mentors, and she shares her experience as a new member to the program. As mentors, we provide guidance and constructive feedback and act as positive role models so that Ashira can learn about the program and resources that are available to her. By committing a minimum 45 minutes to an hour every week to discussions together, we aim to help Ashira transition smoothly and comfortably into Humber. Moesha and I also learn a lot from Ashira, every day we learn something new from each other. We've gained just as much as she has from our Mentor/Mentee relationship and have all developed a new outlook on life at Humber and beyond.”



Nicola (mentor)



Moesha (mentor)



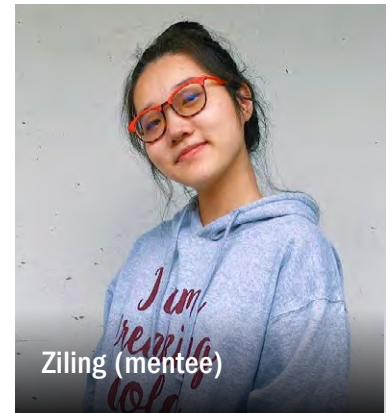
Ashira (mentee)

Ziling Yuan – 1st Year Child and Youth Care student, Mentee:

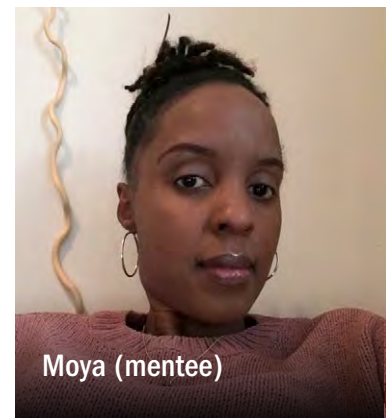
Through this program, I have had the opportunity to meet new people and understand the importance of intercultural communication. This has led me to become more comfortable and more at ease with starting college and developing as a student. Being an International student studying online from outside of Canada, the program has informed me about all the available services and events presently accessible at Humber, for the benefit of our well-being, education and more.

My mentors have been extremely generous and helpful throughout the process and have become friends. Since they're in the same program as me, they made me feel at ease. The most important thing that I have learned from this program is the importance of teamwork through communication and collaboration - my mentors and I communicate through virtual meetings and chats. Not being in the same country, we are still able to successfully complete tasks and reflect due to good communication and a great team effort.

The program has helped me to become more confident in discussing diverse topics with different people. The highlight of the program for me has been getting to know my mentors and ultimately, gaining new friends despite the distance.



Ziling (mentee)

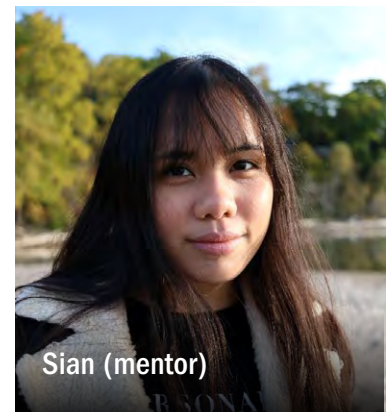


Moya (mentee)

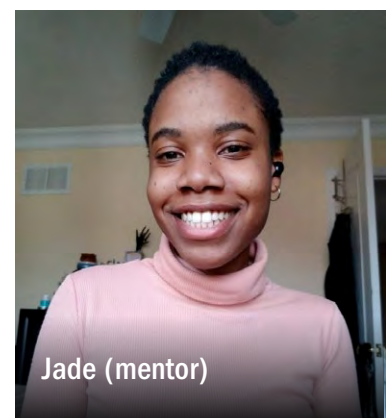
Sian Saria – 3rd Year Bachelor of Child and Youth Care Program, Mentor:

I am Sian Saria, a third-year student in the Bachelor of Child and Youth Care (BCYC) program. I have grown to love all that Humber has to offer, and when I found out about the confirmed shift to online classes, I thought it was important for me to extend my efforts in helping new students during this pandemic.

Myself, Jade, my co-mentor who is a third-year student in the Bachelor of Social Sciences – Criminal Justice (BSS – CJ), and Moya, our Mentee, who is a Child and Youth Care (CYC) accelerated student, are not your typical Mentor/Mentee grouping, as Jade and I are much younger than Moya. This has led to a dynamic circle of learning for us all. Being a mentor in this program largely depends on how you can be a resource and support to your mentee. We established goals at the beginning of the program and talked over how we all can achieve those together which helped me understand how we can all benefit from one another. My most memorable moment from the program was winning Best Presenters for a project we worked on.

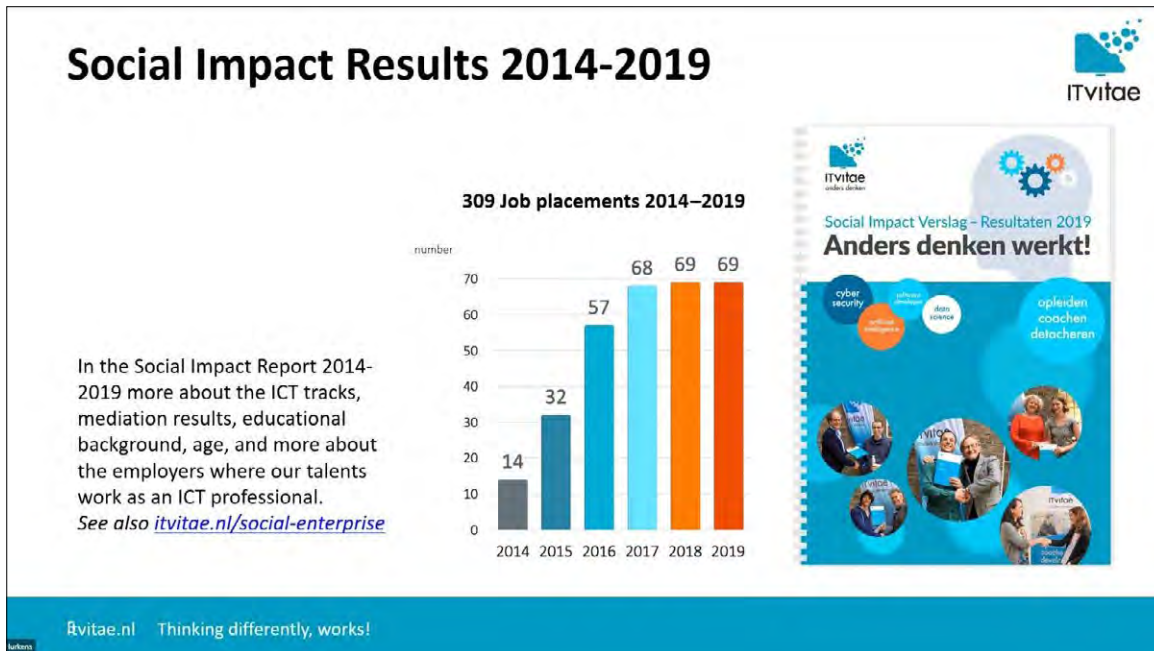


Sian (mentor)



Jade (mentor)

Spotlight on Global Engagement: Saxion University and UTECH



Saxion University and ITvitae, Netherlands

On November 26th, students and faculty in the Bachelor of Behavioural Science (BBS) program had the special opportunity to engage with global peers and colleagues through a presentation and conversation hosted by global academic partner Saxion University in the Netherlands. The presentation included an overview of Saxion's industry partner, ITvitae, and allowed students to hear from leaders in their field abroad.

The presentation was led by Dr. Marcel Hurkens, the Director of Coaching at ITvitae and provided an overview of his company's unique approach to supporting neurodiverse individuals, specifically those with a diagnosis of Autism Spectrum Disorder (ASD). ITvitae is well known in the Netherlands, having trained over 300 individuals to help guide them into careers in technology and communications. The presentation was incredibly powerful as it highlighted the successes and stories of its participants, focusing on their strengths and building their confidence, rather than seeing their diagnoses as a barrier.

Students and faculty were inspired by the presentation and had the opportunity to ask questions directly to

Dr. Hurkens. Jo Anne Nugent, Program Coordinator for the BBS Program, highlights that "the Bachelor of Behavioural Science students who attended the presentation by Dr. Hurkens were excited to hear how ITvitae has opened doors to employment for adults with autism. The careful planning and specific supports that ITvitae provides to these individuals are examples of excellence. Several of the BBS students plan to work in the autism field and this session was an inspiration to them."

We look forward to continuing our collaboration with Saxion University and **ITvitae**.

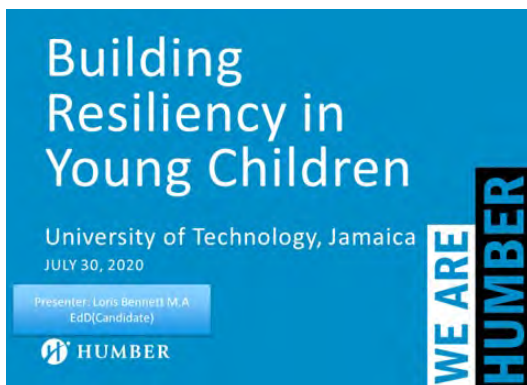


University of Technology, Jamaica

In July 2020, Andrea Rutherford, Program Coordinator Developmental Services Worker Program (DSW) and DSW instructor Loris Bennett, were invited to virtually present to 25 students in the Bachelor of Science, Child and Adolescent Program (ChAd) at The University of Technology (UTECH), in Kingston, Jamaica. Andrea gave a presentation on Adaptive Coping Strategies for Parents during a Pandemic, and Loris presented on Building Resiliency in Young Children.

As a result of the COVID-19 pandemic, evolving practices to continue to foster new and existing international partnerships and collaboration with postsecondary institutions across the globe, has meant developing new ways of working together virtually. Internship experiences were being reimagined at UTECH, and these two-hour presentations were designed to form a part of the ChAd students' final internship practicum experience.

Humber College and the Faculty of Social and Community Services have a strong relationship with UTECH and many of their programs, including the ChAd program, through ongoing work including Faculty Led Programs for students abroad, the Canada-CARICOM Faculty Leadership Scholarship Program, the Emerging Leaders in the Americas Program (ELAP), and through a variety of partnerships formed in Jamaica. The Canada-CARICOM Faculty Leadership Scholarship Program and the ELAP Program provide students and faculty from the Caribbean Community and Latin America with short-term exchange opportunities for study or research, in Canada, at the college, undergraduate and graduate levels. We look forward to more innovative collaboration opportunities with UTECH as we continue to work together in this changing world.





CBIE2020 Conference

As with most large events and gatherings this year, the Canadian Bureau for International Education (CBIE) held its first virtual conference this year – CBIE2020. While virtual conferences limit some of the networking opportunities, they also provide new opportunities for accessibility as well as sustainability, reducing costs of travel and accommodations.

Five days of programming between November 9-13, provided opportunities and space for connection and sharing about international education with the overarching aim to work towards shaping a better world for all global citizens. Leaders across institutions and communities representing diverse experiences, came together to collaborate and discuss ideas on how we can continue to develop a viable and flourishing future of internationalization.

Consistent with face-to-face conferences, this virtual event included an exhibition hall, gala, networking opportunities, presentation of awards, panels and workshops. Staff from across faculties were in attendance, to share, engage with and learn from diverse voices, with a mutual interest in the positive impact of international education.

Some topical workshops at this year's conference included subjects such as maintaining student engagement at a distance, intercultural competences, fostering diversity, creativity, and international collaboration, introducing

International Students to the Indigenous context of Canada, Decolonizing Work-Integrated Learning, amongst many others. Humber staff also had the opportunity to present at sessions on experiential learning and internationalization, sharing exciting projects happening across the College.

FSCS Global Learning & Strategic Initiatives Coordinator, Ayesha Amin, who attended the conference through her role at FSCS, was inspired by the exciting initiatives happening at postsecondary institutions across the globe, adapting to the new virtual world we find ourselves in, while still finding meaningful ways to internationalize. "With colleges and universities around the world having to re-imagine their existing programs and develop sustainable ways to maintain partnerships and key links with international partners with an unknown future, learning about some of the virtual collaborations that are taking place in different institutions shows that internationalization is just as possible now as it was before the pandemic, and there is a silver lining to the restrictions that have been put in place. FSCS has been busy exploring new global opportunities for students to take advantage of despite travel restrictions, and these multifaceted ways to continue to offer global learning opportunities not just physically but virtually, will undoubtedly be part of our faculty's strategy moving forward, well beyond the end of the pandemic."

Humber's Launch of COIL Framework

Rebecca Fitzgerald, Associate Director, International Mobility and Strategic Partnerships, Humber International Centre, has shared that Global learning and engagement is soaring to new heights at Humber! COIL – Collaborative Online International Learning – is a dynamic form of virtual exchange that connects students with peers around the world. With COIL, faculty or staff co-create an experiential learning project or module with a faculty or staff “match” from a partner institution in another country.

COIL initiatives are a flexible to meet the mutual aims of partners. They can differ in length and format – from projects lasting only a few weeks, to initiatives lasting throughout a whole semester – and can be a blend of synchronous and asynchronous activity.

It is an exciting time for COIL at Humber. In March 2021, Humber is releasing its first COIL framework, which aims to formalize and unify the approach taken across the institution, add resources to support the COIL life cycle, and invite creative proposals from Humber faculty and staff, for COIL initiatives.

The following pages of this edition of SOC&COM magazine spotlight COIL partnerships that FSCS faculty and staff are currently engaged in, through partnerships in India, the Netherlands, and Jamaica, that are transforming the student experience. Visit Humber's new COIL website and take your first step toward joining our COIL community:

Humber COIL – Global Virtual Exchange website

SPOTLIGHT ON FSCS COIL PROJECTS

HUMBER – UNIVERSITY OF TECHNOLOGY (JAMAICA)



Programs: Developmental Services Worker (Humber) and Child & Adolescent – Disability Minor (UTech)



Project Deliverables: This project brings together students in classes at both Humber and UTech through a series of guest lectures embedded within the classroom curriculum, to learn about, share, explore and discuss the topic of supporting people with disabilities. Students at both institutions are involved in a similar end of term class discussions and Reflexive Photography assignments. Students will examine perspectives of disability, social privilege, inclusion and access to services across Canada and Jamaica.



Project Team: Andrea Rutherford, Loris Bennet, Stephanie Byer, Ayesha Amin (Humber)

Therrain Davis, Claudette Wilmot, Carol Hutchinson (UTech)

HUMBER – PARUL UNIVERSITY (INDIA)



Programs: Child and Youth Care Diploma (Humber) and Master of Social Work (Parul)



Project Deliverables: Developed as a WIL experience, Humber students participating in this project research best practices for youth in care within Canada, to identify service and policy gaps. Students meet with students in India, who are conducting similar research in the field with child and youth care organizations in India, to share learnings with one another, hear different perspectives, and to compare and contrast approaches to child welfare in both countries.



Project Team: Stephanie Byer, Ayesha Amin, Kelly Cassano (Humber)

Dr. Sunita Jolly, Nita Vaghela (Parul)

HUMBER – SAXION UNIVERSITY OF APPLIED SCIENCES (NETHERLANDS)



Programs: Bachelor of Behavioural Science (Humber) and Brain and Technology (Saxion)



Project Deliverables: Developed as a WIL experience, this project gives Humber students an opportunity to develop an evaluation for employers regarding hiring procedures for neurodiverse communities (people with autism diagnoses 'ASD'). Participating in regular check-ins with Saxion research students, who are involved in different forms of research with neurodiversity, students have the opportunity to share about their work, hear different perspectives and approaches regarding supporting people with ASD in the workplace.



Project Team: Stephanie Byer, Ayesha Amin, Lauri Angus (Humber)

Robert Estevez, Jan Willem de Graaf (Saxion)

Read online at communityservices.humber.ca/news

The Faculty of Social and Community Services has continued to develop transformative global opportunities for students across a breadth of programming, while deepening global academic partnerships. By working virtually across borders, students can develop and apply any number of the essential 21st century skills articulated in the **Humber Learning Outcomes (HLO) framework** and gain a deeper understanding of their discipline through multiple perspectives. In turn, faculty and staff COIL leaders expand their professional network and portfolio, acquire fresh inspiration from different worldviews, and have the opportunity to engage in research on the Scholarship of Teaching and Learning (SoTL) with funding through Humber's **Teaching Innovation Fund**.

Read more about COIL [here](#), and learn about some of the resources that will be available to help in developing these initiatives.

Are you a faculty member in the FSCS interested in exploring a COIL initiative?

Please contact **Stephanie Byer**, Manager of International and Strategic Initiatives to discuss.



FACULTY VOICES – Testimonials from FSCS COIL Projects

CLAUDETTE WILMOT – Part-time Lecturer at the College of Health Sciences, School of Allied Health and Wellness, University of Technology, Jamaica

“As we embark on this project, I am mindful of the dreams of many parents and persons with disabilities in Jamaica, that Disability Studies would be offered at the University level. I am honoured and very excited to be involved in this collaboration. The Critical Issues in Disability Studies course at UTech, seeks to develop in students, a critical awareness of the factors operating in the world of disability.

This cross-cultural exchange will enable us to become aware of the different models that influence our approaches, ways in which different issues overlap, and the common challenges faced by people with disabilities. We will strategize feasible solutions that can help support persons with disabilities to live their best lives.



Humber – UTech COIL

DR. SUNITA JOLLY – Principal of the Institute of Social Work, and Dean of Faculty of Social Work, Parul University, India

“The COIL between the Child and Youth Care, at Humber College, with the Faculty of Social Work at Parul University, will be the stepping stone for a long-term professional and personal relationship.

This will surely help everyone participating in the project to understand existing service gaps in the context of Child and Youth care, and enhance learning in intercultural communication, cultural identity, humility and global fluency. There are multiple benefits to students, including learning, receiving an academic credit, certificates and access to expert sessions.



Humber – Parul COIL

JAN WILLEM DE GRAAF – Faculty, Saxion University, Netherlands

“The collaboration between Humber College and Saxion University centres around the topic of neurodiversity (autism). People are becoming more global, but this digital world often caters to the neurotypical ‘standard’ citizens of the world. But diversity is at stake! The running ‘in the loop’ that our globalized technological world generates, isn’t as easy for all people to adapt to. People who don’t fit in this ‘standard’ picture, are now often called neurodiverse. This partnership aims to stand up for neurodiversity and the amazing talents that neurodiverse people exhibit, to let them develop their uniqueness from an early age.



Humber – Saxion COIL



STUDENT VOICES – Testimonials from FSCS COIL Projects

KELENE THOMAS-BARRANT – 3rd year student, Bachelor of Science in Child and Adolescent Development, University of Technology

"Nothing is more expensive than a missed opportunity" – Unknown

“ I am thrilled to be a participant in this COIL between Humber College and UTech. The reason I decided to take part in this initiative is because I believe there is endless information to be shared, and so much we can learn from both local and international students and lecturers, with whom we will get to interact with for the duration of the project.

The introductory lecture, Social Justice by Ms. Loris Bennett already surpassed my expectations. I am especially looking forward to the cultural exchange aspect of the collaboration, sharing my experiences and implementing some of the strategies that we'll learn, to further develop my career goals and to advocate for persons with disabilities.



Humber – UTech COIL

AZEEZAT OLUWAKEMI SULE – 1st year student, Child and Youth Care Accelerated Advanced Diploma program, Humber College

“ As soon as I saw the invitation for this project as ‘an opportunity for international collaboration’, I decided to join. As a future Child and Youth Care professional, I am looking forward to working in the sector and learning from perspectives and synergies in Canada and other countries which I can integrate into my future practice.

Simply participating in the program will be a steppingstone for me, allowing me to focus on organization and time management skills to be able to attend the joint sessions with Parul University. I expect that this experience will help me to develop intercultural awareness and communication skills that will translate to being able to more effectively support youth and families. I am grateful for the opportunity.



Humber – Parul COIL

JARI VELING – 4th year student, Applied Psychology, Saxion University

“ I've learned from my own experience that living in a neurotypical world, can be harsh for neurodivergent people (with ASD or ADHD diagnoses) even with a high IQ. When my 10-year-old neighbour, with an IQ-score of 135+, was forced into a school for special education, I asked myself 'Why?'. What is the reason that a child as smart as him – who tells me stories regularly about the universe, computers, history and other difficult subjects – would be put into a class with kids who have learning difficulties?

When the opportunity to join the COIL project with Saxion and Humber arose, I jumped right in. This program offers a chance for me to learn more about people's diverse capabilities, to give me insight and explore what neurodivergent people need to gain access to their full potential. I'm looking forward to working with, and getting to know, students from another country.



Humber – Saxion COIL

To read more student voices, click here.

GLOBAL SPEAKER SERIES

The Global Speaker Series is a set of webinars offered to students across programs in the Faculty of Social and Community Services (FSCS) at Humber College. Experts working in the field from Canada and across the globe, are invited to present on specialist topics.

Recently, two webinars were hosted on Child and Youth Care, on Feb. 23 and Mar. 16, which brought together experts working in child welfare and protection in Canada and India, to share their approaches with the students. Guest speakers at these sessions, included Ben Omoregie, Director of Operations at Youth Without Shelter, Cheyanne Ratnam, Co-Founder of the Ontario Children's Advancement Coalition, Irwin Elman, former Ontario Child Advocate, Priya Jagdale, Director of Baroda Citizen's Council (India), and – Dr. Juin Dutta, Founder and President of Srotoshwini Trust (India). Students from across Child and Youth Care programs at Humber, as well as the Master of Social Work programs at Parul University, in India, joined in to hear from these experts.

Keep an eye out for future Global Speaker Series events in different programs across the Faculty.



CCID Conference Presentation: **Connecting The Virtual Campus**

At this year's **45th Annual Conference**, Stephanie Byer and Ayesha Amin, from the Global Learning and Strategic Initiatives Team at FSCS, along with Rebecca Trautwein of Humber Global, co-presented **Connecting the Virtual Campus: Lessons Learned from Virtual Peer Mentoring Programming**, on the value of co-curricular programming for international student success, from the first cohort of the **FSCS International Peer Mentorship Program**. The presentation covered the context that led to the development of the program, the framework and student expectations, outcomes, feedback and lessons learned for cohort 2.



Connecting the Virtual Campus : Lessons Learned From Virtual Peer Mentoring Programming



Humber College – Faculty of Social and Community Services

Presented by:

Stephanie Byer Manager, International and Strategic Initiatives
Ayesha Amin Global Learning and Strategic Initiatives Coordinator
Rebecca Trautwein Manager, Global Learning and Engagement

The Community Colleges for International Development (CCID) conference brings together people across sectors in education, non-profit organizations and governments from across the world, to share and explore best practices in International Education for a better world.

Especially during these times, learning from other education providers, and sharing about programs that have helped students in feeling supported, engaged and connected, provides opportunity for inspiration as we continue to exist and evolve in virtual spaces.

KGU Virtual Exchange

During these unprecedented times, non-essential travel has been mostly put on hold across countries and industries. This has had a major impact on student mobility at colleges and universities across the world. But, with **Internationalization** as a priority at Humber, there have been some exciting developments over the past year, that have offered students new ways of experiencing study exchanges during these times – through virtual mobility.

In Winter 2021, 13 students across the Faculty of Social and Community Services registered for courses at Kansai Gaidai University (KGU), in Japan. These elective courses were taken online, with other students from across the globe, through a combination of synchronous and asynchronous lessons. Course topics included Globalization, Culture and Identity in East Asia, Asia in World History to 1500, Monsters, Ghosts and the Making of Modern Japan, and Shinto, amongst several others.

Student Voices

YUHAN ZHU

*I have always been interested in Japanese culture as I find it so unique. That's why, as soon as I saw the opportunity to take a course at KGU, I jumped on it immediately. The class that I was in was a class that I had only dreamed about ever taking – Cultural and Creative Industries in Japan/East Asia. After registering, I was introduced to being an event leader and had the opportunity to organize events as part of an **Intercultural Exchange Program** for international and local KGU students virtually during the semester. It was an additional experience on top of the course that helped me become more involved, engaged and meet others during my time at KGU. This experience has been nothing less than exceptional.*



SIAN SARIA

Taking a KGU has been the highlight of my semester. It has been a very busy semester however, strangely enough, the course that I was taking through KGU (Globalization and Identity in East Asia) had been a sort of a stress-relief. It felt like I had been taken into another realm of learning, with content close to home, as I am Southeast Asian and grew up in the Middle East.

If I were to remember only one thing from this experience, it would be our discussions we had in the class, on the stories that have made us into the people that we are today.



SABINA GHAWALI

I decided to sign up for KGU because it took me out of my comfort zone, and I was itching for new experience. When I saw the opportunity, I decided to go for it. What I enjoyed the most about the program is how it offers electives which are different from course topics that I would usually get to take. I also enjoyed virtually interacting with my classmates, who were all from different countries, in different time zones, but in the same class at the same time. This positive experience has made me decide to take another course abroad virtually in the future. I even signed up to take another course virtually at KGU this summer for CCR, because I enjoyed this experience so much!





Summer Virtual Exchanges

In Summer 2021, with travel restrictions still in place, **virtual study exchange opportunities** continue to be offered to Humber students.

Aside from offering students who would normally study abroad, a chance to continue to do so on a different platform (online rather than in-person), virtual student mobility has also opened the doors for students who might not have otherwise been able to study abroad, to have the opportunity to take classes at another institution internationally and enjoy an enriching intercultural experience that might not have been possible for them otherwise.

The virtual study abroad opportunities continue to allow students to develop global citizenship, and meet peers

from across disciplines and borders, all while completing their core program courses at Humber.

This summer, Humber students have a range of opportunities to choose from, including courses for **Co-Curricular Record (CCR)** experience, or for academic elective credit. Students could choose from courses at **Kansai Gaidai University** in Japan, and **Nottingham Trent University** in the UK, for CCR. There was also the option of taking a virtual course for academic credit at **Otago University** in New Zealand, **Algebra University** in Croatia, and **JAMK University** in Finland. There are FSCS students enrolled in each of the courses and programs available!

COIL Project Updates

In line with Humber's **Internationalization Strategy**, **Collaborative Online International Learning** (COIL) initiatives have been ongoing, with academic partners around the world. An integral element of COIL, is the intercultural exchange, in which there is an opportunity for comparative analysis on how the relevant academic subject is perceived and responded to within different cultural contexts. This past Winter semester, there were **three COIL projects** running in FSCS, in which students in the Bachelor of Behaviour Science (BBS), Developmental Services Worker (DSW), and Child and Youth Care (CYC) programs, had the opportunity to work with and learn from, students at **Saxion University of Applied Sciences** in the Netherlands, at the **University of Technology** in Jamaica and **Parul University**, in India.

To read more about these initiatives, click [here](#).

"My favorite part of the collaboration was the Intercultural Exchange, the games that we played together and the laughs that we shared. I will forever cherish it!"

UTech COIL participant

"This experience made me realize that I want to work within other countries, so I hope to study abroad or travel to other places and implement my knowledge, and help others build their own sense of global fluency."

Humber COIL participant

Off the back of these successful collaborations last semester, FSCS is happy to be working on more COIL initiatives for students across the Faculty – with three more projects being planned for the Fall 2021 semester, in partnership with **University College Absalon** and **University College Lilebaelt**, both in Denmark, as well as another COIL project with **Saxion University**.

Humber's CYC COIL project on Tour!

This past winter semester, the Child and Youth Care Diploma program engaged in a COIL Project with Parul University, in India. The **project** consisted of 10 CYC diploma students and 50 Master of Social Work students from Parul. Students engaged in research projects exploring the needs and best practices of youth in care. Humber students narrowed down their research to look at the racial disparities faced by transitional age youth leaving care, and the impact of the pandemic.

The CYC faculty member who was involved in this project, Kelly Cassano, showcased the project alongside two of the student participants, Azeezat Sule and Mary-Rose Allen, at the **Ontario Association of Child and Youth Care' Provincial Conference**. The conference holds a special day just for educators, where the team presented this initiative and discussed how COIL projects can be used to enrich Work-Integrated Learning experiences, and explored the incredible impact that can occur when we bring together different disciplines from the across the globes. The students presenting shared their work from the project, engaged workshop participants through an interactive story of a fictional youth in-care's journey, gave participants an

opportunity to brainstorm around needs, best practices and how to advocate for systemic changes as it pertained to transitional age youth and the need for supportive cultural practices.

- Kick-off meeting and three intercultural workshops to enhance global fluency
- Two Global Speakers Series with industry experts from Canada and India
- Reflections to connect learning and make meaning
- Final presentations from students
- Parul students conducted research at 5 different residential care facilities in India as part of their thesis
- Students from Humber conducted online research for transitional age youth leaving care – explored needs and best practices as it pertained to BIPOC youth