



## Call for Faculty and Institutional Partners

The Global Classroom for Democracy Innovation (GCDI) brings together students and civil society actors from around the world in a collaborative online format for cross-cultural engagement, learning, and impact. Leveraging the transformative potential of [design thinking](#), we aim to deepen collective pathways towards global citizenship, democracy innovation, and social change, offering students professional skill development such as facilitation training, as well as opportunities for applied learning within curricular and co-curricular settings. Current Partners include University of Toronto, University of Toronto Scarborough (Canada), University West (Sweden), Stellenbosch University (South Africa), Participedia, Vancouver Design Nerds and the newly formed Cape Town Design Nerds. **We are currently seeking new faculty members and institutions to join our global cohorts, in both curricular and co-curricular settings.**

### Opportunities for Students:

- Participants (free) - 20+ hours / 5-week short course. Working in small global groups to develop a prototype project in the realm of democracy innovation.
- Facilitators (paid stipend) - 5 hours of design thinking facilitation training in addition to 20+ hours of practical application leading small (5-6 student) global groups.

### Benefits for Students:

- Students gain practical and applied experience in design thinking and facilitation.
- Students gain experience in cross-cultural communication, working in small teams of 5-6, with students from other parts of the world.
- Students can participate either as part of a course, or in a co-curricular capacity.
- Students develop capacity for learning in a social justice and equity context.
- Students work directly with Community Organizations / NGOs.

### Benefits for Faculty and Institutions:

- Contribute to your institution's internationalization at home efforts.
- Provide a unique and impactful global learning experience for your students.
- Develop transformative and complementary co-curricular offerings.
- Enhance your institution's commitment to social justice and equity, in a global context.
- Deepen your students' understanding of course literature through experiential learning.

*“Student engagement in my course has skyrocketed as a result of my partnership with the GCDI.”*

—Bettina von Lieres, Assistant Professor, Teaching Stream, Department of Global Development Studies, University of Toronto Scarborough (Canada)

Visit [InclusiveGlobalClassrooms.com](https://InclusiveGlobalClassrooms.com) to learn more about the GCDI



## Global Classroom for Democracy Innovation

### **What Faculties, Research Areas or Disciplines Can Participate?**

- Working across disciplines is a key priority of the GCDI.
- Any courses that have an interest in democracy or democracy-related fields. E.g. Political Science, Anthropology, Design, Democracy, International Relations, Business studies, MBA or other.

Previous faculty have offered the opportunity as part of their courses, with up to 10% participation marks for student completion (5-weeks).

Students have also participated in a co-curricular capacity, with some institutions offering Co-Curricular Credit (as applicable).

### **Selected Student Feedback**

- *Over 120 student participants have rated the Overall GCDI Learning experience 4.9/5 stars.*
- *93% of all participants say that they feel comfortable replicating the design thinking process in other areas of their research, work, and activism.*
- *93% of student participants say they understand the design process and how it can be applied to real world problems.*

For more information, we invite you to [review our Fall 2022 Program Report](#).

**We invite you to connect with us to learn more, and to see how your courses and institutions can be a part of the GCDI. For more information, please email: [globalclassroom4democracy@gmail.com](mailto:globalclassroom4democracy@gmail.com)**

“The Global Classroom offers pathways for students to enact their potential as changemakers.”

—Laurence Piper, Professor of Political Science, University West (Sweden)