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Creating a Global Classroom: International Collaborative Legal Research Partnerships

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Abstract: *Educators have used technology to connect students from around the globe to create "global classrooms". This article details the development and implementation of a virtual international collaborative comparative legal research project, for which students from two countries/partner institutions met for joint classroom meetings and small group sessions, using technology to engage effectively. Students presented their research posters at conferences and published their findings in academic journals. This study evaluated the extent to which students developed global citizenship competencies, such as improved intercultural communication skills and an appreciation of diversity, resulting from their participation. The impact of the global engagement project was evaluated by analyzing anonymous student surveys and conducting a qualitative review of the students' written reflections. The study found that students who participated in the project developed their research and writing skills, learned to work together in teams, improved their oral and written communication skills, delved deeper into the course content, improved their time management skills, cultivated intercultural understanding, and developed greater respect for diversity while learning more about the culture, country, language, and traditions of their research partners.*

Keywords: *Global Classroom; Undergraduate Research; International Research Cooperation; Partnerships; Global Citizen; Collaborative Learning*

INTRODUCTION

For the last few decades, educators have used technology to connect students from around the globe to create "global classrooms" (Kurshan 1991, 47-50). And faculty have continued to experiment with new technology and social media platforms to connect students with classmates overseas. See for example, Zeiser, Fuchs, and Engelkamps's (2013, 474-486) "discussions across borders" that used online discussions to connect students in Florida and Germany; Higgins, Wolf, and Torres (2013, 40-44) use of the social learning platform ValuePulse to connect marketing students in California and Ireland; and Shaw's (2016, 353-368) use of Facebook to engage students cross-nationally in discussion board posts, to name a few.

Academia has been engaged in a discussion of how best to internationalize the curriculum so that students are better prepared to step into the role of global citizens" (Shaw 2016. 1; Lamy 2007, 112-116). Indeed, many universities include their strategic plans and their accreditation plans the goal of educating "global citizens".

As the world becomes increasingly interdependent - and as the challenges we face become increasingly critical (Global Citizenship Foundation 2024) - it is more vital than ever for students to learn how to contribute to their local and global communities (UNESCO 2024). To this end, the United Nations' Sustainable Development Goal 4 (Ensure inclusive and equitable quality education 2024) - Quality Education - includes Target 4.7, which calls on all countries to prioritize the relevance and content of education to ensure that education helps build a peaceful

and sustainable world and emphasize the need to foster the knowledge, skills, values, attitudes, and behaviors that allow individuals to make informed decisions and assume active roles locally, nationally and globally (Global Citizenship Education 2024). To prepare global citizens, UNESCO has recommended: "adjusting curricula and content of the lessons to provide knowledge about the world and the interconnected nature of contemporary challenges and threats…a deep understanding of human rights, geography, the environment, systems of inequalities, and historical events that underpinned current developments" (UNESCO 2024).

This article details developing and implementing a virtual international collaborative research project for which students from two countries/partner institutions met for joint classroom meetings and small group sessions, using technology to engage effectively. Students presented their research posters at conferences and published their findings in academic journals. The assignment - a comparative legal research assignment - was introduced in a course about United States Constitutional Law ("US Constitutional Law 2: Civil Liberties and Civil Rights"). As suggested by UNESCO, the traditionally US-focused curriculum was adjusted to provide students with a broader understanding of human rights issues and challenges by introducing this opportunity to compare human rights frameworks in the US and Europe while working with international partners.

This study evaluated the extent to which students developed global citizenship competencies, such as improved intercultural communication skills and an appreciation of diversity, resulting from their participation. The impact of the global engagement project was evaluated by analyzing anonymous student surveys and a qualitative review of the students' written reflections.

Participants in this study were students from the University of South Florida St. Petersburg and their partners at the Școala Naţională de Studii Politice și Administrative (SNSPA) in Bucharest, Romania (Spring 2015), South East European University (SEEU) in Skopje, North Macedonia (Spring 2018), the State University of Tetovo (UT) in Tetovo, North Macedonia (Spring 2020), and the Free University of Moldova (ULIM) in Chisinau, Moldova (Spring 2022).

The study found that students who participated in the project developed their research and writing skills, learned to work together in teams, improved their oral and written communication skills, delved deeper into the course content, improved their time management skills, cultivated intercultural understanding, and developed greater respect for diversity while learning more about the culture, country, language, and traditions of their research partners. Creating this "global classroom" provided a way to internationalize the curriculum and allowed students to develop relationships with classmates overseas.

RESEARCH PARTNERSHIP: COMPARING AND CONTRASTING DECISIONS OF THE SCOTUS AND THE ECtHR

The Comparative Legal Research Assignment

The research project's objective was to provide an opportunity for students to work with partners overseas on a comparative legal research project comparing decisions of the European Court of Human Rights (ECtHR) and the Supreme Court of the United States (SCOTUS) involving

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similar legal questions. This project was designed to develop students' legal research and writing skills and enhance students' understanding of the ECtHR compared to the SCOTUS.

By learning more about legal issues and the framework for human rights protections under the ECHR, students were expected to learn more about the European legal framework and better understand the US Supreme Court and its role in American constitutional democracy.

Students were expected to use primary and secondary sources in the scholarly literature during their research. The USF students' attendance was required at a bibliographic instruction session with a reference librarian at the university library to assist them with learning how to use Lexis/Nexis, Westlaw, JSTOR, and other resources. In addition, a Legal Research Exercise was designed to give the USF students practice finding cases, briefs, statutes, regulations, and law review articles using the databases and other online resources introduced at the Bibliographic Research Session. USF students were also expected to complete a module in our Learning Management System (LMS) about developing a research poster and utilizing the USF research poster template and resources available on the university library's website. Partner university faculty likewise trained their students in conducting comparative legal research.

As the ECtHR takes a primary role in deciding civil liberties cases in Europe, students could compare and contrast SCOTUS and the ECtHR's decisions involving similar legal questions to understand better the legal frameworks supporting human rights protections in the American and European contexts. The Assignment Handout includes several appendices with additional information and resources about the courts. In addition, the instructors provided guidance and possible directions for research collaboration.

Students worked independently and in groups to produce research papers and to present a research poster at research conferences.

Logistics and Project Design

The Assignment Handout was discussed in each class (at USF and the partner university). After the students spent time learning more about the project, they were asked to complete the "Group Presentation Research Topic Preference Form". On this form, students indicated their preferred research topics (and ranked those) and their preferred student research partners, if any. The professors then reviewed the preference forms and placed the students into groups. Once the groups were formed, the instructors created a handout that included the student groups with the students' names, contact information, and the hours they could best be reached. All project communication was in English.

Throughout research collaboration, students met for joint classroom meetings and small-group sessions using technology and social networking tools to engage effectively. Students were encouraged to sign up for free Skype, Facebook, Dropbox, WhatsApp, and Viber accounts to facilitate virtual meetings with their overseas partners and share relevant files and documents.

In addition, the instructors created a Facebook group for the joint "global classroom" so that all students could be reached in one place. The Facebook group provided a good substitute since we were not all in one course LMS. Creating a Facebook group allowed sharing photos, videos, and time-sensitive messages with the students more quickly than traditional email or an LMS. In the case of this international cooperation, Facebook was an essential tool for us to communicate with the students at both universities quickly and simultaneously.

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The project timeline included several joint virtual meetings. At the outset, we provided an opportunity for the students to introduce themselves to each other so that the instructors could introduce themselves to the students at the partner university. We also incorporated opportunities for project updates, small group work, and guest speakers. After the project, there was at least one opportunity for the students to present their research posters at conferences. (See Illustrations 1 and 2).[1]

Most of the actual work on the research project took place outside the formal classroom. In addition to the substantive knowledge generated during the group research work, the students got to know each other personally through their online interactions. We asked the students to journal and reflect on their interactions with their counterparts outside class. Through informal communication, students were expected to learn more about each other's cultures, traditions, language, and political systems.

The Research Paper and Research Poster Assignment is broken down into many smaller assignments, which helps with the positive interdependence and workload distribution among group members. Also, we have a series of regular deadlines that allow each group to stay on track. These regular check-ins provide ample time for correction and to ensure project completion before the international videoconferences. Students on both sides of the Atlantic expressed a deep appreciation for the opportunity to be involved in such a project, and we did not experience negative issues with group dynamics (after the initial lines of communication were opened and expectations as to response time and familiarity with time zones were sorted out).



Illustration 1: Undergraduate Research Symposium at USF St. Petersburg (with students at US Embassy Skopje's American Corner) (2018)



Illustration 2: USF student speaks to the press about the cooperation with Moldovan students after presenting (virtually) at the research symposium hosted by the US Embassy America House in Chisinau, Moldova (2022)

[1] For more information about student conference presentations and publications, see the project blog at: https://comparativelegalresearch.blogspot.com/

METHODS

Participants

The participants in this study were the students enrolled in "US Constitutional Law 2: Civil Rights and Civil Liberties" at the USFSP during the Spring 2015, Spring 2018, Spring 2020, and Spring 2022 semesters, as well as students enrolled in SNSPA, SEEU, UT, and ULIM.

Materials and Procedure

During each of the four semesters evaluated by this study, three different types of surveys were administered: the pre- and post-global engagement student surveys administered by the Instructors (to the US and the overseas students), the USF St. Petersburg Center for Civic Engagement Citizen Scholar student surveys (USF students only), and the USF university end-of-course student evaluations (USF students only). In addition, students were asked to keep a journal with photographs and reflections on their experiences collaborating with international partners.

USF St. Petersburg Center for Civic Engagement, Citizen Scholar Course Student Surveys

At the end of the semester, the USF St. Petersburg Center for Civic Engagement (CCE) sends a representative to administer a survey of students enrolled in courses coded as "Citizen Scholar". Citizen Scholar courses are those in which students get out of the classroom and into the community, working on projects with community partners that are tied to the learning outcomes in the course. The Constitutional Law class was coded as "Citizen Scholar" due to the active learning and engagement with research and community partners overseas. The CCE uses a survey created in Google Forms and asks the instructors of Citizen Scholar courses to share the survey link with their students.

In the Citizen Scholar course survey, students are asked how many hours they worked on the service-learning project (including direct service hours and reflection hours). The survey includes binary questions that address the following issues: whether the service activities enhanced understanding of the course content, whether the student was able to make a meaningful contribution to the community through the service-learning experience, whether the student believes that they could have learned more from the course if more time had been spent in the classroom rather than in the community, whether the student feels more comfortable participating in the community after taking the course, whether the student developed skills in the course that can be used in a future career, whether the student plans to continue serving with the community program after completing the course, and whether the student would recommend a course with this civic engagement component to future students. Many learning outcomes are assessed using a 5-point scale (1 = "no change"; 5 = "increased significantly"): communication skills, critical thinking, understanding community needs, ability to apply concepts of one's academic discipline to the local community, understanding and appreciating diversity, ability to lead a group effectively, and the likelihood of participating with community organizations/issues.

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University End-of-Course Student Evaluations

USF administers end-of-course student evaluations of their instructors at the end of the semester. These are administered online (students receive a link via their university email) using the eXplorance Blue assessment system, and faculty can access the results in Faculty Academic Information Reporting (FAIR), the annual review tracking system for faculty. Faculty can access their overall instructor rating and view all student comments to the open-ended questions about the course and the instructor. While no questions were specific to the global engagement project, many students referenced the project in the open-ended questions.

Pre-and Post-Global Engagement Project Student Survey

After the international videoconferences and research poster presentations, the instructors administered an online survey (created using Google Forms) shared by email with students from universities in the US, North Macedonia, Romania, and Moldova. The survey includes binary questions, such as "I feel more confident communicating with people of a different ethnicity after working on this project" and "I feel more informed about international human rights issues after working on this project". In addition, some questions use a 5-point Likert scale (with responses ranging from strongly agree to disagree strongly) to measure student attitudes about the global engagement experience. For example,

- Learning about people from different cultures is important to my college education.
- I am confident I can communicate with people of different cultures or ethnicities.
- I feel that I can contribute to the global community.

The survey also includes open-ended questions, such as "What was the most valuable aspect of working on an assignment with a colleague from another country?", "What aspects of this project were most useful or valuable?", and "To you, what does it mean to be a 'global citizen'?", "Has your definition changed over the course of this semester? If so, how?". Students are invited to share feedback on improving the project for future semesters.

Student responses were coded (semester, year, student number), e.g., "S2018-S2" would indicate the Spring 2018 semester student in the second row of the response spreadsheet.

RESULTS

USF St. Petersburg Center for Civic Engagement, Citizen Scholar Course Student Surveys

As depicted in Table 1, 95% of the students who responded to the survey would recommend that future courses include this global classroom project. 95% of the students reported feeling more comfortable participating in the community after taking the class. And 90% of the students believed that the global collaborative research project enhanced their understanding of course content.

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Table 1: Center for Civic Engagement Student Surveys of Citizen Scholar Courses (2015, 2018, 2020, 2022), Binary Question Responses (Source: Author's depiction)

Survey Question	Spring 2015 Yes	Spring 2018 Yes	Spring 2020 Yes	Spring 2022 Yes	Total Yes
Did your service activities enhance your understanding of course content?	13/14 93%	6/6 100%	6/8 75%	11/12 92%	36/40 90%
I feel that I was able to make a meaningful contribution to the community through this service-learning experience.	13/14 93%	6/6 100%	7/8 88%	10/12 83%	36/40 90%
I feel I would have learned more from this class if more time had been spent in the classroom instead of doing service in the community.	4/14 29%	0/6 0%	4/8 50%	5/12 42%	13/40 33%
I feel more comfortable participating in the community after this class.	14/14 100%	6/6 100%	6/8 75%	12/12 100%	38/40 95%
Would you recommend a course with this civic engagement component to future students?	14/14 100%	6/6 100%	7/8 88%	11/12 92%	38/40 95%

Students are asked to reflect on the impact of the global engagement project on key learning outcomes, rating their responses from 1 (No Change) to 5 (Increased Significantly). Evidence that the project was successful in its goal of developing students' global competencies, the learning outcome in which students reported the most significant change was "appreciation of diversity": (73% of the students reported a significant increase (4 or 5)). The "likelihood of future engagement with community issue/organization": 68% of the students reported a significant increase (4 or 5). Moreover, students developed leadership and communications skills due to their work on this international group project: 48% of the students reported significant changes in their ability to lead a group. In addition, students reported that they planned to apply the concepts they learned to the local community (61%) and better understood community needs (45%).

Table 2: Center for Civic Engagement Student Surveys of Citizen Scholar Courses (2015, 2018, 2020, 2022), Impact of Civic Engagement on Learning Outcomes, 5-Point Scale (Source: Author's depiction)

	1 (No Change) Number of Students (%)	2	3	4	5 (Increased Significantly) Number of Students (%)
Understanding Community Needs	2/40 (5%)	7/40 (18%)	13/40 (33%)	10/40 (25%)	8/40 (20%)
Apply Concepts to Local Community	1/40 (3%)	3/40 (8%)	12/40 (30%)	15/40 (38%)	9/40 (23%)
Appreciation of Diversity	1/40 (3%)	0/40 (0%)	10/40 (25%)	11/40 (28%)	18/40 (45%)
Ability to Lead a Group	0/40 (0%)	6/40 (15%)	15/40 (38%)	15/40 (38%)	4/40 (10%)
Likelihood of Future Engagement with Community Issue/Organization	1/40 (3%)	5/40 (13%)	7/40 (18%)	15/40 (38%)	12/40 (30%)

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The CCE Citizen Scholar Student Survey also includes open-ended questions. To the question, "What tools, skills, or course content did you learn in this class that you were able to use out in the community?" the most common answer was that the global engagement project improved their intercultural communication skills and their ability to work with others on group projects. Students also described how the global engagement project helped them to develop a deeper understanding of course content. Students also believed that they improved their research and presentation skills.

USF University End-of-Course Student Evaluations

No questions are specific to the global engagement project in the generic university end-of-course evaluations. However, there are open-ended questions soliciting feedback about the instructor and the course. Even when not asked about the global engagement project, half of the students who responded to the course question referenced the project during the Spring 2020 semester. When asked to comment on the course, students described how much they learned from the opportunity to work with our international partners. One student commented: "I learned so much in this course. Amazing opportunity to collaborate with students from UT in Macedonia!" (Spring 2020).

Table 3: USF Student Response Rates to the University End-of-Course Evaluations (Source: Author's depiction)

Semester	Overall Student Responses (Student Survey Responses/Total Number of Students)	Overall Instructor Rating (5-point scale)	Open-Ended Comments: Instructor (Comments that Mention Global Project/Total Number of Comments)	Open-Ended Comments: Course (Comments that Mention Global Project/Total Number of Comments)
Spring 2015	12/14 (86%)	4.25	2/7 (29%)	1/5 (20%)
Spring 2018	2/14 (14%)	4.5	0/1 (0%)	0/1 (0%)
Spring 2020	13/33 (39%)	4.15	1/9 (11%)	4/8 (50%)
Spring 2022	8/23 (35%)	4.75	0/6 (0%)	5/6 (83%)

Fewer students referenced the project when responding to the instructor's question; however, those who did reference the project expressed appreciation for the opportunity to learn with partners from overseas.

Pre- and Post-Global Engagement Project Surveys

To better understand the project's impact on students' learning, the instructors administered anonymous surveys to the students by posting a link to a Google Form in the Facebook group after the semester. The combined survey results show that:

- 100% of the students reported feeling better informed about human rights issues after completing this research assignment.
- 100% of the students reported that they felt more comfortable working with people of a different ethnicity after working on this project.

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- 100% of the students who had not already graduated indicated that they are more likely to take a study abroad course, having participated in this international assignment.

After working on this comparative research project, 68.8% of the Spring 2020 students reported feeling informed about global politics, and 76.9% agreed that they enjoy discussions with people whose ideas and values differ from their own.

During the Spring 2020 semester, 75% of the USF students agreed that they were confident that they could communicate with people of a different culture or ethnicity.

In the open-ended responses to survey questions, the US and European students focused on their perceived academic achievements and soft skills development due to working with partners overseas. To the question "What was the most valuable aspect of working on the project?" student responses focused on the legal research skills they developed and the knowledge they acquired as a result of their research.

Many students referenced how the comparative nature of the assignment led to a more nuanced understanding of each institution: the SCOTUS and the ECtHR. One student commented, "I think comparing cases of two different states was the best part and the best way of learning" (S2020-S4). Another student explained, "The most valuable aspect was that we shared and learned different ideas of how the law system works in another country" (S2018-S2).

Praising the collaborative nature of the research project, a student exclaimed:

> It's not every day that you have the opportunity to complete research on a topic with someone from another country and come together to make a presentation and educate others on the topic. It was so wonderful getting to know our colleague and having her support and knowledge throughout the process (S2020-S16).

In addition, students described the benefits of working with students from other countries, particularly how that experience helped broaden their perspective on human rights issues. Sample student feedback includes the following:

> I learned to how to interact with people from different parts of the world. Most importantly be a responsible member of the global community (S2022-S20).
>
> Being introduced to a new pattern of thinking, and, of course, the communication in another language, helped a lot to be more confident (S2020-S5).
>
> I exchanged ideas with other people from other countries (S2018-S2).

Students also mentioned improved communication skills and the benefit of practicing English with a native speaker. As conversations drifted from the assignment, students had the opportunity to learn more about each other's culture. For example, one student remarked, "During our little breaks, we would talk about the differences in our cultures (…) I learned a lot of cool information about American food traditions!". Other students explained that they appreciated the opportunity to develop relationships with colleagues overseas:

> The most valuable aspect was that we talked about our culture as much as we talked about laws, and I think that is beautiful (S2022-S15).

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> To learn about their lives and how they view the US (S2020-S15).
>
> We were able to talk about things that are similar and different in our lives and how we value our education the same (S2020-S16).
>
> The conversation between us in Skopje and them in Florida, sharing ideas together, learning more about each other cultures, and helping each other because that is the real assignment in real life (S2018-S1).

To the question: "Did the group project meet your expectations?" the positive response was overwhelming. Students described the assignment as well-organized, and most indicated that it exceeded their expectations. They emphasized how much they learned about human rights protections in the US and Europe, developed communication and language skills, and felt more comfortable developing cross-cultural connections. During the Spring 2020 semester, this project was all the more rewarding for them, given the context of a global pandemic:

> Despite Covid-19, we were still able to come together to present our research posters, which was exciting. It was amazing seeing our group come together and share what we all had learned—such a great experience (S2020-S16).
>
> I think it went beyond expectations. In this difficult period going around the whole world, we did so much more than we would think possible (S2020-S13).

During the Spring 2022 semester, the research cooperation between the US and Moldovan students began before the Russian invasion of Ukraine.

Projects like this one, which link students together in joint research collaboration (from the comfort of their homes), provide a much-needed opportunity for cross-cultural cooperation. Students indicated in their survey responses that they intend to seek opportunities and experiences like this. One student noted that these were "important experiences that can help me in the future. And this is why I will participate in more activities like this." (S2022-S4) Another explained, "I would like to have more research about global topics and more cooperation from our university and other universities all over the world" (S2020-S7).

The survey also included an open-ended question: "What does it mean to be a 'global citizen'?". These responses from the students from North Macedonia from the Spring 2018 semester illustrate the following:

> For me, a global citizen means a citizen who is accepted in every culture, every nation, and every religion without discrimination. It means being a citizen who enjoys freedom wherever they go (S2018-S1).
>
> Every person in the entire world, no matter the race, religion, or ethnicity, is equal and should treat the whole globe the same with justice and kindness (S2018-S3).

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Student Reflection Journals

Students were asked to keep a journal and to document their experiences working with students abroad. These journals included photos and screenshots of videoconferences, texts, WhatsApp chats, Facebook groups, Google Docs, and email correspondence. One student commented in their anonymous survey that "requiring us to provide photos of our times when working on this project encouraged us to work and communicate with each other in a group setting" (S2022-S40).[2]

In addition to sharing artifacts and a sample of their group communication, students were also asked to reflect on their learning due to the international cooperation. These reflections included thoughts on working with global partners, learning about the partner and the region, and how the partnership and the relationships with their colleagues in North Macedonia, Moldova, or Romania broadened their horizons. Namely, the students concluded that:

> Through this project, we have gained knowledge of the EU and an understanding of the ECtHR while expanding our working knowledge of the Supreme Court. Learning about freedom of religion through two different personal and legal perspectives was an interesting and highly informative experience. We made connections with our Romanian counterparts and shared information and experiences with each other (S2015-S4).

> This project provided a great amount of insight into European Courts. My favorite interaction between us and the Romanians came when they asked us on Skype to explain how exactly cases make it to the Supreme Court. Utilizing my Con Law knowledge, I explained when the Court has original jurisdiction and how cases come up from the federal district and circuit courts. Though communication was challenging at some points, I enjoyed the topic and am proud of my research (S2015-S12).

CONCLUSION

The world as we know it today is marred with conflict, challenges, catastrophes, and crises that demand immediate attention (Global Citizenship Foundation 2024). We are increasingly interdependent, and it is more vital than ever that our students learn how to positively contribute to their local and global communities (UNESCO 2024). Those of us teaching in higher education have a responsibility to help our students develop global citizenship competencies so that they are empowered to tackle these challenges and become active, responsible citizens who contribute to building a more just, peaceful, and sustainable world.

The "global classroom" project studied here internationalized the curriculum and allowed students to develop relationships with classmates overseas without leaving their home campuses. Cultivating relationships with international partners so that undergraduate students can work with students overseas in a group research project offers those students the

[2] Samples of these pictures are posted on the project blog: https://comparativelegalresearch.blogspot.com/

opportunity to develop their research and writing skills, learn to work together in teams, improve their oral and written communication skills, to delve deeper into the course content, to improve their time management skills, to cultivate intercultural understanding, and to develop greater respect for diversity while learning more about the culture, country, language, and traditions of the partner country. In the anonymous surveys and end-of-course evaluations, students appreciated the new and different perspectives on human rights issues gained from working with international partners.

While studying abroad provides a more intense opportunity for cultural immersion, this collaborative learning partnership empowered students to interact and work with students overseas virtually via this "global classroom" and, in many cases, to develop relationships that extended well beyond the semester (through social networking sites such as Facebook, Instagram, WhatsApp, and Twitter/X).

Creating virtual international partnerships and projects is vital as we seek to cultivate global citizens. Even before the Covid-19 pandemic, international travel was outside the reach of many of our students due to costs and visa requirements. One of the US students remarked in the anonymous course evaluation: "I am so thankful for this experience, and for Dr Judithanne Scourfield McLauchlan for her foresight and planning to ensure this global experience. Many students, myself included, do not have the means to travel and study in other countries, and this project truly enfranchised my class to learn about and participate in cultures other than our own" (Spring 2015).

In the anonymous post-project survey, we ask students to reflect on what being a "global citizen" means. I close with this student's response, which underscores the benefits of developing a global classroom to develop global citizenship skills and competencies: "A global citizen is a person who is aware of and understands the wider world - and their place in it. Over the course of this semester, I have learned how to take an active role in our community and work with others to make our planet more equal and fair" (S2020-S11).

Based on the findings of this study, more faculty should consider developing virtual global exchange modules in their courses to facilitate the development of students' global citizenship competencies.

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COMPLIANCE WITH ETHICAL STANDARDS

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Statement of Human Rights:
All procedures performed in studies involving human participants were following the ethical standards of the institutional and/or national research committee and with the Declaration of Helsinki and its later amendments or comparable ethical standards.

Statement on the Welfare of Animals:
This article does not contain any studies with animals performed by any authors.

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