

The ACE/AT&T
Award:

Technology
as a Tool for
Internationalization



ABOUT THE AWARDS: TECHNOLOGY AS A TOOL FOR INTERNATIONALIZATION

The American Council on Education (ACE) and the AT&T Foundation are pleased to announce the winners of an awards program that recognizes and publicizes the innovative use of technology to enhance undergraduates' international learning at colleges and universities in the United States. Higher education leaders, business executives, and national and state governments increasingly recognize that all college graduates require "global competencies"—the attitudes, skills, and knowledge to live and work in our multicultural, borderless world. Key to gaining these skills is direct experience with the people and cultures of other nations. Although students may best acquire such experiences through study, work, or service abroad, only 145,000—less than 1 percent—of the 15 million college and university students in the United States actually go abroad each year. Technology holds great promise for helping colleges and universities provide students the opportunities to develop global competencies through strategies different from study abroad.

Through a nationwide call for award submissions, national recognition of selected programs and approaches, and the dissemination (both in print and on the web) of information on good practices, the ACE/AT&T Award recognizes the innovative use of technology to infuse an international dimension into the curriculum and to promote international learning. While many technological resources provide instructional materials, these awards target uses of technology that facilitate personal interaction between U.S. students and students, scholars, and citizens of other countries and cultures. The awards also provide examples and ideas that other institutions can adapt for their own use.

ACE has presented six awards, each in the amount of \$7,500, to the selected departments or programs. In addition, ACE has cited five institutions for special recognition.

Criteria for Selection

Entries were judged by a panel of experts in international education and information technology according to the following criteria:

- Innovative approaches.
- Sustained contact between U.S. students and students, scholars, and citizens in other countries.
- Substantive knowledge provided to students about global issues and other cultures/countries/world regions.
- Attention to intercultural communication issues.
- Attention to student learning assessment.
- Potential for sustainability.
- Potential for replication or adaptation by other institutions.

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NATIONAL AWARD WINNERS

Ball State University (IN)

Global Media Network

The Global Media Network is a consortium of universities around the world that have partnered to provide students with a seminar-like international experience using digital technology. Students and faculty in the United States, Australia, Brazil, Korea, and other countries can share live, real-time discussions, lab and studio experiences, and other activities in a smooth, natural, and high-quality teaching environment designed to feel like a regular university seminar, except that half the students and one professor live in the United States, and the other half and another professor live in another country. The virtual half of the room feels real, leading to quick acclimatization and a relaxed, effective learning environment. The seminars employ a dialogic, active, team-based model of learning rather than one in which a “talking head” professor delivers a lecture with little interaction.

Contact: Scott R. Olson (solson@bsu.edu)

Web Site: <http://www.bsu.edu/communication> or <http://www.bsu.edu/ccim>

University System of Georgia

Online Certificate in European Studies

The core of this joint program is an interdisciplinary curriculum of web-based courses examining aspects of the European Union (EU), such as environmental policy, law and legal systems, and science and technology policy, that can be compared with policies and practices in the United States. The online courses, jointly developed by teams of faculty from institutions of the University System of Georgia (USG) and the University of Munich, are also jointly taught through shared lectures and joint assessment in the same academic term to students in Georgia and Germany. The courses encourage interaction among students, including both synchronous and asynchronous discussion and joint projects. The goals of the courses are to provide American students with knowledge of the EU and German students with knowledge of the United States, exposure to different perspectives on common problems and issues, and technology and communication skills for operating in an increasingly interdependent world. Students who have taken at least two of the jointly taught transatlantic web courses and who meet other program requirements are awarded a certificate jointly conferred by a USG institution and the University of Munich.

Contact: Brian Murphy (bmurphy@ngcsu.edu)

Web Site: http://www.inta.gatech.edu/eucenter/default_ns_med.html



The Pennsylvania State University

Alliance by Design

Alliance by Design introduces engineering students to the global economy by creating international teams with students from a partner university in France or the United Kingdom to provide engineering solutions to an industry-driven problem. The required course uses a combination of laboratories, studios, lectures, and computer work sessions. Students continue their exposure to the global economy later in the curriculum by participating in international industry tours, internships, and study programs.

Contact: Richard Devon (rdevon@psu.edu)

Web Site: <http://www.cede.psu.edu/alliance>

The University of Maryland College Park

International Communication and Negotiation Simulation (ICONS)

The ICONS Project, pioneered at the University of Maryland more than 20 years ago, offers U.S. college students the opportunity to interact with students from around the country and the world using web-based software to explore the dynamics of international relations and international negotiations. Students are required to explore a range of global issues (including human rights, economic development, environmental degradation and protection, and weapons proliferation) by assuming the roles of decision makers of a country other than their own and engaging in online negotiations with groups of students representing other states. By researching, developing, and defending the policies of their assigned roles, American students gain an increased awareness of why states throughout the international system have different interests and how this can lead to fundamental disagreement over how to address global issues—or even which issues should be addressed at all. The web-based environment provides a fully developed, interactive negotiation module for integration into courses, a scenario setting the context for discussions and issues identified for negotiation, a customized research library, a messaging center to support real-time conferences and open-ended dialogues, an online venue for drafting proposed agreements, and a mechanism allowing all parties to vote on participants' proposals.

Contact: Kathleen Young (kyoung@gvpt.umd.edu)

Web Site: <http://www.icons.umd.edu/>



Carnegie Mellon University (PA)

Technology-Enhanced International Education

Carnegie Mellon University uses a combination of videoconferencing, course management web sites, e-mail, and meeting software to create a set of course models that allow professors to design and offer courses with international partners. The strategy is to link Carnegie Mellon students with counterparts and instructors in other countries, enabling dialogues that focus on real-time problems. The cases vary by type of technology used, coordination costs, and course content. Among current offerings are a joint self-paced course, *Ethical Judgment and Professional Life*, with the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, and an interdisciplinary course, *Artists and Their Museums on the Riviera*, that combines virtual museum tours of 26 institutions and interactive dialogues with museum personnel in France.

Contact: Paul Goodman (pgoodman@cmu.edu)

Web Site: <http://www.gsia.cmu.edu/research/isd.html>

The University of South Carolina and The Pennsylvania State University, University Park

Raison d’Etre

The goals of *Raison d’Etre* include the development of critical thinking abilities, cultural knowledge, and intercultural/interpersonal communication skills for American students who are enrolled in the basic French language sequence at the university level or French students who plan to major in English. The initiative uses technology as a tool to further communication, interaction, and intercultural learning by integrating various forms of computer-mediated interaction. Such interaction includes weekly e-mail correspondence facilitating personal connections with international partners, individual or small-group textual chat sessions that engage students in discussion of a variety of cultural themes and concepts (such as education, cultural stereotypes, or representations of the other), and audio and visual communication via web cams that enable students to talk to and see each other in real time. In addition to using computer-mediated communication, global competencies are furthered through regular contributions to a collaborative web site, which includes photos, surveys, collages, postcards, discussion transcripts, topical essays, and personal creations. The project strives to enhance undergraduate education by making language and culture accessible for beginning language courses.

Contact: Lara Lomicka (lomicka@sc.edu)

Web Site: <http://www.ac-grenoble.fr/heroult/rde2003>



SPECIAL RECOGNITION

Fairleigh Dickinson University (NJ)

Global Virtual Faculty Program

As part of the university's mission to prepare global citizens, the curriculum is using technology to bring the world to students. One example is the Global Virtual Faculty—world-class scholars, professionals, and experts from around the globe, working under the coordination of on-campus faculty in the teaching of an online course that offers different views and observations on the issues being studied. The faculty come from a variety of backgrounds and include a former head homicide investigator for Scotland Yard, a senior journalist from India, a historian from the Caribbean, an Arabic language and literature instructor from Egypt, and an economist from Australia. The Global Virtual Faculty currently comprises 40 scholars and practitioners; the group is expected to grow to 70-80 within two years.

Contact: Michael Sperling (sperling@fdu.edu)

Web Site: <http://globaleducation.edu>

Grand Valley State University (MI)

The "Runestone," an Internationally Distributed Course in Computer Science

For the past five years, Grand Valley State University in Allendale, Michigan, and Uppsala University in Uppsala, Sweden, have successfully conducted a joint course in the computer science curriculum. The goals of the course are: (1) to expose students to a culture different from their own through working with people from that culture; (2) to provide students with experience working on a team whose members are not located in the same physical area; and (3) to provide students with a "capstone" experience allowing them to draw upon their previous coursework to solve a significant technical problem.

Contact: D. Robert Adams (adams@gvsu.edu)

Web Site: <http://runestone.it.uu.se/>

Rutgers, The State University of New Jersey

Global Interactive Courses

The Office of Global Programs seeks to enhance the curriculum at Rutgers through the creation of Global Interactive Courses, which use electronic technology to link students from Rutgers and its international partners to a system of undergraduate cyber-classes. Currently, two ongoing courses involve universities in South Korea and Japan, and a new partnership is being established with a university in Russia.

Contact: Seth A. Gopin (gopin@rei.rutgers.edu)

Web Site: <http://global.rutgers.edu>



Tufts University (MA)

Curriculum Development with African Universities

Students in one Tufts University political science class can discuss their assignments with students across the room or across the ocean, because the class shares a web site with similar courses at universities in Tanzania and Uganda, providing a cross-cultural perspective for learning about the politics of regionalism in Africa. In this prototype interactive course, developed with the help of Blackboard's CourseInfo software, professors at Tufts, the University of Dar es Salaam in Tanzania, and Makerere University in Uganda have created a course with a core body of knowledge, overlapping readings, and a series of interactive web site exercises designed to involve groups of students at the three universities in a common learning plan.

Contact: Pauline Stieff (Pauline.stieff@tufts.edu)

Web Site: <http://ase.tufts.edu/polsci/faculty/robinson/bio.asp>

Vassar College (NY), in partnership with Williams College and the University of Munster

Multiple-User Object-Oriented (MOO) Technology in the Intermediate German Classroom

Since 1998, the German faculty at Vassar, Williams, and Munster have used MOO technology to support student learning in German language, German studies, and language pedagogy. The technology, available through free software to anyone with Internet access, enables students to learn to communicate and create objects easily through autonomous learning, student-centered classrooms, individualized learning, experimentation, and play.

Contact: James M. Olson (jaolson@vassar.edu)

Web Site: <http://german.vassar.edu/moossiggang>

Arcadia University (PA)

Australian/U.S. Literacy Education Collaborative Project

Embedded in an elementary education course on social studies and literacy teaching, this three-week initiative uses e-mail, chat rooms, and threaded discussions to connect U.S and Australian students in joint learning exercises that investigate how literacy issues and texts reflect cultural differences. Faculty members from Arcadia University and from Australian universities collaboratively organize and administer the project.

Contact: Bette P. Goldstone (goldstone@arcadia.edu)



OTHER SUBMISSIONS

Boston College

Intersivity Video Seminar and Online Discussion Program

This project links Boston College students, through live videoconferences and threaded online e-mail discussions, with peers from partner institutions abroad. Group discussions are based on students' independent viewing of an interdisciplinary seminar on "otherness," jointly developed and saved to DVD by the project organizers. The production of additional DVD seminars is planned in an effort to create a complete undergraduate philosophy course, also to be offered in partnership format.

Contacts: Richard Kearney (kearneyr@bc.edu) and John P. Manoussakis (manoussj@bc.edu)

Web Site: <http://www2.bc.edu/~kearneyr/asm>

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Carleton College (MN)

"Coffee and the News": Using Interactive Smartboard Technology

This initiative uses Smartboard, an interactive display and note registry system linked to the Internet, to help students improve their foreign language and communication skills through group discussions of global issues. Currently featured in a two-credit "Coffee and News" Spanish language course, Smartboard enables students to collectively view, take notes on, and share ideas about the articles in international online newspapers. In light of its popularity, other foreign language faculty members are now introducing related media-rich content into their "Coffee and News" courses.

Contact: Cynthia Luck Shearer (cshearer@carleton.edu)

Web Site: <http://webapps.acs.carleton.edu/catalog/catalog.php3?dept=SPAN>

Columbia College, Chicago

Sharing Cultures

Based on the assumption that meaningful cross-cultural encounters before college are rare among the institution's students, this initiative connects first-year Columbia College students enrolled in selected introductory writing courses with peers at the University of Port Elizabeth in South Africa. Using e-mail and a Blackboard-based web site, students collaborate on common writings and assignments through small-group forums and one-on-one e-mail correspondence.

Contact: David H. Krause (dkrause@colum.edu)

Web Site: <http://cte.colum.edu/programs/archives/sharing.html>

Dickinson College (PA)

Crossing Borders: The Clarke Center for the Interdisciplinary Study of Contemporary Issues

Established in 1994, the Clarke Center organizes lectures, panels, and symposia on topics of international interest using webcasts, videoconferences, and teleconferences. Through a special discussion board on the Center's web site, students and scholars from around the world can participate in discussions related to the Center's international activities.

Contact: William G. Durden (urden@dickinson.edu)

Web Site: <http://www.clarkecenter.org>

Drury University (MO)

Technology as a Tool for Internationalization

This initiative connects students enrolled in Drury's e-commerce courses with counterparts at Turkey's Istanbul Bilgi University. Using Microsoft SharePoint and FrontPage, two inexpensive and widely available software packages, students work in collaborative teams to create business plans and fully functional web sites designed to meet the needs of potential business clients in both countries.

Contact: Muthu Karuppan (mkaruppa@drury.edu)

Georgia College and State University—Milledgeville

Understanding Human Development Through a Global, Web-Based Learning Community

This project links students studying human development at two sites in Georgia with students in Taiwan, Republic of China. Using WebCT to enhance class lectures, students engage in discussions through assignments designed to stimulate critical thinking and enhance student understanding of the culturally differentiated processes that shape people into unique individuals.

Contact: Tsu-Ming Chiang (tchiang@gcsu.edu)

Web Site: <http://www.faculty.de.gcsu.edu/~tchiang>



Hampshire College (MA)

Using the Internet to Bring the World to the Classroom

This initiative began with a pilot web course on conflict resolution and historical analysis for Hampshire students and their counterparts at the Centre for Peace Studies in Zagreb, Croatia. Students posted papers for joint critiques, developed group projects, discussed questions through a listserv, and engaged in real-time-facilitated conversations.

Contact: Aaron Berman (aberman@hampshire.edu)

Illinois State University

The Effectiveness of E-mail Exchanges in Fostering English Language Skills

This project connects education majors at Illinois State University (ISU) with Thai students studying English as a second language. Participating ISU students receive e-mail messages from their Thai partners, covering topics such as educational practice, cultural habits, and politics. They then correct any grammatical errors in the original communiqués, and respond with a message of their own. The project fosters cross-cultural exchange, provides U.S. students with teaching-learning experience, and aids Thai students in their English studies.

Contact: Saiwaroon Chumpavan (schumpa@ilstu.edu)

Web Site: <http://www.english.ilstu.edu/education/default.htm>

Indiana University

Reaching Out Through Technology: International Enrichment for Undergraduates

Indiana University sponsors two programs connecting students and community groups through interactive video technology with scholars and students abroad—International Studies for Indiana Schools (ISIS) and Global Interactive Academic Network (GIANT). The goal of the projects is to educate students about other cultures through live interaction with experts on topics of global significance, as well as people living outside the United States.

Contact: Patrick O'Meara (omeara@indiana.edu)

Web Sites: <http://crlt.indiana.edu/isis> and <http://www.indiana.edu/~global/giant.htm>

Indiana University School of Nursing

Using Communication Technology to Strengthen Ties Between Two Nursing Schools

The Indiana University Kokomo School of Nursing has a partnership with the Margaret Pritchard College of Nursing in Chonju, South Korea, that began with faculty exchanges and now includes two-week student exchanges. World Wide Web



and e-mail exchanges are planned, and videoconferencing will be added when funding is available.

Contact: Linda S. Wallace (lwallace@iuk.edu)

Web Site: <http://www.iuk.edu/ACADEMICS/nursing/>

Marietta College (OH)

The Teamwork Across Borders (TAB) Project

This initiative uses e-mail in English to connect management information systems students in Ohio with hotel administration students at the Universidade Metodista de Piracicaba in Brazil on collaborative projects to integrate information systems into the daily and strategic activities of Brazilian hotels.

Contact: Grace F. Johnson (johnsong@marietta.edu)

Web Site: <http://www.marietta.edu/~ema/index.html>

Massachusetts Institute of Technology

The International Science and Technology Initiative

This project focuses on the preparation of potential student interns for international assignments through two years of sustained language acquisition and a course on the history and culture of the prospective host country, augmented by speakers on world issues, foreign researchers and students on campus, and courses using new technologies to enhance the teaching of cross-cultural communication.

Contacts: Patricia Gercik (gercik@mit.edu) or Bernd Widdig (bwiddig@mit.edu)

Web Site: <http://web.mit.edu/misti/www/index.html>

Massachusetts Institute of Technology

The Foreign Languages and Literatures Section (FL&L)

To provide humanistic education for students focused on science and engineering, FL&L offers students the tools for sensitive and successful involvement in the global community. All classes (French, Spanish, German, Chinese, Japanese, and English Language Studies) provide authentic linguistic experience through the use of technologies such as the Internet and interactive video. Examples include: (1) *Cultura*, a French class through which groups of students in two different countries use a bilingual web site to examine progressively more complex artifacts and documents to broaden the scope of their domains of inquiry; and (2) the MITUPV Exchange, an online community in which intermediate Spanish students at MIT and English language students at the Polytechnic University of Valencia (UPV) in Spain collaborate in creating a virtual university.

Contact: Anne Marie Michel (ammichel@mit.edu)

Web Sites: <http://web.mit.edu/french/culturaNEH> and <http://mitupv.mit.edu>



Metropolitan State College of Denver

Connecting the World: Videocases in Diversity

This four-tape video series, with accompanying instructor guides and materials, is a compilation of edited interviews expressing the views of people from diverse cultural groups. Designed for use in the postsecondary classroom, topics include: rites of passage among traditional African peoples; the changing lives of American Indians; Jews and Arabs in Israel; and Africans in America. Videocases may be purchased through the initiative's web site.

Contact: Mary Ann Watson (watsonm@mscd.edu)

Web Site: <http://www.mscd.edu/~psych/connecting>

Montana State University

Arabic Language and Middle Eastern/North African Cultural Studies Program

This initiative combines the resources of the University of Washington–Seattle, Al Akhawayn University in Morocco, and a consortium of other institutions to provide less commonly taught languages to students at a wide variety of colleges and universities. Interaction with native speakers, high-quality video classrooms, and exchange partnerships are key to the program's success.

Contact: Norman Peterson (normp@montana.edu)

Web Site: <http://www.arabicstudies.edu>

Morehead State University (KY)

The Web-Enhanced International Collaborative Writing Instruction Project

This initiative creates a virtual classroom through the use of Blackboard technology to link students from English Writing II classes in Kentucky with selected students of English Grammar and Writing I at both Gungxi University in Nanking, and Capital Normal University in Beijing, China. Students share autobiographical information, personal communications, and collaborative writing assignments to develop communication, organizational, research, and editing skills.

Contact: Myra Oldham (m.oldham@morehead-st.edu)

Mount Saint Mary College (NY)

Study at Home and Abroad

This collaborative summer study-abroad experience with St. Clare's College in England was developed through Internet discussions and features two weeks of instruction at Mount Saint Mary College, followed by five weeks of instruction either in person at Saint Clare's or through distance education while in the United States.

Contact: Robert Thabet (thabet@msmc.edu)

Web Site: <http://www.msmc.edu/academics/>



Northern State University (SD)

International IP to IP Course Delivery

This initiative used Internet Protocol (IP) technology to connect Northern State University in Aberdeen, South Dakota, with locations in Germany, England, Mexico, and Texas from March to December 2002. This helped keep expenses to a minimum (compared to more traditional videoconferencing via telephone circuit), while maintaining acceptable video and audio quality to conduct classes with distant partners.

Contact: R. James Krueger (Kruegerj@northern.edu)

Oakland University (MI)

International Studies 260: Introduction to Russia and East Central Europe

This online international studies course, based on the WebCT technology platform, introduces students to the geography, people, history, culture, and current events of Russia. Students interact with each other, the course instructor, and various Russian citizens through e-mail and web site discussion boards.

Contact: William Macauley (macauley@oakland.edu)

Oregon State University

The International Studies Degree Program

This initiative enables students in any undergraduate program at Oregon State University to internationalize their primary degrees through a second, concurrent bachelor of arts degree in international studies. The capstone experience is the preparation of an integrative senior thesis that demonstrates a comprehensive understanding of global issues and the international dimensions of the primary degree, often in a comparative fashion using technology to obtain information, facilitate conversations, and characterize different cultures.

Contact: Loren Kellogg (Loren.Kellogg@orst.edu)

Web Site: http://oregonstate.edu/dept/int_degree/

Phoenix College (AZ)

The Eco-Cultural Connections Initiative

This initiative uses the Internet and videoconferencing to link students of Maricopa Community College cooperative programs in Australia with foreign authorities in the field of conservation, such as the Great Barrier Reef Marine Park Authority. Students also keep an e-diary to record thoughts and share photos of their study-abroad experiences.

Contact: Philip Pepe (phil.pepe@pcmail.maricopa.edu)

Web Site: <http://phoenixcollege.edu/biology>



Ramapo College of New Jersey

An International American Studies Program

This program is a partnership with Volgograd State Pedagogical University in Russia, using common syllabi, shared instructional materials, and web sites to support instruction in American Studies, joint research projects, audio conferences, and team teaching in real time.

Contact: Edward Cody (ecody@ramapo.edu)

Web Site: <http://www.ramapo.edu/academics/specialPrograms/iasp/index.html>

Regis University (CO)

An Irish Studies Program

Regis University partners with the National University of Ireland, Galway, to offer an Irish Studies program delivered entirely online. The eight-week course features lectures and readings, virtual visits to web sites, asynchronous online discussions with faculty and students, and HTML knowledge enhancement.

Contact: Ellen Waterman (ewaterma@regis.edu)

Web Site: <http://irishstudiesonline.org>

Research Foundation of SUNY and SUNY Cortland

UniPlanet: Giving the First Global Generation Its Voice in New Media

Through this initiative, students at eight colleges and universities in seven countries collaborate to produce UniPlanet, an Internet news magazine covering contemporary issues of political, economic, ethnic, and religious interest. Faculty members at each partner institution supervise and evaluate the students' work, enabling them to earn academic credit for their contributions.

Contact: Devereaux Kennedy (kennedy@cortland.edu)

Web Site: <http://www.uniplanet.net>

Rhode Island School of Design

International Certificate Program for New Media (ICPNM)

Begun in 1998 as a certificate program focusing on new media technologies, this initiative has since expanded into a multistage learning program designed to provide college graduates and mid-career professionals with up-to-date technology and business expertise. The program is managed by a consortium of international organizations and educational institutions. Under the sponsorship of six new partner universities from around the world, the program is evolving into the ICPNM Academy: School for Interactive Media Development.

Contact: Lewis Shena (lshena@risd.edu)

Web Site: <http://www.icpnm.org>



Samford University (AL)

The Spreadsheet-Based Game, Simulation of Modern Nation-State Creation

Using spreadsheet technology, students conduct research on emerging countries and attempt to simulate the four-step paradigm of modern nation-state creation (identifiable cultural group, negative stimulus, awakening of cultural nationalism, and development of political nationalism).

Contact: Jim Brown (jsbrown@samford.edu)

Santa Clara University (CA)

The International Conflict Simulation

This initiative brings students in an introductory foreign relations class together with individuals in the Middle East via the Internet. Participants act as “country teams,” with advisors who are either diplomats or students in those countries, to research security policy and construct responses to an assigned, interactive scenario. Pre- and post-simulation assignments about personal attitudes are designed to measure empathy with the countries represented.

Contact: Diane Jonte-Pace (djontepace@scu.edu)

Web Site: http://itrs.scu.edu/stover/ics_m

Santa Clara University (CA)

NEXOS: A Spanish Web Portal for Shared Learning and Collaboration Across Borders

This web portal enables faculty to engage in shared learning through web-based communication and development. Its database-driven platform and multiple communication channels enable faculty to post a wide range of resources, images, audio/video, and text-based information. Via a web board and listserv, NEXOS users actively support and participate in shared learning collaborations that meet the five standards (communication, cultures, connections, communities, and comparisons) articulated in *Standards for Foreign Language Learning: Preparing for the 21st Century*, by the American Council on the Teaching of Foreign Languages (ACTFL).

Contact: Diane Jonte-Pace (djontepace@scu.edu)

Web Site: <http://itrs.scu.edu/nexos/>

Smith College (MA) and Mount Holyoke College (MA)

The Art of Survival

“The Art of Survival” CD-ROM presents the life and works of Berlin artist Wolfgang Szepansky, who was incarcerated at the Sachsenhausen Concentration Camp from 1940 to 1945. Disk materials include an audio account of Szepansky’s experience, in German and English, plus text and image information about him and the Sachsenhausen Camp. Copies of the CD-ROM are available upon request.

Contact: Robert C. Davis (rdavis@email.smith.edu) and Gabriele A. Wittig Davis (gdavis@mtholyoke.edu)

Smith College (MA)

INCONTRO Project

This project matches Smith students enrolled in Italian language classes with students at the University of Venice. Through online connections, teams of four students (two Italian and two American) work together to create a web site related to an issue of sociocultural significance, such as immigration, racism, or education. The collaborative effort requires each group to analyze a case issue from the other’s point of view.

Contact: Barbara Spinelli (bspinelli@smith.edu)

Web Site: <http://www.smith.edu/italian/>

South Dakota State University

A Collaborative Video Class Project Between U.S. and U.K. Media Students

This initiative joins broadcast journalism students from South Dakota State and Manchester Metropolitan University in England for collaborative work related to video production. Using audioconferencing, e-mail, and digital pictures, student pairs (one from each university) produce video segments about their communities, campuses, media programs, and social life. Project coordination is facilitated through a web site that allows students to post and respond to each other’s questions.

Contact: Jerry D. Jorgensen (jerry_Jorgensen@sdstate.edu)

Web Site: <http://learn.sdstate.edu/jorgensj/project>

State University of New York College at Purchase

The Cross-Cultural Video Project for the Film/New Media/Anthropology Major

This initiative partners students with colleagues at the European Humanities University in Minsk, Belarus, to produce short scenes around a mutually agreed-upon theme, sending them through the Internet to the partner. This partner



responds by shooting and editing another scene, continuing for an extended period of time, gradually creating a cross-cultural audio/visual weaving that explores the intellectual and artistic history of the two respective cultures.

Contact: Jon Rubin (floater@rcn.com)

Texas Christian University

Closing the Cultural Gap: Internet2 as a Tool for Internationalization

This initiative uses Internet2, an advanced, high-speed version of the traditional Internet, to create “virtual classrooms” thousands of miles apart. Participating students interact in real time with students and lecturers abroad in a special classroom equipped with multiple cameras and monitors. Texas Christian University is the first to employ this technology, through its course titled, “Mexico and the United States: Socio-cultural Contexts.” The course focuses on cultural differences and similarities.

Contact: Larry Adams (l.adams@tcu.edu)

Web Site: <http://mailweb.pue.udlap.mx/~malcocer/tcu/material.html>

University of Alabama at Birmingham (UAB)

The Transnational Classroom: Connecting People, Languages, and Cultures

Through e-mail, digital photography, and discussion boards, this program allows UAB students studying abroad in Costa Rica to share their experiences with home campus peers. Writing in Spanish, study-abroad students describe their experiences by sending daily e-mails, and they receive the latest news from home in exchange. The program promotes cultural awareness, enhances students’ foreign language skills, and motivates home campus students to study abroad themselves.

Contact: Lourdes Sanchez-Lopez (lourdes@uab.edu) or

Jessica Ramos Harthun (jramos@clunet.edu)

Web Site: <http://www.uab.edu/foreignlang/tc.doc>

University of Alaska at Anchorage

A Virtual Technology Bridge Linking Alaska and Russian Far East Universities

The University of Alaska at Anchorage proposed creating new curricular ties between the University of Alaska, Anchorage and Vladivostok State University of Economics by merging distance education delivery systems available in each country using Blackboard and Avanta technologies.

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Hermann Gruenwald (afhgl@cbpp.uaa.alaska.edu)

University of Delaware

The University of Delaware–HSE (Moscow) Internet Business Course

This collaborative course with the State Higher Education University of Economics in Moscow connects University of Delaware (UD) students with Russian peers to explore the similarities and differences between international business models. Students work in collaborative teams, using electronic discussion groups, e-mail, and personal web pages to communicate and share ideas. In 2001, enrolled Russian students and their faculty advisor traveled to UD at their own expense to visit and present their research.

Contact: John Kmetz (kmetz@udel.edu)

Web Site: <http://www.buec.udel.edu/kmetzj/429syllabus03s.pdf>

University of Hawaii and Kansas State University

Global Publics, Global Relations: Integrating Online Media in PR Education

This initiative uses e-mail and bulletin board systems to link students in Hawaii, Kansas, and Korea in public relations courses. Students work in collaborative teams to complete projects based on a common curriculum. Assigned during the first week of the course, an icebreaker activity familiarizes participants with each other and with the course's communication technologies by asking them to write brief, informal profiles about each other.

Contacts: Tom Kelleher (tkell@hawaii.edu) or

Michelle O'Malley (omalley@ksu.edu)

University of Hawai'i, Kapi'olani Community College

The Island Roots and Global Reach Initiative

This initiative enhances student learning about indigenous and multicultural topics through integrated web sites on traditions, political artifacts, and native plants. It incorporates online language courses, extensive e-mail contact with students and faculty in countries where Japanese, Chinese, and Korean are spoken, web sites in Asian and Pacific Studies, and online English as a Second Language curricula for student service learning and tutoring projects.

Contact: Leon Richards (lr24@hawaii.edu)

Web Site: <http://www.kcc.hawaii.edu/>

University of Iowa

The Internetwork in International Development Course

This course, which examines the use of information and communication technologies in developing countries, is offered at both the University of Iowa and the



University of Jos, Nigeria, through web sites, CDs for offline study, and written correspondence (to overcome problems with lack of Internet bandwidth and unreliable e-mail, electricity, and computer networks). Students at both institutions participate in nongraded online forums.

Contact: Cliff Missen (missenc@widernet.org)

University of Maryland University College

The Influence of Russian Students in Online Courses

Through this program, online courses offered by the University of Maryland University College are made available to students enrolled at two Russian institutions, Irkutsk State University and Far Eastern National University. In post-course evaluations, American students indicate that the participation of Russian students has a positive effect on expanding their global and intercultural awareness.

Contact: Nicholas Allen (nallen@umuc.edu)

University of Massachusetts at Boston

International Relations

Through this online undergraduate international relations course, students research and discuss international events by using domestic and foreign media sources they find on the Internet and form “country teams” to analyze and describe a simulated crisis between India and Pakistan. Collaborative reports detailing their findings are prepared through e-mail exchanges and chat room conversations.

Contact: Robert Weiner (Robert.weiner@umb.edu)

Web Site: <http://boston.umassonline.net/>

University of Minnesota, Morris

Using Technology to Enhance Study Abroad

This initiative uses database-driven web sites to facilitate the administration of two student teaching abroad programs, “English Language Teaching Assistant” and “Global Student Teaching,” at host institutions in more than 35 countries. All aspects of participants’ experiences—including recruiting, application, orientation, and communication with program administrators while abroad—are managed through the online sites. By automating these services online, increasing numbers of students have been able to participate in the programs at less of an expense to themselves and the university.

Contact: Craig Kissock (kissocke@mrs.umn.edu)

Web Site: <http://www.eltap.org> and <http://www.globalst.org>

University of Missouri, Columbia

ShowMe the World: Global Education and Technology Initiative

Established in 2000, the university's "ShowMe the World" program connects the state's pre-service teachers, educators, and students with teachers and students from around the world for collaborative interaction and learning. The web site serves as the program's centerpiece, through which users can gain access to international leadership, teaching, and curriculum development materials and can participate in various global education and technology partnership events. An international handbook and curriculum guide are also available online.

Contact: Laura L. Diggs (laura@missouri.edu)

Web Site: <http://showme.coe.missouri.edu>

University of Missouri, Columbia

The Virtual Health Care Team: Collaborative World Wide Web Case Development

A collaboration between the University of Missouri, Columbia and the University of Western Cape in Bellville, Cape Town, South Africa, this initiative internationalized the Virtual Health Care Team web site, an online learning tool created in 1995, to help users understand and follow stages of patient health care provision. Through these developments, faculty and students at both institutions now have greater insight into knowledge and practice issues in the context of the cultural setting in which patient care is delivered.

Contact: Richard Oliver (oliverr@health.missouri.edu)

Web Site: <http://www.vhct.org/index.shtml>

University of New Mexico and the Ibero American Science and Technology Education Consortium (ISTEC)

Chips 'n Salsa: Multi-National Portal/Gateway Project for Education and Research

This project, a portal gateway system designed for use by students, educators, and researchers, enables users to post, exchange, and search for unique educational content related to Latin America. Additional features include a hosting service for student and instructor web pages, forums and moderated discussion groups, private chat rooms, direct messaging, and online video conferencing. Site content is accessible through intuitive information maps and contextual databases.

Contact: Henry Jerez (hjerez@istec.org)

Web Site: <http://www.chipsnsalsa.istec.org>



University of North Carolina, Wilmington

The Global Virtual University Project

This project uses available technology to promote study-abroad programs that do not require students to actually go abroad. Instead, the students study abroad through the use of courses jointly offered with several Japanese universities. The project also brings local governments in the United States and Japan together to promote globalization.

Contact: Yoko Kano (kanoy@uncw.edu)

Web Site: <http://www.uncwil.edu/dpsee/VirtualU/vunon>

University of Oklahoma

The Cross-Cultural Collaborative Design Studio Projects

This College of Architecture initiative uses videoconferencing to give students and faculty of the interior design program in Norman the opportunity to work with students and professors of a technikon in Pretoria, South Africa. The partners work together to design low-income, sustainable housing in response to issues identified in low-income communities in South Africa and Nigeria. Students are exposed to design in cultural and international settings and are encouraged to explore global issues in design.

Contact: Abimbola O. Asojo (aasojo@ou.edu)

Web Site: <http://www.ou.edu/architecture/did/Home/videogal.htm>

University of South Florida

Interdisciplinary Education in Cultural Diversity: An International Initiative

Faculty at the University of South Florida partner with colleagues at Vannersborg University in Sweden to offer an interdisciplinary course focusing on the cultural sensitivities related to health care provision. Participating students interact with faculty and each other using web pages, digital photographs, synchronous chat, asynchronous threaded discussions, and videoconferences.

Contact: Candace Burns (cburns@hsc.usf.edu)

Web Site: <http://hsc.usf.edu/nursing/>



University of Virginia

International Real-Time Distance Learning on the Environment of South Africa

This pilot project, offered during the 2001–02 academic year, used ISDN and Internet and satellite linkages to connect students and lecturers at universities in Virginia, South Africa, and Mozambique for real-time ecology course lectures. A revolving pool of instructors selected from each country gave the lectures, using PowerPoint presentations, photographs, overheads, and other media to supplement the lectures.

Contact: Stephen A. Macko (sam8f@virginia.edu)

Web Site: <http://www.virginia.edu/insideuva/2001/26/learning.html>

University of Wisconsin, Madison

Long Distance E-Courses in International Business

Through a series of “e-courses” comprised of audio- and videoconferences with lecturers and students abroad, undergraduate business school students work in teams with overseas partners to gain firsthand experience with cultural differences affecting business. A related initiative employs a shared web-based curriculum to link students from Italy, Hong Kong, Chile, and UW–Madison in collaborative business project work.

Contact: Roderick J. Matthews (rmatthews@bus.wisc.edu)

University of Wisconsin, Madison

Restoring the North American Continent

A product of the university’s Gaylord Nelson Institute for Environmental Studies, this initiative consists of two web-based environmental protection courses, jointly developed with universities in Mexico and Canada. Case studies, drawn from actual situations in each participating country, are the centerpieces of each course and guide students through theoretical and practical learning exercises.

Contact: Paul H. Zedler (phzedler@facstaff.wisc.edu)

Web Site: <http://www.ies.wisc.edu/international/landscape>

Virginia Polytechnic Institute and State University

Engineering Cultures: Building Global Engineers Through Multimedia Technology

Using multimedia CDs, streamed audio and video, and web databases, this series of eight course modules introduces students to differences in engineering practice around the world. Each module consists of videotaped presentations, drawing from previously researched and drafted scripts, and includes video and audio interviews



with in-country experts. To date, engineering practices in six countries (France, Germany, Great Britain, Japan, Russia, and the United States) have been profiled. Additional country profiles are in development.

Contacts: Gary Downey (downeyg@vt.edu) and Mark Harden (maharden@vt.edu)

Web Site: <http://www.cyber.vt.edu/engcultures>

Virginia Polytechnic Institute and State University

Scientific Writing in English for Chinese Scientists

This initiative, a distance learning course originating at Virginia Polytechnic Institute (Virginia Tech), is designed to improve the scientific writing in English of Chinese students at National Pingtung University of Science and Technology in Taiwan. Working from English lecture files prepared at Virginia Tech and transferred to their university's distance education web site, Taiwanese students prepare, and then submit via e-mail, homework and examinations to Virginia Tech for evaluation.

Contact: Robert L. Youngs (ryoungs@vt.edu)

Web Site: <http://www.woodscience.vt.edu/>

Washington and Jefferson College (PA)

Building International Collaboration Through Technology and Student Exchanges

This partnership between Washington and Jefferson College (W&J) and the International University of Moscow (IUM), the first private university in Russia, enhances international studies, Russian history, and Russian language courses through student exchanges and international studies courses taught online to IUM students as part of a joint bachelor's degree program. Since 1998, 16 students from IUM have attended W&J.

Contact: David Foreman (dforeman@washjeff.edu)

Web Site: <http://www.washjeff.edu/>

Webster University (MO)

Webster Community Forum

The Webster Community Forum is an online venue for connecting students and faculty from the university's seven campuses in discussions on international themes. Issue areas are organized into threaded topics through the university's WebCT infrastructure, allowing users to log on at their convenience to read and post messages related to topics that intrigue or affect them. A built-in tracking system allows the Forum's administrator to monitor each discussion and respond to technical concerns.

Contact: Joseph Stimpfl (jstimpfl@webster.edu)

Web Site: <http://www.webster.edu/acadaffairs/cid/wcf/>



Western Kentucky University Research Foundation

Global Competency through International Web-Based Instruction

The web-based distance education course, “Introduction to Eastern European Studies,” connects home campus students with their peers studying abroad. Taught by Western Kentucky faculty living in the Czech Republic while overseeing the university’s Olomouc foreign study program, the course provides timely instruction direct from Central Europe through video and e-mail links and a required biweekly chat room meeting. Enrolled students also have the opportunity to interact via e-mail with other students studying in Olomouc, as well as Czech students.

Contact: Philip E. Myers (phillip.myers@wku.edu)

Western Washington University

The On-line Readings in Psychology and Culture Project: A Web-Based Resource

Designed to enrich the teaching of psychology worldwide, this project publishes online works focusing on the relationship between culture and psychological theory, research, and practice. An inventory of approximately 75 original and invited chapters is currently available on the project’s web site, with additional works in production.

Contact: Walter J. Lonner (walt.lonner@wwu.edu)

Web Site: <http://www.wwu.edu/~culture>

Wheaton College (MA)

A Partnership with Bhutan’s Only Liberal Arts College, Sherubtse

In partnership with a liberal arts college connected to a newly emerging national university, Wheaton College has developed a contemporary Buddhist studies curriculum in Bhutan that enables students at both institutions to share resources and engage in electronic class discussions on Buddhism and development via the Blackboard learning system.

Contact: Kathleen Ebert-Zawasky (kzawasky@wheatonma.edu)





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