Bringing the World into the Classroom:

ACE Award to Recognize the Innovative Use
of Technology to Promote Internationalization

ACE AMERICAN COUNCIL ON EDUCATION
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The American Council on Education (ACE) is pleased to announce the winners of an awards program that recognizes innovation in the use of technology to enhance the international learning of undergraduates at U.S. colleges and universities. 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 and interconnected world. Key to gaining these skills is direct experience with the people and cultures of other nations. Although such experiences may be acquired best through study, work, or service abroad, only 223,500—slightly more than 1 percent—of the nearly 18 million college and university students in the United States actually go abroad each year. Technology holds great promise for helping colleges and universities provide those competencies to students.

ACE has selected four institutions as winners of this award. In addition, ACE has cited seven institutions for special recognition. Through national recognition of the selected programs and approaches, and the dissemination of good practices on the web, the ACE award recognizes the innovative use of technology to infuse an international dimension into the curriculum and to promote international learning. Although many technological resources provide instructional materials, these awards target technology use that facilitates personal interaction between U.S. students and international students, scholars, and citizens.

Criteria for Selection

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

- Evidence of ongoing interaction and/or collaboration between U.S. students and international students, scholars, and citizens.

- Evidence of course or program learning goals that include global or international knowledge and competencies and/or cross-cultural learning.

- Demonstrated attention to assessing international/global student learning outcomes and using the results for course or program improvement.

- Demonstrated attention to intercultural communication issues.

- Evidence of program sustainability.

- The potential for replication or adaptation within the institution or by other institutions.

- Innovative ways to use appropriate technologies.

NATIONAL AWARD WINNERS

Carnegie Mellon University

Project Title: *International Collaborative Construction Management*

Contact: Lucio Soibelman (lucio@andrew.cmu.edu)

Description: The *International Collaborative Construction Management* course is designed to expose engineering students from the United States, Turkey, Brazil, and Israel to an international collaborative experience. This exposure provides students with skills for working with local engineers and managers on international projects. This virtual joint venture is supported by common, commercially available technologies to simulate a real-world environment, and collaboration is further facilitated through videoconferencing systems. A primary learning objective of this course is for students to develop construction estimates and schedules on international projects. Simultaneously, students are engaged in lessons on globalization issues, methods for working on multicultural teams, negotiation techniques, and ways to improve international collaboration enhanced by information technology.

SUNY Center for Collaborative Online International Learning (COIL) at Purchase College

Project Title: *Collaborative Online International Learning*

Contact: Jon Rubin (jon.rubin@purchase.edu)

Web Site: http://coilcenter.purchase.edu/

Description: The mission of the Center for Collaborative Online International Learning (COIL) is to develop and implement collaborative international courses online as a format for experiential cross-cultural learning. COIL has helped 17 SUNY campuses create globally networked courses with partner schools in at least 10 countries. COIL enhances and supports study abroad programs by acting as a portal for SUNY students who are not yet oriented to cross-cultural learning, while simultaneously introducing students from abroad to SUNY through collaborative online coursework. In addition to enhancing the student experience, COIL has been instrumental in helping faculty members establish international faculty partnerships, develop shared curricula, and navigate the administrative processes associated with these partnerships at home and abroad.

University of Colorado at Boulder (CU–Boulder)

Project Title: *One International Baccalaureate Degree: Three Universities*

Contact: Michael Grant (michael.grant@colorado.edu)

Description: *One International Baccalaureate Degree: Three Universities* is an initiative to establish an international bachelor's degree in a science-oriented track and to provide graduates with a distinctive three-university credential as they seek to enter careers in the modern, global workplace. Students in this degree program participate in videoconference classes led jointly by faculty members at each university, which are complemented by personal communication among classmates using Skype. In addition, students are required to participate in a one- or two-semester experiential, customized international learning experience at one or both institutions beyond their home institution. Ultimately, this degree program holds a prominent position in satisfying one of Boulder's strategic goals: "We will bring the world to CU and CU to the world." This program is generated and endorsed simultaneously by CU–Boulder, the University of Wollongong in Australia, and Dublin City University in Ireland.

Wagner College

Project Title: *Introducing International Learning Communities in an Online Environment*

Contact: Devorah Lieberman (dlieberm@wagner.edu)

Description: Wagner College, in collaboration with Hellenic American University in Athens, Greece, designed a course that provides an opportunity for students and faculty to interact in a semester-long learning community. Through teleconferencing, SMART Board, Moodle (a course management system), and Skype, students work as dyads and teams to meet the objectives of the international business communication course. Student learning outcomes range from identifying the foundational elements of a communication model, to recognizing and analyzing one's own cultural identity in relation to other cultures, to understanding the impact of information technology on interpersonal communication within organizations. For business interactions to be successful, those who are interacting need to take into account a myriad of verbal and nonverbal cultural variables. The incorporation of both visual and aural aspects of communication, made possible by Skype, provides significantly greater opportunities for intercultural interactions in a much more authentic environment.

SPECIAL RECOGNITION

Cerritos College

Project Title: *The Global Consortium for Sustainable Peace (GCSP)*

Contact: John Haas (jhaas@cerritos.edu)

Web Site: http://theglobalconsortiumforsustainablepeace.org/jhaas.html

Description: The GCSP, which has been running for eight years, is a network of global partner institutions that share the common goals of bridging cultural gaps in our world, examining global challenges and solutions, increasing global competencies, and fostering peace through global education, dialogue, and conflict resolution. The GCSP program raises awareness of global issues among college students, professors, and marginalized voices throughout the world, many of whom would not have the opportunity to engage in such dialogue without this program. Utilizing technology— primarily video over Internet protocol—the GCSP has the unique advantage of broadcasting on educational television to 2.5 million college students throughout California, webcasting on the Internet, broadcasting on local cable television, and being shown live to partner schools, educators, students, and institutions around the globe. In addition to the 110 community colleges to which Cerritos College is linked, the institution also is partnering with Al-Quds University in Jerusalem, the University of Islamabad in Pakistan, the University of Porto in Portugal, Lakehead University in Canada, and the University of Ulster in Northern Ireland.

Coastline Community College

Project Title: *Leveraging Technology for Global Learning at a Community College*

Contact: Thomas Snyder (tsnyder@coastline.edu)

Description: Coastline was founded in 1976 without buildings of its own as "a college without walls," and since its inception, has exploited technology as a proxy for the bricks and mortar of traditional higher education. As a result, Coastline's current initiatives, Global Citizenship, Global Advocacy, and Global Connect, rise from a deep foundation of prior work in distance education and global learning. The goal of Global Citizenship is to incorporate global learning into the general education curriculum through the use of a project web site that includes streaming video. The Global Advocacy program promotes cross-cultural exchange between students in the United States and Britain with the goal of increasing student awareness of climate change issues. Through this program, students create multimedia web sites using the Moodle open-source learning management system. Lastly, Global Connect is intended to instill the concept of global citizenship in high school students who are enrolled in a community college program. At present, the technology component of Global Connect consists of PowerPoint presentations delivered to local high schools. However, videos of faculty lectures and student workbooks in digital format also have been prepared in anticipation of a fully online offering of the Global Connect curriculum. Coastline Global programs encourage students to view the world's peoples and problems from many perspectives.

Dickinson College

Project Title: *The Mixxer: A Free Language Exchange Network for Language Learners and Teachers*

Contact: Todd Bryant (bryantt@dickinson.edu)

Web Site: www.language-exchanges.org

Description: The Mixxer, hosted at Dickinson College, is a social network for language exchanges via Skype, designed to facilitate international tele-collaboration and increased verbal practice in students' target languages. For a small residential liberal arts college that boasts the highest rate of foreign language majors per capita of all U.S. universities and colleges and a 94.7 percent participation rate for study abroad, The Mixxer provides students with an additional way to hone their language skills. Through partner exchanges initiated by the student or class-to-class exchanges facilitated by the instructor, this social network enables Dickinson students to interact with native speakers to improve their linguistic competence and to motivate and prepare them for a study abroad experience.

Marquette University

Project Title: *Bringing Global Sourcing into the Classroom: An Applied Learning Environment with India and Scotland*

Contact: Monica Adya (monica.adya@marquette.edu)

Description: Beginning in 2005, Marquette University (MU) established two partnerships to facilitate international collaboration among students in business and engineering fields. The first collaboration was with Management Development Institute (MDI) in India, and more recently in 2008, MU entered into a partnership with Glasgow Caledonian University (GC) in Scotland. Through video-conferencing, SharePoint, Blackboard, instant messaging, e-mail, and NetMeeting, students have the opportunity to engage in multi-project environments. One example of an MU-MDI collaboration project requires students to analyze the customer relationship management practices and technologies of multinational companies such as Coca Cola, Pizza Hut, and Nike, which have bases in India as well as the United States. For the MU-GC collaboration, students are required to work in cross-institution teams to develop high-level design concepts, design a product (e.g., an environmentally friendly motor boat), conduct quality and safety checks, and create a marketing plan for the product.

Massachusetts Institute of Technology (MIT)

Project Title: *Cultura: A Web-based Intercultural Exchange Within a Language Class*

Contact: Gilberte Furstenberg

Web Site: http://cultura.mit.edu/

Description: Cultura is an academic course designed by MIT in 1997 that has since been adopted by approximately 10 universities in the United States. The curricular program emphasizes the development of intercultural competence at the core of the language course. Cultura takes advantage of the Internet and its communication tools, thereby providing the perfect synergy between the field of intercultural communication (which implies encounters between people) and the Internet (which facilitates such encounters). Partnering with a French university, or *grande école*, MIT students taking French and French students taking English engage in a collective intercultural journey by interacting through a common web site. Together, they analyze and compare a variety of digital textual and visual materials from their respective cultures, then exchange perspectives about these materials via online discussion forums to collaboratively gain an insider's view of the other's culture.

The Ohio State University (OSU)

Project Title: *Global Learning by Videoconferencing: Frontiers in Life Sciences Research*

Contact: Venkat Gopalan (gopalan.5@osu.edu)

Web Site: http://frontiers.biosci.ohio-state.edu/

Description: Following a successful videoconference presentation at a biotechnology conference in India, OSU faculty designed a course through their Learning Collaborative Studio that focuses on the use of videoconferencing and facilitates collaboration between students from OSU and India. The course, which centers on emerging technology in genetics, genomics, and proteomics, exposes students not only to the interdependence of fundamental scientific discoveries and technological developments, but also to various topics in research ethics that are influenced by culture. In addition to videoconferencing, podcasts were utilized, blogs were maintained, web sites were created, and students and faculty interacted using an online course management system, Google Chat, and Skype. The creators of this course believe that dialogue between U.S. and Indian students, as facilitated by this international videoconferencing course, will serve to increase reciprocity in scientific training between the two countries.

Purdue University

Description: In response to the call to provide increased cross-cultural experiences for undergraduates in the College of Education at Purdue University, a Web 2.0 project was developed as a five-week unit and added to the syllabus of the existing introductory educational technology course for pre-service teachers. A key objective of this course is for students to identify, develop, and use various Web 2.0 technologies to increase their global perspective by working in communities of practice with individuals in locations around the world, including South Korea, Turkey, Australia, Singapore, Taiwan, and China. In addition to exploring the ways in which Web 2.0 tools (e.g., Twitter) could be used in various educational settings, teams were required to include multiple lesson plans involving the integration of their specific Web 2.0 technologies in elementary, secondary, post-secondary, and business/industry settings. Ultimately, all work was created, edited, and presented on a single wiki site. A showcase gave students an opportunity to co-present their web applications in collaboration with their international team partners who "attended" the showcase through previously created YouTube videos and/or live connections via Skype, chat, or other software systems.