Abstracts of Proposals Funded by Global Learning QEP, 2015-2016

Language Immersion in Alternative Service Experiences
Allison Crook, ACT

Appalachian State has long aimed to encourage students to broaden their knowledge of the world through travel and study. The Alternative Service Experiences (ASE’s), coordinated through the ACT office, are existing programs that provide the opportunity for students to explore and serve alongside an international community. As popularity of ASE’s has grown, the program has expanded and now operates in eight international locations, seven of which are Spanish speaking countries. This year alone, 84 students will be traveling to Spanish speaking nations on ASE’s; the majority of them have only a novice level of Spanish.

To reduce anxieties and enhance the impact of these experiences, the incorporation of a Spanish language component to all international ASE’s would be incredibly beneficial. Communication in a language other than English is a key element of intercultural competency, which both the QEP and ACT office are trying to foster. Training and experience with Spanish before the ASE’s will broaden the students’ perspectives of the world, allowing them to communicate in a completely different way with the local community. This will enrich their experience abroad by deepening their connection with the community in which they are serving and working alongside.

The ASE programs have partnerships with NGOs across the world, and providing a mutually beneficial relationship to both Appalachian State and these NGOs is of key concern for ACT. Training students in Spanish before the trip addresses some of the ethical and moral concerns that underlie these transactions by improving the level of communication during these experiences. Adding a second language component to all international ASE’s needs to become an established practice among our university, and this will be best integrated through partnerships between ACT and the department of Languages, Literatures, and Cultures.

Teaching a Collaborative Global Studies Special Topics Class Linked to Four Turkish Universities – Part 2
Jeanne Dubino, Cultural, Gender, and Global Studies

In Spring 2016 I will teach “Representing the East and West,” a 3000-level, Global Studies special topics class that considers Western representations of the East, and Eastern representations of the West. In this class students will critique these often-stereotypical representations and come to understand some of the cultural underpinnings and the geopolitical reasons for both “Orientalism” and “Occidentalism.” Very simply stated, both of these terms refer to the process of each side regarding the other with fascination and contempt. To overcome these perspectives and to foster genuine appreciation, regard, and respect, I plan to link the class I am teaching at ASU with four classes at four institutions in Turkey.

The Turkish faculty and I have developed a general sense of what the course content will be: with Koc, we would focus on travel literature; Pamukkale, on drama or performance; and with Bogazici and Kadir Has, language and culture.
In terms of collaboration on campus, this class is open to other voices, both from Turkey and from campus. Turkish and Turkish-American faculty on campus, including Basak Candar from English, Birsen Bulmus from History, and Unal O. Boya from marketing, will be invited to speak to the class.

Visit of Dr. Servando Váldes Sánchez to Appalachian State University
Joseph J. Gonzalez, Cultural, Gender, and Global Studies

I propose to invite Dr. Servando Váldes Sánchez to Appalachian State University for a period of three days, with the support from the Quality Enhancement Plan (QEP). Dr. Váldes Sánchez, is Professor and Investigator Titular at the Instituto de Historia de Cuba, specializing in Cuba’s history with the United States and Europe in the 20th century.

During his visit, Dr. Váldes Sánchez would deliver two public lectures. The first would discuss current and future changes in Cuba’s economy and foreign relations (most notably with the United States). These changes, such as increasing privatization, have provoked widespread approval and interest in the United States. Dr. Váldes Sánchez will explore how these changes are affecting Cubans differently: Those with ties to the tourist economy and family in the United States are benefitting; those without such relationships are not. Indeed, many of these changes are deeply threatening to the average Cuban.

The second lecture would examine Cuba’s foreign relations, most notably with the United States, in a historical context. Much of our public discussion, on this campus and in the media, focuses on events following 1959. As Dr. Sánchez will explain, the roots of U.S.-Cuban tensions go very far back indeed -- to the first occupation of Cuba by the U.S. Army in 1898 and the establishment of a U.S. protectorate over Cuba in 1901.

Dr. Váldes Sánchez will contribute to our campus conversation concerning Cuba in two important ways: His analysis will add complexity to discussions concerning current changes in Cuba; his historical perspective will add to depth to conversations concerning the past and future of U.S.-Cuban relations. Just as important, Dr. Váldes Sánchez’s visit will aid in the fulfillment of several Global Learning Goals and Outcomes, as defined by the QEP.

AppState in DC: Global Internship Program
Susan McCracken, Career Development, Division of Student Development
Sharon Jensen, Career Development, Division of Student Development
Phillip Ardoin, Government and Justice Studies

The goal of theAppState in DC: Global Internship Program is to create an affordable internship program in the nation's capital that will allow participating students to develop global competencies and cultivate global citizenship.

During the summer of 2015, twelve Appalachian students interned in DC without the benefit of being in a formal, established community. Many of these students' internship sites had a global component but the students did not have a venue or on-going facilitation to intentionally connect those applied learning experiences with the goals and objectives of the QEP.
The Career Development Center will identify existing DC internship sites, assess if the internship experience has the potential to address the SLOs of the QEP, and collaborate with supervising faculty to identify the specific SLOs that the site may provide. These sites will be advertised on the AppState in DC website hosted by the Career Development Center. Faculty members who have traditionally referred students to DC internship sites will receive information about the Global Internship Program inventory.

The Division of Student Development will secure a communal housing location for 12 to 15 student participants (both undergraduates and graduate students) from mid-May through early August to accommodate internship requirements. A Program Assistant will be assigned to live with the students and will plan and facilitate all programmatic support including scheduling workshops, guest speakers, site-based visits, and alumni interactions. One apartment (to be shared with the Program Assistant) will be available to visiting faculty and staff during first session summer school.

During first session of summer school, supervising Appalachian staff and faculty will have access to travel support to offset the cost of observing interns and visiting the internship sites. Academic credit will be awarded by each department based upon faculty evaluation. The AppState in DC: Global Internship Program will not award academic credit but will serve as the conduit for internship site application and selection, provide safe and secure housing for interns, and deliver a comprehensive enrichment and networking program to further support the SLOs of the QEP, maximize the opportunities for global learning and reflection, and encourage students who are interested to pursue full time employment in DC.

**South Asian Studies Learning Community**
Dinesh Paudel, *Sustainable Development*
Sushmita Chatterjee, *Cultural, Gender, and Global Studies*
Diane Mines, *Anthropology*

Expanding and developing Appalachian State University’s engagement with South Asia is a fundamental step toward advancing our Quality Enhancement Plan goals. Basing itself on robust and critical principles of global learning, our project to advance South Asian research and intellectual engagement at Appalachian State University is a vital step towards facilitating student and faculty global connectivity, competent knowledge bases, global scholarly contributions, trans-cultural fluency, and responsible global citizenship.

The importance of engaging with South Asia, is not because of the recent popular discourses of an impending ‘Asian era’ and the shifting global geopolitical power toward South Asia, even though these dramatic changes will have enormous impacts on critical knowledge production, fostering academic collaborations, and shifting dynamics of international student population on campus. The real scholarly value of this engagement is that South Asian studies with its diversity and richness offers us a tremendous source of knowledge and possibilities to understand and engage with multiple aspects of our society including social justice, human wellbeing, ecological integrity and sustainability. South Asian teaching, research, and collaboration will help expose our students to critical thinking and involvement in global issues and debates.
Connecting Appalachian State University to the Paris American Academy
J. Alex Poorman, Applied Design

I am proposing a one-week shadowing experience in Paris with Mitzi Cook, Assistant Professor in the Apparel Design and Merchandising Program of the Department of Applied Design. Ms. Cook has proposed a three week (May-June 2016) faculty-led study abroad trip which is currently being reviewed by OIED. The proposed trip will be based at the Paris American Academy (PAA).

Although the University currently has a relationship with Universite d'Angers in France, that institution does not have an Interior Design Program. Given the significance of France in the global design market, it is important that a relationship be established. The PAA has been established for over 50 years and is a well-respected program that is comparable to Appalachian State University in its focus and direction in preparing students to enter the workforce with design skills that are marketable on a global scale.

Students have always studied historically significant buildings of the world and then based their own work on that exploration. In today’s design profession, students still learn global design history but now also work in a global marketplace that requires them to design environments on a worldwide basis. This requires a high degree of global competencies in culture and communication as well as design. The history of the built environment—specifically in Paris, which has contributed to the development of western culture, architecture and design—is still an important facet of a budding designer’s education. More importantly to both the faculty-led and individual study-abroad experiences are the contacts they make in Paris with professional designers and other students from around the world that gravitate to Paris as a design hub. These experiences will help them establish long-term professional relationships and therefore better develop long-term global competencies.

Thematic Interdisciplinary, Global Learning Study Away Program Model Development
Robert Sanders, Cratis D. Williams School of Graduate Studies
Dr. Damiana Gibbons Pyles, Media Studies in Curriculum and Instruction
Dr. Roma Angel, Leadership and Educational Studies

In the spring of 2013, three faculty representing three unique graduate programs in the Department of Leadership and Educational Studies (School Administration, Library Science, and Higher Education) developed and led an interdisciplinary group of 12 graduate students to New York City to explore the impact of immigration on education. The end result of this immersive experience was transformative for both the faculty and students involved, uncovering issues not only related to the theme of immigration and education, but also providing an opportunity for these students to better understand themselves and each other as global citizens.

Neal Sobania’s 2015 publication, *Putting the Local in Global Education: A Learning Community to Explore Models for Transformative Learning Through Domestic Off-Campus Programs*, offered a timely resource to help couch the aforementioned experience in a broader view of more structured, study away programs. Subsequently, a new learning community of four ASU faculty members formed around the book to discuss how its content could guide
graduate faculty and staff as they envision new models and opportunities for study away experiences designed specifically for graduate students.

Through these discussions, the participating faculty created common understandings across a range of disciplines. Moreover, they have created a way to consider study away experiences that focus on the local, especially rural, areas around Boone to capitalize on the rich cultural complexity of this area; in other words, truly putting the LOCAL into GLOBAL education. Such an experience would serve to foster greater understanding of and engagement in local to global issues, both for ASU students and for the surrounding communities as well. By discussing such issue in the context of the shared readings, these four faculty members began to create a model in the form of a template or guide to assist others in the planning and implementation of their own study away experiences.

This proposed project is intended to replicate the successes of this learning community through the development of a week-long institute for ASU faculty and staff to use in developing and leading their own thematic interdisciplinary study away experience at the graduate level. The expectation is that the institute participants will work with the learning group to codify their efforts in the form of a planning template or guide that could be used by future study away leaders.

### Developing Partner Relationship for Criminal Justice Students & Faculty

Renee Scherlen, Government and Justice Studies  
Catherine Marcum, Government and Justice Studies  
Derrick Lail, Government and Justice Studies  
Jeff Holcomb, Government and Justice Studies  
Matt Robinson, Government and Justice Studies  
Elicka Peterson, Government and Justice Studies  
Curt Ryan, Government and Justice Studies

The project requests funding to develop the partner relationship between the criminal justice/international criminal justice faculty and three partner institutions in the United Kingdom. Most criminal justice students, including those who are in the international track, do not engage in study abroad. At present, the program does not have a well-developed relationship with an international partner of Appalachian State. After consultation with faculty and a student survey, we have identified the United Kingdom as the most country most likely to appeal to our students. Since the country also uses common law, the comparison between the two criminal justice systems yields quite rich results. The shared language lowers the barriers to student and faculty participation.

The goal of the project is to develop multifaceted links between criminal justice students and faculty and three partner institutions in the United Kingdom. More specifically, the project has five interrelated objectives. The project seeks to: (1) facilitate international internships for criminal justice students (all CJ students are required to have a 12 hour internship); (2) promote semester and/or year-long academic exchanges for CJ students; (3) create links that will result in collaboration between partner institution CJ classes and App State CJ classes using technology; (4) help faculty design short-term study abroad trips to UK in the area of criminal justice; and (5) inform faculty of teaching practices and areas of emphasis in UK criminal justice.
justice programs, leading to the infusion of more global content into current criminal justice classes.

A Model for International Collaboration Among Faculty to Enhance Understanding of Global Issues Through Course Development
John Tashner, Educational Leadership and Instructional Technology
Barbara Howard, Leadership and Educational Studies
Sara Zimmerman, Curriculum and Instruction

To support our partnership agreement with Novgorod State University (NovSU) in Russia and to continue to build upon our relationship with COMSATS Institute of Information Technology (CIIT) in Pakistan, we propose the development of a sustainable model of an online international collaboration to engage our graduate students and faculties at each university. The intent is for students to explore issues of global leadership within the educational systems of Russia, Pakistan and the United States by working together within a graduate level course co-taught by faculty from each university. A core team of several faculty members from each university will collaboratively develop a course syllabus and work through the many details of such an effort. Our team consists of faculty members within multiple programs in the College of Education at ASU, the School of Pedagogy in NovSU, and Department of Leadership at CIIT. Students from each institution will enroll in the course in their respective universities with course credit being granted through existing institutional procedures and processes. The primary goal is to model, promote and support continued collaboration among our schools and universities so that true globalization is achieved.

By developing this unique collaborative course, we can build a bridge between our universities and the k12 schools they serve, which will expand into a greater partnership. There is also the desire to pilot this project as a possible model for the development of similar online collaborations among our international partners. An additional goal is the development of an interdisciplinary Graduate Certificate in Global Leadership to be offered at ASU.

Sustained International Collaborative Teaching
Xiaofei Tu, Languages, Literatures, and Cultures
Wendy Xie, Languages, Literatures, and Cultures

This project is the second phase of the international collaborative online teaching project funded by QEP last year. As the first phase was completed successfully, the proposers plan to continue with their project and bring it to the next level. The goal of both the first and second phases of our project is to develop and teach courses synchronized between ASU and international partner schools in China and Japan.

The proposers do not mean for this collaboration to be a onetime tryst, rather it will be a sustainable project feeding on student feedback, internal and external faculty peer reviews, and further cross-institutional teamwork. It will remain an important part of the proposers’ pedagogy in their teaching careers. With their continued teaching practice and critical
reflections, the proposers hope to contribute to both the QEP initiative at ASU and to the national trend of cross-cultural, technology-based, new teaching methods.

As the proposers have discovered through actual experience, while online communication effectively shortens both geographical and psychological distances between people far apart, face to face personal contacts between instructors at both institutions as well as instructors with students from other institutions are also essential in such a collaborative teaching project. For instructors to visit each other’s university, learn in depth partners’ pedagogy and class composition, and discuss in detail collaborative teaching plan, will not only add a personal touch to the working relationship and make it more smooth, but more importantly will make our teaching more effectively fit students’ learning needs.

**Robot Telepresence: Bringing the World to First Year Seminar**

Paul Wallace, *Leadership and Educational Studies*

This project is designed to bring together first-year students from Appalachian State University with peers from other countries and cultures around the world, utilizing robot telepresence, to provide a more natural and engaging collaborative environment. The results will be increased intercultural competencies that are essential to successful global collaborative teamwork.

Video conferencing is a widely used tool to allow participants to hear and see other members of a distance class, and provides a heightened sense of social presence over asynchronous methods, such as text-based discussion forums and email. A new technology available to schools and universities is the telepresence robot. This device allows a distance student, instructor, or guest to engage with others in a physical classroom by taking a mobile form. The telepresence robot contains an iPad (or other tablet) "head" that displays the user's video from her/his webcam. In addition, the user can control the movement of the robot around the room, utilizing the robot's wheeled, self-balancing “body”. Robot telepresence provides an engaging video conferencing experience, as it is not a talking head on the wall of the room, but an anthropomorphic representation of the visitor in the classroom who has the ability to move about the room freely, talking at times with the whole class, individually with one student, or working together within small groups.

The project will engage first year seminar students from Appalachian State University with first year students at Future University Hakodate, in Japan, for five 90-minute synchronous online sessions during the late fall semester 2015. Students at Future University will engage with groups here through the use of telepresence robots, one mobile and one desktop version, which they will control from their laptops in Japan. The faces of our Japanese peers will appear from their webcams on our robot tablet “heads,” and we can hear them through speakers integrated into the robot bodies.
A Global Perspective of Vineyards and Wineries and Writing in a Technical Field
Wendy Winn, English/Professional Writing
Seth Cohen, Fermentation Science

In this proposed Study Abroad program, students will use the backdrop of grape and wine production as a means to compare and contrast culture, society, views on agriculture and tourism, local to global trade, and local to global business and marketing. Our objective is to foster this process with each student’s personal interest guiding their research, development of ideas, and development of refined technical writing reports. All students will be asked to develop a project topic that will allow them to pose questions to producers in the US and France that may provide insight into cultural differences and similarities.

Many traditions and methods in the grape and wine production community have traveled from Europe to North America and back; our objective is to help students identify a realistic project topic and develop questions they can answer during their coursework and travels. Students will be exposed to small and large agricultural producers with an array of different philosophical views; these comparisons are critical in each of us developing an understanding and empathy for the way others view the world.

Grape and wine production, in this course, provides an engaging point of discussion that includes aspects of agriculture and sustainability, rural and urban commerce, local and global commerce, and a rich anthropological survey that is deeply intertwined in the politics in both countries. Student writing projects, discussions, interviews with producers, and tours of facilities in both countries will focus on the goal of expanding global awareness. Tours and planned trips will not only include vineyards and wineries, but cheese and meat producers, visits to local markets, art and history museums, and national museums in Paris, France. The interactions with students and faculty on the campus at Angers will also provide an important role in developing the students understanding of cultural and philosophical diversity. This exchange is expected to provide the same experience for our hosts in France and we envision many long-lasting friendships and relationships to be forged.