



Virtual Study Abroad Some Course Examples

FIU | Global
Learning
FLORIDA INTERNATIONAL UNIVERSITY

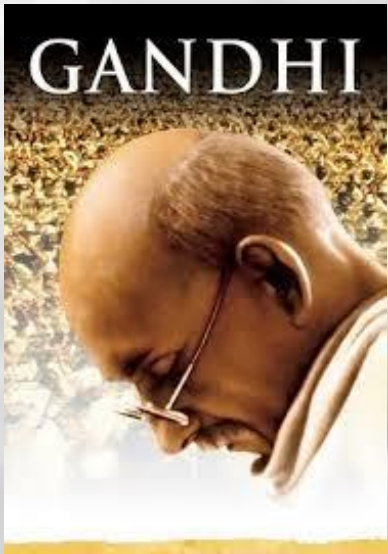
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Course	INR 3227 International Relations of South Asia
Global Learning Outcome	<p>Global Awareness:</p> <ul style="list-style-type: none"> Students will develop an understanding of the geography of the region. Every topic in this course will be supplemented with a film or documentary from the nations of South Asia. This immersive experience will help students understand the cultural nuances of the region.
Interaction with Culture	<ul style="list-style-type: none"> Students will also watch documentaries, available on YouTube, on the relevant topics Short quizzes administered through Playposit will help in student engagement and assess their comprehension, while they are watching the documentaries Students will engage in discussion with their peers through written discussion posts on select films, from the region.
Interaction with People	<ul style="list-style-type: none"> Students will experience a South Florida based, South Asia connected co-curricular activity This may include -visit to a Hindu, Buddhist temple or a local Mosque, attending a Indian/Pakistani/Sri Lankan Nepali festival – Holi, Diwali celebration, attend a book launch or lecture on a South Asian topic, a live concert or dance performance, go to an art gallery opening, visit a museum, a traveling exhibition from South Asia, watch a movie in the theatre, interview a person born and raised in South Asia.
Reflection	<p>A Post VSA Reflection blog - a graded activity in which students will share what aspects of the course helped them get a good exposure to South Asia.</p>

Course Materials



Interaction with Culture



Interaction with People



Course	CJE 4174 Comparative Criminal Justice Systems
Global Learning Outcome	Global Perspective <ul style="list-style-type: none"> • In preparation for analyzing local, global, international, and intercultural problems, students will gain more of an understanding of the Japanese and British cultures. • Perspectives may shift as students are exposed to the culture with an open and respectful approach.
Interaction with Culture	<ul style="list-style-type: none"> • Students will be exposed to the beauty and history of each country through virtual visits to historical and cultural landmarks. • In Japan, students will virtually travel to Tokyo and Kyoto; two cities in the country that the instructor has previously visited. • In England, students will travel virtually to London, a city that the instructor has also previously visited. • As a post-viewing exercise, students will note some of the emotions they experienced during their cultural experiences.
Interaction with People	<ul style="list-style-type: none"> • Students will watch three interviews with ex-prisoners who were wrongly imprisoned within Japan and interviews of ex-offenders and the family of those currently incarcerated in England. • Based on the experiences of the ex-prisoners and their families, students will address the problem of wrongful imprisonment.
Reflection	<p>Round table reflection, reflecting on their own thoughts and feelings surrounding the culture and people of Japan and England; considering the lives of individuals being affected. Students will submit two unique “WordClouds” with emerging themes resulting from the round table discussion. Words and phrases will be highlighted and visually represented in their expression.</p>

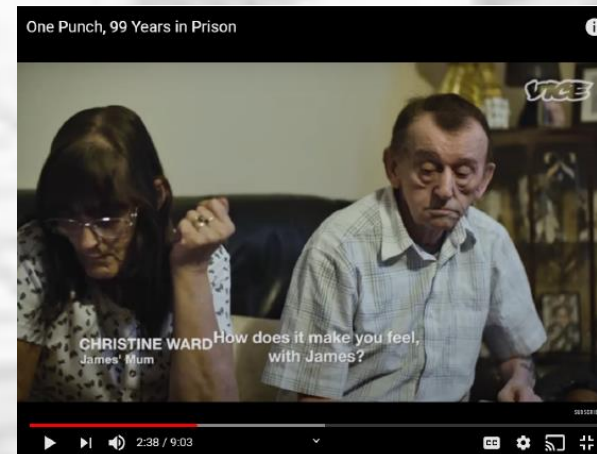
Course Materials



Interaction with Culture

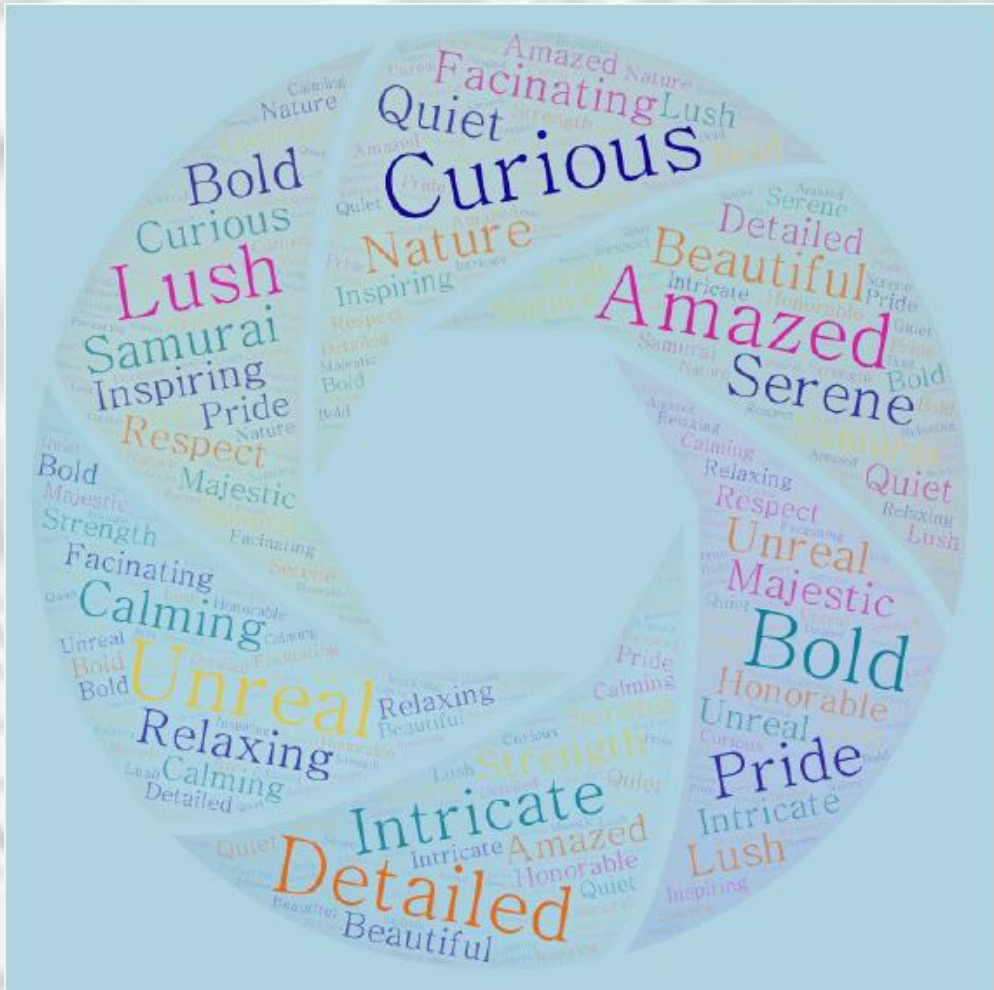


Interaction with People

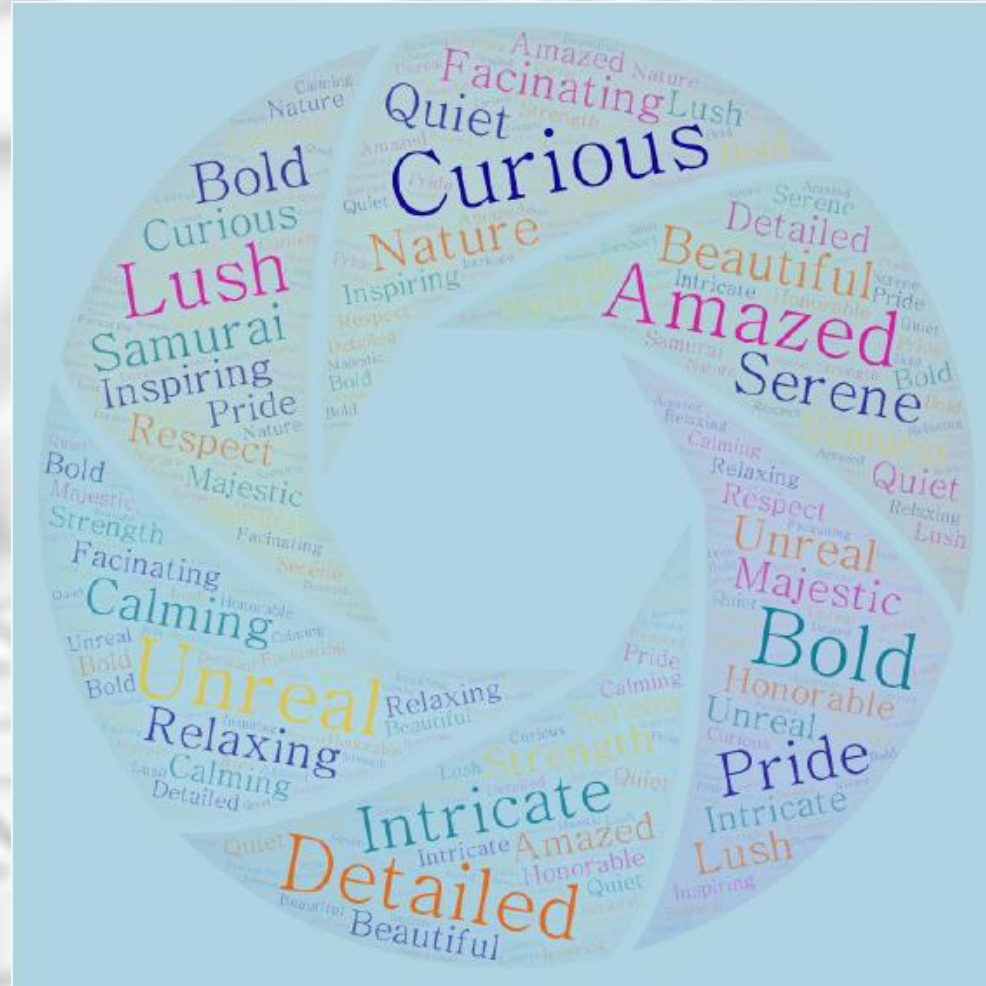


Reflection: Round Table

Students will submit their thoughts in the form of two unique ‘**Word Clouds**’ with emerging themes resulting from the round table discussion. Words and phrases will be highlighted and visually represented in their expression.



The word cloud features a variety of terms including: Curious, Nature, Bold, Lush, Samurai, Inspiring, Pride, Respect, Majestic, Calming, Unreal, Relaxing, Detailed, Intricate, Amazed, Serene, Quiet, Fascinating, Strength, Honorable, Unreal, Proud, Beautiful, and many others. The words are arranged in a circular pattern, with some appearing more prominently than others.

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Course	ASN3143 Corporate Culture in China
Global Learning Outcome	Global Awareness <ul style="list-style-type: none"> • Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. • Use technology to interact with students from China and have a virtual exposure to global views to explore the nuances of Chinese customs and habits, that are implicit in the way they develop their corporate culture
Interaction with Culture	<ul style="list-style-type: none"> • FIU Miami students will work with students from FIU Qingdao-China • Both groups watch a selected TED Talk about corporate culture in China • FIU Miami students will make comments in Voice Thread related to their understandings and views of Chinese culture, adding what they have learned from the course readings
Interaction with People	<ul style="list-style-type: none"> • After the student interaction with students from China, they will have asynchronous interactions making comments, asking questions, and expanding on the cultural topic related to USA and China • Students will have this kind of interaction 3 times over different topics related to Corporate culture, and then will have a synchronous meeting to talk and make additional questions
Reflection	<p>After each interaction, students write a short reflection paper in reference to their experience: what they learned, and the challenges they encountered. They should have 3-4 interactions.</p>

Course Materials

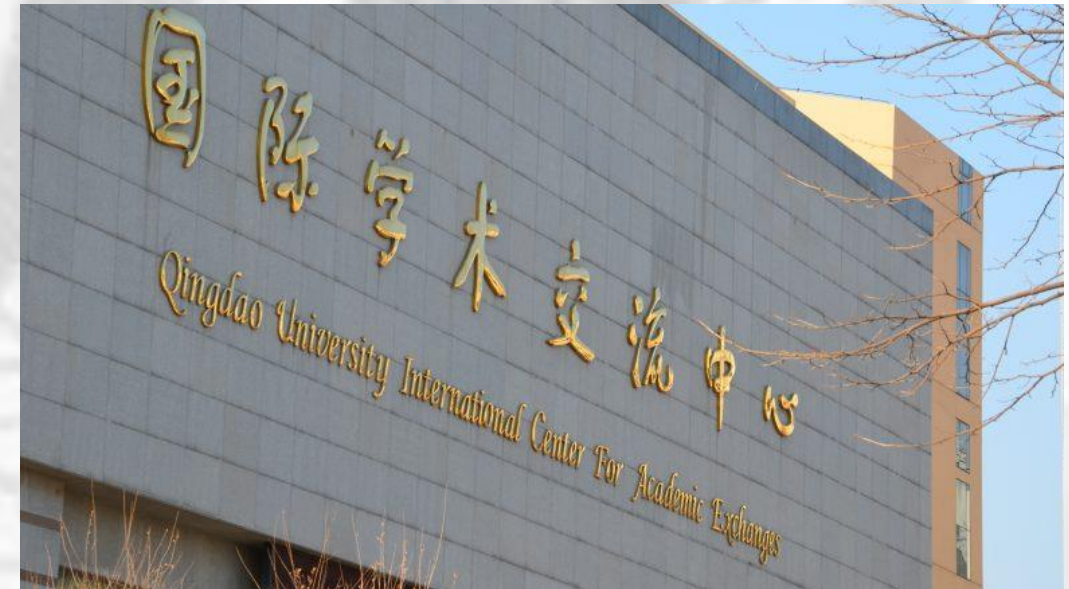


Interaction with Culture



voicethread

Interaction with People



Course	REL 2011Intro to Religion
Global Learning Outcome	Global Engagement <ul style="list-style-type: none"> Analyze topics in the field of religious studies from multiple perspectives. Assess how global issues and trends are interrelated with the development and practice of religions. Demonstrate willingness to think creatively about religious issues in the contemporary world.
Interaction with Culture	<ul style="list-style-type: none"> Students will engage in virtual pilgrimage Choose from various locations to visit and explore Students will do background research before pilgrimage
Interaction with People	<ul style="list-style-type: none"> Students will engage with students and professors from UNIMINUTO (school in Colombia) Students will learn about religious experiences that Colombian children go through as Catholics Students will learn from students who practice Islam
Reflection	<p>After each interaction, students write a reflection paper in reference to their experience in the pilgrimage that demonstrates general understanding of the importance of each of the sites within its religious tradition.</p>

Course Materials



Interaction with Culture



Interaction with People



Course	LAE 3360 Managing the Secondary Language Arts Classroom
Global Learning Outcome	Global Awareness <ul style="list-style-type: none"> • Develop a practical and effective approach to classroom management in the secondary English classroom • Use approaches that will effectively reach the multi-lingual, multi-ethnic, multi-modal learner • Create guidelines for classroom efficacy and student engagement • Create a culturally responsive global classroom
Interaction with Culture	<ul style="list-style-type: none"> • Students will research and watch videos on different regions • Groups will create online Caribbean board game for secondary student audience. Groups will all play and discuss • Create informercial for country unfamiliar to student (includes images, information, videos, tours, interviews).Each group will watch and respond to discussion
Interaction with People	<ul style="list-style-type: none"> • Students will learn about notable people from the Caribbean • Virtual tours of different countries • Create lesson plans using “TaskStream”
Reflection	The students will participate in two discussion posts about their experiences, include a Caribbean author in their final unit, and discuss in their reflection about their experiences as well.

Course Materials



Interaction with Culture



Interaction with People



Course	LAE 3360 Managing the Secondary Language Arts Classroom
Global Learning Outcome	Global Engagement <ul style="list-style-type: none"> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving Understand the core marketing concepts of services marketing, customer value, satisfaction, and loyalty Explain different approaches to marketing research and consumer behavior analysis
Interaction with Culture	<ul style="list-style-type: none"> Student placed in teams to conduct research and present on international destination (includes virtual tours, connecting with FIU alum, and residents nearby)
Interaction with People	<ul style="list-style-type: none"> Interview FIU alum residing in area. Share interview with board post and submit pre and post reflection on perception and awareness of destination Students will interview local resident to present virtually to understand the area better Will create virtual presentation with all information gathered to “sell” the session to FIU students and seniors (60+ years of age) OLLI at FIU members
Reflection	<p>Evaluations will be collected following the session to measure their ability to market effectively and produce a quality session that increased knowledge and awareness about the destination. Students will individually submit a written reflection about their experiences, marketing practices used, and understanding about the destination.</p>

Course Materials



Interaction with Culture



Interaction with People



What We Have Learned So Far



FROM STUDENTS

- “Not all courses offer this type of **global engagement**. ...it’s great to have a course that requires the student engagement with other students from afar or having assignments that require the student **to look outside of USA**”.
- “The main advantage is that it **exposes students to different perspectives**, experiences, viewpoints, helping **improve critical analysis of the subject**”.

What We Have Learned So Far



FROM FACULTY

- “...the idea of having VSA elements broadened my personal perspective and **encouraged me to elaborate meaningful assignments** for the students to have a more engaging experience with the learning material”.
- “It allowed me **to think outside the box** and redesign the course where there are more visual elements than before. In trying to infuse VSA elements with the help of the instructional design staff (FIU online), **I learned about and experimented with new technology/programs**”.



Thank you!

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