

**Fulbright-Hays Group Projects Abroad Program
Abstracts for FY 2007 Short-Term Group Projects Abroad**

AFRICA (8)

MICHIGAN STATE UNIVERSITY

“Empowering World History and Geography and Global Studies Teachers Through the Study of Southern Africa”

The African Studies Center (ASC) at Michigan State University (MSU) in collaboration with three neighboring mid-Michigan Intermediate School Districts (ISDs) of Clinton, Eaton, and Ingham counties, propose a Fulbright-Hays Group Projects Abroad (GPA) project. This GPA will help 13 world history & geography, and global studies teachers and curriculum specialists drawn from 23 urban, suburban, and rural school districts develop the expertise necessary to adequately teach state mandated courses in *Eastern Hemisphere/Global Studies* at the middle school level and the newly mandated *World History & Geography* at the high school level. Participating teachers will be immersed the study of the history and geography of southern Africa through participation in a four-week study program in South Africa (June 30 - July 26, 2007) focusing on four locals (Cape Town/Western Cape, Eastern Cape, Durban/KwaZulu-Natal, Gauteng), using state standards and benchmarks for eastern hemisphere/global studies and world history & geography as a guide for our study.

Specifically, the GPA through a multifaceted program which includes lectures and site visits to a wide variety of South African historical, cultural, economic and political institutions and organizations, is designed to: (1) examine and further understand the geographic environment, historic, political, economic, social and cultural dimensions of urban and rural southern Africa and in so doing gain a new perspective of southern Africa within the context and processes of world history and the contemporary global community; (2) enrich the individual educator’s global perspective through increasing their knowledge about and their experiential-based understanding of southern Africa historically and contemporaneously; (3) enhance the study of Southern Africa in World History & Geography, Global Studies, and realization of state-mandated standards and benchmarks for these subjects, through exposure to and engagement with a variety of social, cultural, and academic experiences in South Africa; (4) to generate curricular and teaching materials on southern Africa that can be incorporated into the participants’ teaching of World History & Geography and Global Studies and to further disseminate this knowledge through district, state and national seminars and conferences and posting of the materials on local and intermediate school district Web sites, and on MSU’s *Exploring Africa* Web site; and (5) enrich each participant’s global perspective and increase her/his commitment to international education and African studies through the knowledge and experiential understanding gained during four weeks of purposeful programming in South Africa.

All participants will be required to develop a curriculum project (either individually or a part of a team), which will be incorporated into their teaching beginning in academic year 2007-2008. The project will be more widely disseminated through ISD-facilitated workshops and through posting on Web sites and on MSU’s *Exploring Africa*.

RUTGERS UNIVERSITY

“Undergraduate Study in South Africa for EOF Students”

The Paul Robeson Cultural Center and the Study Abroad Office at Rutgers, in collaboration with the New Jersey Educational Opportunity Fund program (NJEOF), which supports and services 41 public and independent member-institutions of universities and colleges, in response to the Fulbright-Hays Group Projects Abroad (GPA) invitational priority seeks funding for our program that will facilitate twelve American undergraduates to study for a semester in South Africa.

Our proposed GPA, Undergraduate Study in South Africa of EOF Students, will provide the opportunity for twelve students from disadvantaged and non-traditional backgrounds to study for a fifteen-week semester program developed by Rutgers Study Abroad program at the University of KwaZulu Natal.

Our proposed GPA is scheduled for the winter semester (January – June) 2008 and is designed to (1) provide American College students who would not normally do so to take the opportunity to study in South Africa by participating in a semester long study abroad program; (2) to expand student-participants knowledge and understanding of the history, culture, society and contemporary issues in South Africa; (3) to provided an opportunity to expand disciplinary based knowledge within our student-participants’ majors; (4) to increase our student-participants’ understanding of global issues that impact African countries and the United States of America; and 5) to develop in each student-participant, a commitment to an international and global understanding of issues, regardless of our student-participants career choices.

Our proposed “Undergraduate Study in Africa for EOF Students” grows out of a strong commitment to the study of African and to study abroad programming at Rutgers University and to a tradition of program development for students from disadvantaged backgrounds on the NJEOF program, which has 41 universities and colleges as members. Through our GPA, we intend to promote equal educational opportunity and greater accessibility to study abroad for non-traditional students who, by reason of socio-economic status, ethnic definition, and/or restricted cultural-educational experience, find themselves in a disadvantaged position with traditional or conventional students.

TOWSON UNIVERSITY

“An Interdisciplinary Curriculum Enhancement Project for Three Maryland School Systems:
Ghanaian, History, Culture, and Environment”

This project is designed to acquaint K-12 teachers in Baltimore City, Baltimore County, and Prince George’s County with the diverse and rich environment and culture of Ghana in West Africa. Ghana is a microcosm of much of Africa south of the Sahara Desert in topography, language and religious diversity and the rural/urban divide. There we find pockets of poverty marked by traditional economic practices that co-exist with western style businesses and industries tied to the global economy.

The objectives of this Ghanaian experience are to enhance and enrich preexisting courses in African history, literature, culture, and the environment, and to create new courses based on a combination of study, travel, and lectures during four weeks in Ghana. The actual Ghanaian experience is to be preceded by study, lectures and films and to be followed up with hands-on course design and the creation of learning modules. This project is intended to have long-term impact at the individual, classroom, K-12 public school, university and potential state level with the new courses to be submitted to the Maryland State Department of Education for dissemination to other educators in the system.

In addition, this project is geared toward the mission promulgated by No Child Left Behind to improve student achievement. As a result of their travels and contacts in Ghana, the teachers will broaden their knowledge of other cultures and religions, gain experience in writing, and enrich their qualifications regarding science through the emphasis on environmental issues, which, in turn, will be conveyed to their students.

TRIDENT TECHNICAL COLLEGE

“The Mano River Region (Africa) and South Carolina”

Trident Technical College (TTC), in partnership with the College of Charleston (C of C) and selected South Carolina school districts in Berkeley, Charleston, and Dorchester Counties proposes to send a team of 13 educators (including teachers from elementary and secondary schools as well as faculty from TTC and C of C) to the Republic of Guinea and Sierra Leone in the Mano River Region for a Group Projects Abroad Short-Term Seminar Project. The project will focus on the Mano River Region and the changes occurring in that area. Faculty members involved in the development of this project fear that our local cultural heritage is in danger of being forgotten as time passes and each new generation of African-Americans is further removed from its roots in West Africa.

We want our students to realize that many of the values, cultures, traditions, linguistic styles, music and foods that they take for granted actually originated in West Africa. Furthermore, we want our students to understand that whatever their particular ethnicity, if they call South Carolina “home,” their lives have been shaped by the culture of West Africa. This is part of a long-term effort to give our students and residents of South Carolina a more global view of today’s world. This project is also conceived in awareness of the negative opinion that many people in other countries have of Americans and represents an opportunity for us to visit Africa as goodwill ambassadors recognizing that our two countries have a common heritage that needs to be perpetuated and celebrated.

The project participants will return to South Carolina better educated and equipped to provide a more in-depth study of Africa in their schools and colleges. Participants also plan to establish long-term relationships between the people of South Carolina and the peoples of the Mano River Region. This initiative will integrate African history and culture into the curriculum of secondary and postsecondary institutions in the coastal region of South Carolina.

UNION COLLEGE

“The Interaction of Environment and Culture in Cameroon: An Interdisciplinary Area Studies Curriculum Development Project”

This project will enable two Union College faculty members to accompany ten (10) Eastern Kentucky K-12 teachers to learn about the interaction of environment, history and culture in Cameroon and establish an evolving exchange with Cameroonian and other African educators using global communication tools. Meeting with Cameroon teachers, public policy experts, government officials, artists, and religious leaders, the twelve project participants, during this proposed five-week seminar, will enhance their respective Social Studies, Ecology, Geography and History curricula by acquiring unique resource materials, including cultural artifacts such as indigenous arts and crafts, environmental specimens and video interviews with Cameroon officials and leaders in civil society.

The specific objectives are: (1) to work individually and in teams to develop lesson plans, instructional strategies and curriculum resources to integrate environmental issues into area studies in Kentucky schools while studying the impact of the environment on culture and history in Cameroon; (2) to collect pertinent artifacts and develop strategies for teaching and illustrating African history, art, economics, and ecology with the help of Cameroon educators, artists, Islamic and Christian clergy, business people, and government officials; (3) to train team members to be mentors and resource persons to disseminate the results of the project to Kentucky schools; and (4) to create an ongoing, online resource for collaborative opportunities for American and Cameroonian teachers to engage in cross-cultural understandings that influence teaching by integrating environmental awareness into area studies.

UNIVERSITY OF PITTSBURGH

“Pittsburgh Curriculum Project in Ghana”

The African Studies Program of the University of Pittsburgh, in association with several school districts in the Southwestern Pennsylvania region, proposes to offer a study tour of Ghana for a selected group of 14 teachers and curriculum coordinators in the summer of 2007 through the Fulbright-Hays Group Projects Abroad program. The central activity in this project will be an integrated and comprehensive four-week program of instruction, field study and related cultural activities in Ghana, the host country, which will be designed to lead to the enhancement of professional competencies in the African area and the generation of specific, grade-level instructional resources for classroom infusion by the participants upon their return. The project will be particularly significant to social studies teachers and administrators with direct responsibility for curriculum development. The project is further aimed at creating a core of teachers with firsthand African experience who would be available to share their knowledge with others through professional development activities district-wide.

The project idea stems from the deep-rooted commitment of the University of Pittsburgh’s African Studies Program and the collaborating school districts toward the promotion of international education and cultural diversity, a challenge that has become even more urgent in American education as a result of recent global events.

THE UNIVERSITY OF TOLEDO

“Lesotho’s Difficult Options within South Africa”

Through this project 14 teachers from secondary and elementary schools will experience the culture and unique situation of Lesotho, a vulnerable third world state completely surrounded by South Africa, a regional power classified as an emerging market economy. Their relationship might be considered a prototype of how the weak and strong interact in the global political economy. South Africa has a dramatic impact on most aspects of life in Lesotho. Nevertheless, their geographical, environmental and ethnic commonalities create mutual relationships and shared interests, not just unilateral dominance by the stronger party. In fact the cultures, economies, histories, languages, peoples, politics, and societies of South Africa and Lesotho are intimately intertwined. Participants will spend roughly three weeks in Lesotho and two in South Africa observing how these shared elements operate and interact on both sides of their border.

The teachers selected will engage in a comprehensive and carefully planned project abroad that will allow them to gain a nuanced view of Southern Africa. The program will have a substantial service-learning component where participants will develop personal contacts with citizens by interning in community development, educational, environmental, human rights and social welfare organizations. These interactions will facilitate close continued collaboration of participants with their African contacts, while they share their experiences in Southern Africa with their United States students, colleagues, communities and professional organizations.

Participants will be selected in January 2008, study Southern Africa interactively on our Web site, attend a pre-departure workshop in May and be abroad from June 21 to July 30, 2008. Each will pay \$850 in cost sharing to supplement the allotted federal and university funds.

YALE UNIVERSITY

“Teaching about Africa: The Daily Lives of Ghanaian People”

PIER-African Studies, the Outreach Program of the Council on African Studies at the Whitney and Betty MacMillan Center for International and Area Studies at Yale, will lead fourteen K-12 teachers and educators from around the United States on a six-week GPA program to Ghana in July and August 2007.

The project objectives are: (1) to increase the knowledge and sensitivity of the participants with regard to West Africa in general and Ghana in particular; (2) to develop curricular products that will advance the study of this region in the classrooms of the school districts in which the participants teach; and (3) to disseminate curricular materials developed by the participants throughout the United States, and to encourage the participants to take part in workshops, professional meetings, and civic events which will further knowledge about Ghana and West Africa in communities throughout the United States. To realize these objectives we will: (a) organize a three-day pre-departure orientation at Yale University to build a cohesive group and prepare the participants to understand the purpose of the program in order to fully enjoy their Ghanaian experience; (b) give the participants exposure to a rich and diverse range of experiences during their six-week study tour of Ghana, allowing them an in-depth view of the peoples and cultures of Ghana; (c) engage participants in programs of instruction, research, field visits and home-stays, and acquire resource materials for teaching and for curriculum development; and (d) support the GPA participants in a series of follow-up activities to complete their curriculum modules and disseminate them throughout the United States, and to present their curricular units at professional meetings and workshops at the local, district, regional, and national levels.

EAST ASIA (5)

EAST CAROLINA UNIVERSITY

“Infusing Japanese Language and Culture in the Pitt County, NC School System: A Short-term Seminar in Japan for K-12 Teachers”

Infusing Japanese language and culture into the Pitt County, North Carolina School System: A Short-term Seminar in Japan for K-12 Teachers East Carolina University's (ECU) Asian Studies Program, in partnership with the Pitt County, North Carolina School System, proposes a four-week, short-term seminar designed to empower participating K-12 teachers with the first-hand knowledge necessary to develop modules for introducing the study of Japanese language, history and culture in the K-12 curriculum in eastern North Carolina. Via Internet postings at a proposed ECU Web site, "Education About Japan," accessible to educators nationwide, these modules will be available to the larger educational community. Curricular developments will also be made available through conference presentations and publications in teacher-related works such as *Education About Asia*.

The seminar will include twelve K-12 teachers; an ECU professor of Japanese history, John Tucker, who is project director; and an ECU instructor of Japanese language, Shigeo Yamaguchi, who also teaches in the public schools and will count as one of the K-12 teachers. Curriculum specialists from the Pitt County Schools will assist participating teachers, following their return from Japan, in creating grade-appropriate teaching modules. At least one module will be related to Japanese language, and the other to Japanese history and culture. Every effort will be made to include a diverse range of elementary and secondary teachers in the seminar to ensure diverse, vertical integration in the resulting teaching modules. Pre-departure, in-country, and post-return workshops, orientation sessions, field studies, and the resulting teaching modules related to Japanese language, history, and culture will be the subjects of on-going, rigorous evaluations by the K-12 participants, ECU faculty, Pitt school administrators, and Japanese coordinators, in order to ensure a program of the highest quality.

HAMILTON COLLEGE

“ACC Post Study Abroad Field Experience Program in China for United States Undergraduate Students”

Associated Colleges in China (ACC) at Hamilton College, which represents its six consortium colleges and universities¹ and over 50 participating colleges and universities,² respectfully requests [insert final budget number] from the Fulbright-Hays Group Project Abroad Program to establish a post study abroad program in China. The proposed project, ACC Post Study Abroad Field Experience Program for United States Undergraduate Students, will provide twelve nationally selected students, who have already completed a term or more of a study abroad program in China, with the opportunity to participate in a language intensive and experience-based language/culture internship in China for seven weeks in the summer of 2007.

This proposal meets the absolute priority of the of GPA program by creating a program with a focus on East Asia. Further, we address competitive preference priority I by establishing a program that fosters the development of advanced language skills in one of the critical languages – Chinese – as outlined in the GPA program announcement. Competitive preference priority II is also addressed – upon their return, all students will reach out to elementary and secondary schools to discuss experiences and introduce students to aspects of Chinese culture and society. Additionally, we are targeting students with career aspirations in education – primarily elementary and secondary. Graduates of the Post Study Abroad program will enter graduate education programs with a high degree of language competency and will be fully prepared to introduce the development of Chinese language and area studies into their future classrooms.

¹ The six ACC consortium schools include Bowdoin College, Hamilton College, Oberlin College, Swarthmore College, Williams College and Lawrence University

² The participating schools include Yale University, Brown University, University of Pittsburgh, Pomona College, and Smith College, among others.

VALPARAISO UNIVERSITY

“A Chinese-Based Intensive Summer Training Program Aimed at Helping Chinese Language and Culture into the K-12 Curriculum”

Lutheran University Association Inc. (Valparaiso University (VU)) building on last year's successful GPA-supported summer immersion program, will launch one-month and seven-week (respectively) advanced language and cultural immersion programs in Hangzhou, China in summer 2007 in conjunction with our partner, Zhejiang University of Technology (ZUT). The program will target K-12 teachers currently teaching or planning to teach Chinese, school administrators (i.e., primarily principals and school superintendents) in a position to promote the integration of Chinese language and culture into a K-12 curriculum, and select college students majoring in education or planning to teach Chinese language and culture in K-12 schools. In order to accommodate the diverse demands of prospective participants, the program will offer two tracks— culture-emphasis and language-emphasis. Each track will incorporate elements of the other to ensure that all participants receive significant exposure to both language and cultural issues; and each will be used to support and “cross-fertilize” the activities of the other.

The end-goals of the 2007 summer program are to improve Chinese language ability and pedagogy among current and future teachers; to imbue participants with a solid understanding and appreciation of Chinese culture, traditions and history; and to provide the desire, knowledge, and skills for implementing Chinese language and culture curricula in K-12 schools in our region. To this end, we will: (1) recruit nationally 14-16 K-12 teachers and administrators; (2) recruit nationally 10 undergraduate and graduate education majors or students with significant Chinese language coursework intending to teach Chinese language/culture at United States schools; (3) utilize our existing partnership with ZUT to provide teaching staff and logistical support for the program. VU will take responsibility for selection of participants, curriculum design, and on-site management; (4) implement a pre-departure orientation that reviews program goals and methods, prepares participants for cultural change and sets up individualized plans, including expected outcomes for all participants; (5) develop, test, and deliver a seven-week, advanced Chinese language-emphasis track aimed primarily toward student participants who have taken at least two years of college-level Chinese (6) develop, test, and deliver a one-month culture-emphasis track aimed primarily toward K-12 Chinese language teachers and school administrators; (7) plan exercises for points of intersection so that participants in different tracks can regularly share their perspectives with each other, learn and provide mutual feedback, and together develop pedagogical strategies and materials that will help improve Chinese language learning at K-12 schools; and (8) develop and undertake an assessment of the immediate (post-program) and longer term (three-six months post-program) impact of the program on curricular implementation and pedagogical strategies related to Chinese language instruction.

UNIVERSITY OF COLORADO- BOULDER

“Texts and Contents: Japan through Children’s Literature”

The Program for Teaching East Asia (TEA) at the University of Colorado at Boulder will conduct a four-week seminar and curriculum development project in Japan through the Fulbright-Hays Group Projects Abroad Program. This project abroad will constitute one component of an extended professional development program in Japan studies and literature-based curriculum development for 14 Colorado elementary educators. Entitled “Texts and Contexts: Japan through Children’s Literature,” the full program will address the need for (1) curriculum development on Japan that combines cultural studies and literacy education, and (2) professional development that enhances elementary educators’ content knowledge about Japan, cultural studies, and cross-cultural pedagogy. The program will produce a CD-ROM of literature-based cross-curricular thematic units and lessons to teach Japan at the elementary level, which participants and TEA will disseminate in Colorado and nationwide.

The four-week program in Japan will provide the 14 participants with an intensive, first-hand cultural immersion experience, academic learning, and opportunities for authentic resource material gathering and networking in Japan. The design of the program will integrate formal and experiential study about Japanese culture, history, geography, education, and children’s lives with literature-based elementary curriculum development. Six Japanese cities (Tokyo, Kyoto, Hiroshima, Okayama, Yamagata, and Yokohama) and their surrounding areas will serve as classrooms where participants will study a featured children’s literature text and develop lessons around the text. Participants also will visit several elementary schools and do a homestay with a Japanese family. Prior to departure to Japan, TEA will conduct a three-day, U.S.-based orientation. During the school-year following the study abroad program, teachers will participate in follow-through activities that include workshops and curriculum revision, implementation, and dissemination. The project director and a bilingual project scholar will guide and instruct the 14 educators during all components of the program.

UNIVERSITY OF MEMPHIS

“Short-term Seminar on Chinese Culture”

The purpose of this seminar is to develop and improve the study of China in the Memphis area, Shelby County, Tennessee and Kansas area public schools. The project will provide an opportunity for twenty elementary and secondary school teachers and faculty to prepare a curriculum on Chinese culture appropriate for their grade level. The study of China will become part of the Memphis City and Shelby County School Systems' general curriculum.

After selection through a competitive application process, the teachers will participate in a two-week preparatory workshop conducted by the Asian Studies program of the University of Memphis. Asian Studies faculty will introduce the teachers to the culture of China, including geography, history, religion, art, language, literature and politics. In the summer of 2008, the project director and 20 teachers will travel to China and begin a five-week study of this immense and diverse country. The group will be hosted by and based in Hubei University in Wuhan, Hubei Province, and take lessons in Hubei University for three weeks. The group also will visit Shanghai, Nanjing, Wuhan, Yichang (Three Gorge dam projects), Chongqing, Xian, and Beijing. They will travel within China by air, train and boat.

Highlights of the field study will be Shanghai's role in the development of a socialist market economy, the ethnic diversity of China, the role of Buddhism in the history of China, the place of the Yangtze River in China's history and economy, the terra-cotta army of China, the Forbidden City and the Great Wall. Participants will visit a primary school and a secondary school to observe Chinese teaching methods and to establish links with their counterparts in China.

Because of the large African-American population of the Memphis area, one of the most valuable impacts of this group study abroad project will be to introduce China to minority students in the elementary, middle and high schools. With a population of more than 1.3 billion people and a rapidly growing economy, China represents one of the greatest opportunities for United States manufacturers, service providers, exporters and investors. By increasing the understanding of China within the public schools, this project will make a major contribution to the internationalization of Memphis and Shelby County and promote its economic and cultural development.

EAST AND CENTRAL EUROPE & EURASIA (3)

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION

“Contemporary Russia”

The strategic importance of preparing a new generation of United States citizens with high-level professional competence in critical foreign languages and cultures, including Russian is recognized by both educators and political leaders. American Councils for International Education: ACTR/ACCELS (American Councils) administers high quality language and cultural programs at leading educational centers in Moscow, St. Petersburg, and Vladimir. American Councils’ *Contemporary Russia* program is a short-term summer program conducted in Moscow designed to explore the economic, cultural, and political issues currently facing Russia while providing Russian-language instruction to participants at all proficiency levels, including those with no prior training in the language. Current and future teachers will enhance their knowledge of Russian culture, history, and language, and bring a renewed vigor to their Russian language classrooms at the elementary and secondary school level.

For more than 30 years, American Councils has successfully pursued its mission to advance education, research, and mutual understanding across the United States and the countries of Eurasia, Southeast Europe, and South Asia. With a staff of over 375 professionals, American Councils designs, implements, and supports innovative programs in education, professional development, community outreach, and scholarly research. The “Contemporary Russia” program is another avenue in achieving significant results in promoting high-level expertise in Russian language and culture.

THE UNIVERSITY OF CENTRAL ARKANSAS

“Culture, Taiga and Tundra: A Seminar on Russian North”

The Russian Federation is the largest country on Earth and contains approximately 142 million inhabitants, many of whom reside in the Russian North. In most respects, knowledge about the Russian Federation is based on European Russia and the dominance of Russian culture there. Indeed, European Russia dominates the country; yet, there are thousands of citizens living in the North who contribute to the overall richness of the culture of the Federation. It is this Russian region, the North, with the cities of Petrozavodsk and Murmansk and their environs as the focus, which will be the environmental and cultural laboratory, and academic setting for this Short-term Seminar.

This seminar will enable educators to travel to Petrozavodsk and Murmansk – two northern Russian cities that are only rarely visited by American educators. Thus, the seminar will enhance, deepen, and broaden the educators’ understanding of Russia as they observe, study, and live in Petrozavodsk and Murmansk, travel to adjacent locations, and as they learn about the environmental and cultural characteristics of the taiga and tundra in the Russian North. During the seminar, participants will: (1) live in Petrozavodsk and Murmansk; (2) study history, geography, economics, politics, and the environment; (3) observe significant sites in and adjacent to Petrozavodsk and Murmansk; (4) meet with Russian school teachers; (5) participate in Russian language lessons; and (6) collect material to create lesson plans and teaching units. These activities will provide an intensive immersion into characteristics of the Russian North enabling participants to improve their foreign language skills, their area studies programs, and their technological expertise.

Prior to departure, three pre-seminar orientations will occur in May and June 2007. Teachers will learn to create Web pages and Microsoft PowerPoint presentations. The foreign segment will begin June 10 and end July 10, 2007. During that time, teachers will attend classes, build Web pages, create PowerPoint presentations, and write four lesson plans. Following the seminar, teachers will finalize their work and present it at the Arkansas Conference on Teaching, November 1 – 2, 2007.

The seminar is organized as follows: (1) a brief stay in Moscow for orientation, lectures, and adjustment; (2) a six-day stay in Petrozavodsk with classroom study on language and a focus on the taiga and culture of the Karelia Region; (3) an extended stay in Murmansk where participants will continue Russian language instruction, attend lectures on history, politics, economics, geography, and the environment, and develop lesson plans (while in Petrozavodsk and Murmansk, full-day excursions in Karelia and the Kola Peninsula will enable the group to personally examine taiga and tundra landscapes and cultures); and (4) at the end of the Murmansk segment, the group will travel to St. Petersburg for a brief stay prior to returning to Moscow and the United States.

THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

“Understanding Russia through Everyday Life”

The Russian, East European, and Eurasian Center (REEC) at the University of Illinois at Urbana–Champaign, in conjunction with faculty from Illinois State University, will lead a four-week short-term seminar in Russia entitled “Understanding Russia through Everyday Life” for 15 United States elementary and secondary educators. Russian history is full of dramatic moments that drastically changed all aspects of Russian life. Since 1991 the Russian people have been confronting yet another revolutionary transformation of their lives. This Fulbright-Hays project is designed to assist United States elementary and secondary teachers gain a better understanding of Russian history, society, politics, economy, the arts, language, and culture by studying these topics from the perspective of everyday life in Russia. Based on the new knowledge and material they will gain, the participating educators will develop lesson plans on Russia to incorporate into their classes. For greater impact, the lesson plans will be compiled into a curriculum guide and disseminated to other educators through various avenues, including curriculum workshops and online media. The proposed seminar and curriculum guide will be aligned with the Illinois Learning Standards and necessary national standards.

The project is designed to take place in three stages: (1) pre-departure preparations and a five-day curriculum development workshop on Russia at Illinois from 20 to 24 June 2007; (2) a four-week seminar in Russia from 25 June to 23 July 2007; and (3) post-travel development of lesson plans and a curriculum guide and presentations in two teacher training workshops at Illinois in summer 2008 and other workshops in the participants’ local districts. This three-stage design will allow for timely dissemination of information to program participants; processing of necessary travel documents, introduction of background material during the pre-departure workshop; an intensive study seminar in Russia; and the development and dissemination of curriculum materials. The project will have widespread and lasting impact on the study of Russia in United States elementary and secondary schools.

Participating educators will gain a deeper understanding of Russian history, society, and culture, which will allow them to develop and implement lesson plans on Russia in their classrooms. The resulting curriculum guide will be disseminated nationally, aiding hundreds of teachers who did not participate in the program. Over the years, the project will impact thousands of students as teachers adopt the curriculum guide and incorporate it into their teaching about Russia.

NEAR EAST (3)

MISSOURI COMMUNITY COLLEGE ASSOCIATION

“Religious Pluralism as Exhibited in Two Secular Muslim States”

Legislation pending in the United States Senate would provide funding for 30,000 students from our nation’s community colleges to study abroad annually. Though a noble undertaking, this goal is currently impractical. Few community college students now receive a foundation in language and international studies that make study abroad attractive, and fewer than 6,000 now do so. This 32-day project serves in a modest beginning to remedy this problem. It involves 14 faculty from community colleges and secondary schools from across the Midwest in an intensive emersion experience involving the diverse religious communities of two secular Muslim states; Turkey and Syria. Through lectures, visits to historic and modern religious communities, stays in villages and with religious orders, and conversations with leading religious and secular figures, these faculty will gain the experience and information needed to revise curricula so that it presents a balanced and stimulating view of this important part of the world.

They will also gain an appreciation for the need to include Arabic in modern language study in their institutions. All 14 will develop instructional units focusing on the Near East for their own courses to be shared via Web sites with a national network of community colleges and their associated secondary schools. The participants will present on the experience to 42 or more diverse audiences, including primary and secondary school groups, and will facilitate the expansion of Arabic language offerings and student/faculty exchange programs throughout the 350 college consortium they represent. The Web-accessible instructional units will be promoted through national and regional community college associations, creating a multiplier effect that can begin the process of developing the student interest in international study needed to meet our national goals.

UNIVERSITY OF PITTSBURGH

“Islam, the West, and the Muslim World, Group Projects Abroad”

“Islam, the West, and the Muslim World” is a one-month Group Study Program that will bring secondary and tertiary level educators from Pennsylvania and Ohio to Egypt, in order to directly facilitate curricula expansion in Islamic Studies. It will be administered by the University of Pittsburgh’s Global Studies Program, which houses the Secretariat of an innovative consortia of 24 colleges, universities and community organizations in eastern Ohio and Pennsylvania that have pooled their resources and expertise in Islamic Studies: the Consortium for Educational Resources on Islamic Studies (CERIS). The program will enrich the world views and curricula of twelve university faculty and secondary school educators from CERIS institutions and secondary schools, through pre-travel and post-travel workshops and seminars, and a rich Study-Tour in Egypt developed in close collaboration with South Valley University in Qena and the Program for Dialogue between Civilizations at the Faculty of Economics at Cairo University. This program involving study in Arabic speaking Egypt (Africa) fulfills GPA Absolute Priority and Competitive Preference Priority I, while the format and objectives of the program fulfill Competitive Preference Priority II.

“Islam, the West, and the Muslim World” fulfills CERIS member institutions’ needs for curricula on the Muslim World and for educator understandings of historical and modern day encounters between the Muslim World and the West. Specifically, the direct goals of the project are to: (a) develop new courses and expand existing courses in order to bring Islamic studies curricula to tertiary level institutions, thus providing complimentary academic content to CERIS members’ recently expanded Arabic language course offerings; (b) enhance social studies curricula with content on the Islamic World at the secondary level; and (c) establish sustainable inter-institutional, faculty and student dialogues across countries for continuing collaboration in the future.

The program has six integrated phases: (1) Competitive Selection of Faculty and Secondary School Educators; (2) Pre-travel Directed Study & Intensive Workshop; (3) Four Week In-country Study Tour in Egypt; (4) Post-travel Curriculum Development Workshop; (5) Curriculum Dissemination, Workshop Deliberations and Public Presentations; and (6) Sustained International Electronic Exchanges.

A team of CERIS Islamic Studies faculty experts and secondary level curriculum specialists will support the selected educators. The selected educators may have little or no previous experience in the Middle East, but will be committed to creating and integrating the Middle East and Islamic World into their curricula. By immersing educators in an intensive, hands-on experience in one of the focal points of the Islamic World, the project will radically improve their ability to offer credible and pertinent information in their respective classrooms; to design curriculum modules for secondary and tertiary instruction; and to speak about the Islamic World in the community. The resulting course work, curriculum modules and publicly available syllabi, as well as inter-institutional infrastructures for dialogue, will expand academic offerings and shape student futures at a range of secondary and higher education institutions that together enroll nearly 110,000 students and serve a regional population of over 2.2 million.

UNIVERSITY OF WISCONSIN-MILWAUKEE

“Group Project Abroad on Education and Culture in Morocco”

In July 2007, the University of Wisconsin-Milwaukee (UWM) will offer an intensive overseas foreign language and area studies seminar, under the leadership of UWM Professor Hamid Ouali, for twenty Wisconsin educators that will foster mutual understanding and cultural exchange between teachers and their students in the United States and the Muslim world. With the support and resources of the UWM Center for International Education (CIE), a team of faculty and administrators has designed this seminar on education and culture in Morocco to meet educators' needs for high quality, interdisciplinary professional development focused on integrating international perspectives into their individual teaching plans.

This group project is designed to fulfill both state and federal education policy objectives. Moreover, in line with wider United States foreign and domestic policy goals, it also provides a unique immersion experience within the Muslim world. Project goals reflect Wisconsin state education priorities and include: global literacy in the classroom, access to international education experiences for teachers and students, and promotion of world languages at all levels of education. CIE will draw on its extensive overseas program and K-12 outreach experience to implement all phases of this project, facilitate participant involvement beyond the overseas program, and promote long-term benefits for international education in Wisconsin.

The experience for participating educators will extend well beyond the overseas program and therefore serve as a replicable model of CIE's comprehensive approach to the internationalization of K-12 teaching across the state. This model builds on two previously distinct sets of existing relationships between: CIE and the statewide network of K-12 teachers, fostered over years of working together to strengthen international teaching; and UWM and its institutional partners in Morocco: Mohammed V University, AMIDEAST, and the Arabic Language Institute in Fez.

The seminar seeks to utilize these relationships to provide both an intensive and extended collaborative, professional development experience that will impact not only the participating teachers and their students, but also colleagues and classrooms across the state. Guided by an advisory committee of experienced university and K-12 faculty and administrators, it incorporates three main phases: (1) a partially Web-based, facilitated, pre-departure seminar that draws on the resources of UWM and its partner institutions and will enable participants to prepare for and maximize the use of their time in Morocco; (2) an intensive overseas component providing access to unique resources and experiences in three, distinctly-different Moroccan cities and their surrounding regions; and (3) a series of follow-up activities and forums through which participants will receive assistance in implementing their new curricula, continue to dialogue with one, another and their partner teachers in Morocco, share their teaching strategies with other educators, and evaluate the impact of their overseas experiences on their teaching, students, and colleagues. Integrated into the mission and framework of an office dedicated to K-16 internationalization of education, this project will provide an excellent return on the modest federal investment in Wisconsin's teachers and students.

SOUTH ASIA (2)

AUSTIN COLLEGE

“Globalization and Societal Change in South India”

The Globalization and Societal Change in South India Project is a joint proposal from Austin College and Richland Community College for a short-term seminar in India in summer 2007. India has become more tangible to Americans in recent years due to rising numbers of Indian immigrants, increased security concerns in the region after 9/11, and economic developments that have led to business process outsourcing. South India is a multi-ethnic region with a unique history and culture. The cities we will visit have historically been ports for the spice trade, sites of pilgrimage, independent kingdoms, and colonial possessions. Today many of them are also primary centers for new technology and business outsourcing that has become synonymous with economic globalization. Some have prospered, but the wave of development has passed others by.

We will explore how religion, culture, linguistics, gender roles, literacy rates, family structure, infrastructure and tourism make globalization more or less likely and how, in turn, globalization has affected them. Following several pre-departure orientation workshops, a group of 18 college faculty and K-12 teachers will travel to Trivandrum, Munnar and Cochin in Kerala; Madurai and Chennai in Tamil Nadu; Hyderabad in Andhra Pradesh; and end in Delhi and Agra. They will hear lectures from academics and cultural experts in each city and will visit sites such as call centers to understand globalization in concrete terms. They will participate in service projects in several cities to create connections between the countries, and on their return they will create curriculum projects and a Web site to disseminate the information they have learned. The overall goals of the project are to enhance the study of Asia, especially India, at both colleges and in area K-12 schools, and to promote intercultural understanding.

UNIVERSITY OF NORTHERN IOWA

“Fulbright-Hays Group Projects Abroad – Bangladesh”

Bangladesh is one of the most disaster-prone countries in the world. In almost every year this country experiences natural events such as floods, tropical cyclones and associated surges, droughts, and tornadoes. This country is proposed by the University of Northern Iowa (UNI) for development of issues and standards based geography curricular project under the Fulbright-Hays Group Projects Abroad Program (GPA) for May 1, 2007 to April 30, 2008. The team will consist of sixteen members. The purpose of the project is the development of geography standards and issues based curricular materials focusing on how humans living in Bangladesh cope with their many natural hazards and health related issues. This country and the topic of interest of this project is scantily studied in area studies courses in Iowa, the Midwest, and the country at large, at all levels of education.

This project involves three distinct phases: (1) work conducted prior to going to Bangladesh; (2) work conducted in Bangladesh; (3) work conducted upon returning to the United States including a professional development program enabling educators anywhere to integrate the developed materials into their curriculum. The project will take the group to four primary destinations; Dhaka, Chittagong, Sylhet, and Rajshahi, Bangladesh. These destinations provide accessibility for field trips to observe locations where drought, monsoon floods, tropical cyclones, flash floods and landslides, and arsenic contamination occur.

WESTERN HEMISPHERE (7)

ARKANSAS TECH UNIVERSITY

“A Comparative Study of Mexican Cultures: Ancient, Colonial, and Contemporary”

This Fulbright-Hays Group Projects Abroad (GPA) program is a five-week, curriculum-development seminar designed to strengthen Mexican and International Studies at the participating institutions. Consistent with that focus, the Project Director has selected six cities which represent the old, the colonial, and the contemporary cultures of Mexico: Mérida; Villahermosa; Oaxaca; Mexico City; Guadalajara; and Monterrey. Arkansas Tech University has strong programs in a variety of academic fields, and several of these academic areas have intersecting interests in Mexican studies from the ancient cultural heritage of the Americas to the North American Free Trade Agreement.

The design of the project includes a plan for the selection and orientation of participants in the United States; a series of lectures and seminars at major universities in Mexico; field trips to important archaeological and cultural centers; curriculum development workshops with Mexican scholars; interviews with leaders of business, industry and politics; negotiations on faculty and student exchanges with universities and service agencies; multiple program evaluations; and the development of curriculum modules and multimedia units in Mexican studies. The program includes twenty lecture and panel discussions and five curriculum development workshops. Whenever possible, lectures in the morning will focus on the sites to be visited in the afternoon. Curriculum development sessions will be intensive two- to three-hour workshops with Mexican scholars designed to prepare specific curriculum modules on previously selected themes. In addition to lectures, panel discussions, and curriculum development workshops, there will be interviews and informal meetings with scholars in various departments. The various sessions are intended to draw Mexican perspectives on a variety of issues confronting the two countries. In each of the six selected cities, there will be a coordinator or coordinating institution that will be responsible for the activities scheduled in that city.

This project reserves five of the fifteen participant slots for elementary and secondary school teachers who wish to develop and improve foreign language and area studies at their respective elementary and secondary schools, although the expectation is that the majority of the applicants will probably be college and university faculty in the social sciences, humanities, education, and business who wish to achieve the same goal at the post-secondary level.

The fifteen participants will be required to attend all officially scheduled events, complete all assignments on time, and submit the evaluation reports and curriculum plans within six weeks after the completion of the project. Each participant will also be required to submit an evaluation report and a curriculum plan based on study in Mexico. In addition, each participant will be required to make individual contributions to the multimedia project with photos or films. Moreover, during the academic year following the program in Mexico, participants will be expected to be in touch with the project director as he develops proposals for faculty and student exchanges as well as intensive Spanish classes and service internships in Mexico. Similarly,

participants will be expected to work together on papers and panels with professional associations such as the Southwestern Social Science Association.

This project is being sponsored by the Department of Social Sciences and Philosophy at Arkansas Tech University (ATU). The proposal has been developed in consultation with ATU faculty and area school teachers, who will be fully involved at various stages of the project.

KANSAS STATE UNIVERSITY

“Culture and Language Learning in Paraguay (CLLIP) Project”

The CLLIP project design supports overseas training, research, and curriculum development in Paraguay for in-service K-12 Spanish and area studies teachers, junior and senior university level Spanish education candidates, Spanish teacher education faculty, and eligible participants. This thirty-day program will result in better-prepared teachers who will provide effective instruction and impact student achievement in Spanish language and area studies classrooms. Project partners include the Kansas State Department of Education (KSDE), Pittsburg State University (PSU - Kansas), Kansas Paraguay Partners, Comite Paraguay Kansas, PAIDEIA, and the Spanish Language and Culture Institute.

The purpose of this grant application is to provide better-trained elementary, middle, and secondary Spanish and area studies teachers. As a result of the grant, teachers will improve their language proficiency, develop pedagogical knowledge, and engage with an international socio-cultural environment with which they are not familiar. The measurable benchmarks will help participants: (1) improve fluency in Spanish by a minimum of one level (2) improve written Spanish by a minimum of one level (3) improve listening comprehension in Spanish by a minimum of one level; (4) gain knowledge of the history and culture of Paraguay; (5) observe methodologies of teachers in Paraguay; and (6) create lesson plans to use in K-12 Spanish and area studies classes.

The goals and objectives will be achieved through a variety of interrelated activities. Participants will travel to Asuncion, Paraguay where they will attend the Spanish Language and Culture Institute (80 hours) taught by highly qualified, native language instructors with a customized curricula. Participants will observe at high quality Colegios (K-12 schools) to learn new methodologies and instructional strategies. One afternoon per week, participants will work together to create language and culture lesson plans and place them on the KS Department of Education and PSU Web sites.

In order to have a comprehensive cultural experience, participants will stay with a host family. Two afternoons per week they will attend history, cultural, political, and/or economic lectures presented by professionals in their fields. Field trips to museums and historic sites will enhance cultural experiences and knowledge. Additionally, participants will conduct interviews and write ten ethnographies. This will intensify the participants' acquisition of cultural knowledge and improve linguistic skills. The ethnographies will be posted to the KSDE and PSU Web sites. On the weekends, participants will have an opportunity to travel to historic and cultural sites outside of Asuncion.

The CLLIP Project team developed a comprehensive evaluation plan that includes an overall goal and six objectives. Each measurable objective has one or more activities designed to facilitate achievement of the objective. The evaluation plan includes quantitative and qualitative assessments.

NORTHEASTERN ILLINOIS UNIVERSITY

“A Fulbright Hays Group Study Project: Language, Culture, and Social Transformation (LCST Project): Jamaican Perspectives: A Curriculum Development Project”

The need for raising international and global awareness among educators of different profiles is one of the most important challenges facing comparative and international education and will be at the center of this study group project. One of the most significant impacts of this proposal is the collaborative nature of curriculum development. The Group Study Abroad in Jamaica will allow eight pre-service and/or service teachers and five faculty to develop new curricula about the multilingual and multicultural context in Jamaica and collect data and course materials to design a thematic unit. Due to the high concentration of people of the Caribbean in the United States, the LCST Project is uniquely poised to address the limited content of the Caribbean in public school curriculums. The impact of working with this population clearly affects most Northern Eastern Illinois University faculty and staff, and American and Jamaican public schooling.

The dissemination phase of the LCST Project ensures the widest impact possible. CPS teachers and NEIU faculty selected must commit to incorporate knowledge of the Caribbean, and to modify and/or change existing curricula. In collaborative teams (including partners in Jamaica), LCST Project personnel will devote time to develop curricula and resources that reflect the diversity of local, national, and international communities. Curriculum units, curriculum boxes and Internet resources will be developed for wide distribution. Information will be shared through seminars, workshops, in-services, conferences and professional meetings. NEIU students and faculty involved in Latino and Latin American Studies, Social Work, Foreign Languages-Spanish, Educational Leadership and Development, Sociology and Teacher Education, as well as the Moneague College in Jamaica, will be directly impacted. The LCST Project on-site study program and experiences in Jamaica will create opportunities that could not be replicated without travel and extensive research abroad. We expect our study in Jamaica’s urban and rural areas to help the collaborative team fill the gaps in current curriculum both in K-12 schools and higher education classes.

The use of the Evolving, Continuous Feedback Model of Evaluation (ECFME) model of evaluation will make it possible to use a wide range of evaluation strategies to obtain an authentic picture of the LCST Project, its strengths and weakness. There will be continuous monitoring of the process of data collection. The participants’ developed curriculum materials on Jamaica and Jamaican culture will be analyzed with a unit planning rubrics, with classroom usage feedback, and students’ response, as well as pre-post trip reflection survey of participants’ use of research skills and understanding of the culture of Jamaica.

ST. JOHN'S UNIVERSITY

“Language Learning and Teaching in Cross-Cultural Perspective: An Overseas-based Short-term Seminar for Teachers of English Language Learners”

In response to ongoing demographic shifts in the United States, notably manifested in the rapidly increasing Latino populations, particularly in schools, the Masters Program in Teaching English to Speakers of Other Languages (TESOL) at St. John's University (STJ), Queens, New York, proposes to conduct an overseas based short-term seminar in Spanish and area studies (focusing on culture) for a group of eighteen pre- and in-service teachers of English Language Learners (ELLs). The seminar, which will take place during the summer of 2007 will be comprised of three phases: a one-week pre-departure phase at the STJ campus; a four-week phase overseas at the Pontificia Universidad Catolica Madre y Maestra (PUCCM) located in Santiago in the Dominican Republic; and a one-week post-seminar phase at STJ.

The conceptual background for the seminar is framed within the literature on second language acquisition, intercultural competence, and culturally responsive instruction. The objectives of the seminar are: (1) to sensitize teachers to the phases and challenges of learning a foreign language through immersion in the language and culture; (2) to gain experiential knowledge of the home culture of immigrant students in order to enhance understanding of their students' culturally-based beliefs, values, norms, and social practices; and (3) to develop intercultural competence in teachers so that they will be equipped with the requisite culturally informed communication skills to interact effectively with ELLs and their families, and to practice culturally responsive instruction. The proposed seminar is consistent with the goals of the Group Project Abroad (GPA) Program to improve modern foreign language training and area studies among teachers in elementary and secondary schools.

TOWSON UNIVERSITY

“Partners in Education: Maryland’s K-12 and University Educators Enhance Latina American Studies – 2007”

Maryland's Hispanic population has grown by 82 percent in the last decade, about one and a half times faster than the national rate. Despite this growth and parallel interest in the Spanish language and culture, Maryland's K-12 schools offer no Latin American Studies curricular program and face a critical shortage of teachers of Spanish. This project responds to these needs by preparing a group with the knowledge and experience to develop a Latin American Studies curriculum and learning modules for Maryland's K-12 schools. Towson University's Latin American Studies Program, Colleges of Liberal Arts and Education will join with K-12 teachers and the Maryland State Department of Education to prepare this curriculum and to disseminate it to teachers and students throughout the state.

This joint program will have positive outcomes for K-12 schools and communities and also Towson University (TU) as it initiates and fosters a long-term dialogue and reciprocal support between these organizations.

For six weeks in Mexico, TU faculty, two TU teachers-in-training and thirteen K-12 teachers will participate in language study, lectures, homestays, excursions, workshops and cultural activities as they explore six issues central to Latin America: social and geographic landscape; conquest, independence, and revolution; indigenous peoples and changing realities; art and architecture; migration immigration; and people and voices of Mexico. The main goal of "Partners in Education" is to foster and enhance the Latin American Studies curriculum and Spanish language teaching of K-12 educators in Maryland. This goal will be met through the following three objectives: (1) Immersion of K-12 educators in the richness and variety of real-life Mexico. Teachers in the program will become better teachers of Spanish and Latin American Studies and will also become teacher mentors to other teachers and administrators as they disseminate their experience, knowledge and the Latin American Studies curriculum and learning modules produced in Mexico. The curriculum and learning modules will be disseminated throughout the state at teacher development workshops, presentations at schools and on in-service days, and at the local meetings of professional organizations. The dialogue established between K-12 teachers and university faculty will impact the teaching of Latin American Studies as K-12 teachers share their recommendations for enhancement of those studies after the trip to Mexico. (2) Strengthening participant's Spanish language skills. Participants will strengthen their Spanish language skills through the six-week immersion in Mexico and through formal language instruction at the Spanish Language Institute in Mexico. With strengthened skills and heightened cultural awareness, participants will be better prepared to serve the needs of Hispanic students in their schools and communities. (3) Responding to Maryland's need for a Latin American Studies curriculum through the collaborative effort of K-12 teachers and university faculty. From pre- to post-departure, K-12 instructors will work with Towson University faculty to identify, design, implement, and disseminate a Latin American Studies curriculum and learning modules for Maryland's K-12 schools. University faculty and K-12 educators will partner in this endeavor with the Maryland State Department of Education.

The curriculum and learning modules will be placed on the TU Web site for all K-12 teachers to access. "Partners in Education" asks that we respond to today's reality. As we recognize who we are, we will better be able to ensure that all students succeed.

WEST CHESTER UNIVERSITY (GUADELOUPE)

“Cultural Immersion in Guadeloupe for French Teachers”

The Foreign Languages Department of West Chester University proposes a four-week study abroad to provide a total of twelve practicing K-12 teachers and student-teacher interns, with interdisciplinary knowledge and tools to teach the language, culture, economy, geography and history of Guadeloupe. The simultaneous exposure to the cultures of France and that of the Caribbean will help participants develop a sensitivity to the concept of *Francophonism*—French beyond France, inclusive of all dialects and cultural expressions which constitute the French speaking world. The request for funding is based on assessment of participants’ curricular deficiencies, which reveal that they are first-generation college students from low or moderate-income households and, as student-teacher interns and practicing K-12 teachers, have limited opportunities for advanced language and cultural study abroad to reinforce formal classroom training.

The introduction and improvement of the instruction of Francophone area studies Pennsylvania K-12 schools is the major outcome of the study. Project goals will be achieved by a discovery-study of the complex Guadeloupean culture, with a rich cultural make-up from Venezuela (the Arawaks Amerindians), Africa, and France, which is quite thriving today. Guadeloupe is a model of cultural integration in that each ethnic group has been able to flourish in harmony with the others. The result, as attested by the broad phenotypical variety of its inhabitants, is a stunning diversity of traditions, religions, music and dance, and gastronomy. It is with this enrichment in mind for Fulbright-Hays participants, that we selected Guadeloupe as the focus of our study abroad project. Vehicles for delivery of instruction include, in addition to presentations, group projects, lectures, workshops, on-on-one community-based cultural immersion, field trips to key historical sites and daily interface with local contacts.

Participants will compile a portfolio comprised of diverse instructional materials collected on site, to integrate into the curricular units of their K-12 schools and colleges. Teaching modules, derived from study abroad activities and the participant’s personal interest and discovery, will be disseminated across Pennsylvania K-12 schools through a project Web site, in-service presentations, workshops, practica and conferences. The effect of the proposed project will be an increase in the teacher participants’ ability and confidence as demonstrated by: (a) a greater cultural knowledge; (b) a quantifiable increased proficiency in French/Francophone language skills; and (c) the development of “authentic” quality teaching materials to be incorporated in the curriculum.

WEST CHESTER UNIVERSITY (PERU)

“Field Experience and Cultural Immersion for Intern and Practicing K-12 Teachers”

Student-teacher interns and practicing teachers will visit and study a number of public and private educational centers in Lima and in Andean mountain communities, to include rural, village, urban and suburban schools. In addition they will visit Inca archeological sites, including Machu Picchu and conduct hands-on field observations in the Amazon Center for Environmental Education and Research (ACEER)-affiliated K-12 schools as part of its Los Amigos school partnerships.

The month-long study abroad is designed to take advantage of educational facilities and sites present in Peru and in Amazon schools that are absent in the United States. The experience will enable participants to establish ties with Peruvian teachers in diverse educational settings, develop a post-project exchange of curriculum models for K-12 instruction, and establish state-side series of pedagogies for practical application that lead to responsive curricula and improved language proficiency and cultural awareness.

The structured collaborative setting of the field component requires four to five days per week of hands-on experience in schools and programs where language education majors can observe a variety of K-12 students learning within broad-range instructional environments and interact with teachers, their students and administrators in an international context. Such interactions provide future and practicing teachers with a professional and methodological framework of comparison that represents a significant contribution to their ongoing professional development and success in the classroom back home.

Upon completion of the program participants will be able to compare and contrast public and private educational programs visited in Peru; compare and contrast how United States and Peruvian educational programs address the needs of K-12 children; describe in general terms Peruvian cultural and educational norms, their history and influence today, and identify instructional practices that could be adopted in the United States to provide higher quality programs. Participants will become familiar with pedagogies that their K-12 counterparts employ to support the cognitive learning styles of their pupils, and understand how to use these pedagogies to transform their own language classrooms. The acquisition of new classroom practices will improve the participants’ teaching and, through post-program dissemination activities, they will share new curriculum models with other K-12 schools.

Peru, as the host country, possesses cultural and historic advantages as one of the leading Latin American countries that still retains and honors its indigenous past and places a high value on eradicating illiteracy. Foreign language teachers, as deliverers of instruction, are more effective instructors when they have first-hand experience with the languages they teach. This project seeks to provide a balance of theoretical training and clinical and field observation, in which the process of becoming a critically reflective teacher is emphasized. The Fulbright-Hays project allows learners engage in developmentally appropriate K-12 field observation activities that are challenging, personally meaningful, and authentic. High standards of professional

development are essential for these teachers to remain at the forefront of sound educational practice and change.

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