

Improving Student Success and Competitiveness through Global Awareness

PURPOSE OF THE PROJECT

Overview

Computer Information Systems (CIS) and Business and Personal Computing (BPC) are fields with a growing number of graduates and an increasing international impact. As new technologies develop and are used worldwide, our graduates are increasingly recruited into positions that require intercultural communication, international travel, and sometimes complete relocation. It is of the utmost importance that we train and prepare our CIS/BPC students to enter a global workplace, and that includes helping them develop skills for intercultural business interactions and an awareness of global technology development. In addition, the prevalence of communication technologies in the workplace, such as email and instant messaging, make it imperative that graduates in CIS/BPC are prepared for global communication.

Furthermore, the Maricopa Community College District has a history of striving to meet the needs of diverse student communities so that we can maintain “effective, innovative, student-centered, flexible, and lifelong learning opportunities.” In addition, Mesa Community College’s strategic plan states that we are “preparing individuals for active citizenship in a diverse global society.” Because of these main goals, MCC has made internationalizing the curriculum a priority, emphasized by an “Internationalizing the Curriculum” workshop offered at Mesa Community College, which I attended on January 11, 2005, sponsored by the American Council on Education.

With these educational concerns in mind, my sabbatical has three primary goals that will help MCC and Maricopa to meet the shared objective of preparing students for a global society:

- increasing students’ global awareness in CIS/BPC (thereby increasing their success in the global workplace)
- improving my online CIS/BPC courses to better address the needs of international students, and
- expanding my knowledge of pedagogy in teaching CIS/BPC

In addition, my sabbatical project will help MCC to meet the goals of “revising the curriculum to meet the needs of our external environment, enhancing teaching and learning through the creative use of technology, and placing a greater emphasis on international programs, services, and curricula to prepare students for an increasingly global society” (MCC Strategic Plan).

To meet these goals, my sabbatical proposal includes collaboration with higher education institutions in Belgium, France, Switzerland, and Sweden that are internationally known for innovative technology use and their success with training

students for a global workplace. I will spend the majority of my time at Faculte Polytechnique De Mons, Service d'Informatique in Belgium, where I will be co-producing course materials that demonstrate best practices in global e-learning with Professor Pierre Manneback, the Director of E-Learning. I have chosen this school because Professor Manneback has a strong interest and successful record of preparing students for the global workplace. In France, I will be co-authoring distance learning course materials with Gerard Rozsavolgyi, the Chef du Departement Informatique at l'IUT d'Orleans, so that I can discover how the institution addresses the needs of their diverse, international student population. I have chosen to visit this institution because Professor Rozsavolgyi has a very high retention rate with both French and international students, and their institution has a high success rate in placing these students in positions when they are finished with their studies. In Switzerland, I will be visiting with a variety of computer science professors at Berner Fachhochschule, University of Applied Sciences Berne to interview them about how they prepare their students for the global workplace at a particular institution that has an international reputation for such preparation. Finally, I will be visiting Blekinge Institute of Technology School of Engineering in Sweden to learn about their innovative school which has designed its entire curriculum and focus around global preparedness for its student population. In addition, the Swedish institution has developed a unique program that facilitates cooperation between the students and the community—the students design technology products that meet the needs of the community, so they learn to work with specific clients on real-world solutions to technology problems. I have chosen these specific institutions for my sabbatical because of their excellent international reputations and because I am fluent in the languages of instruction at each of the institutions (French in Belgium, France, and Switzerland, and English in Sweden). I describe the specific objectives and methods of attainment for each of the goals of my sabbatical project in more detail in the “Purpose of the Project” section below.

Because I have no specific training in helping students communicate interculturally and because I have not recently studied international developments in global technology use, I have planned a sabbatical project that will increase my personal knowledge in these areas and give me first-hand experience with international technology use. In addition, my sabbatical project will give me the opportunity to observe how internationally known schools have developed their curricula to address the concerns of a global society.

Goals, Objectives, and Methods of Attainment

Goal 1: Increasing students' global awareness in CIS/BPC

Objectives:

- A. Observe and develop methodologies that will prepare students to enter a global workplace, including intercultural communication and international technology use
- B. Develop strategies that will increase students' competitiveness in the job market by infusing the curriculum with intercultural awareness and global technology training

Methods of Attainment:

1. I will begin by researching and reviewing literature before I depart (Objectives A and B). Several books and articles have been written on internationalizing the curriculum in general, and I plan to read and review the following:
 - *Higher Education in a Pluralist World: A Transatlantic View*, by Madeleine F. Green and Andris Barblan, American Council on Education, 2004
 - *Internationalizing the Campus: A User's Guide*, by Madeleine F. Green and Christa Olson, American Council on Education, 2003
 - *Promising Practices: Spotlighting Excellence in Comprehensive Internationalization*, by David Engberg and Madeleine F. Green, American Council on Education, 2002
2. Through my interviews at Berner Fachhochschule in Switzerland, I will discover methodologies that their computer science faculty use to successfully prepare students for the global workplace. (Objectives A and B) During my interviews I will ask faculty the following questions:
 - How do you design your curriculum to best prepare students to enter the global workforce?
 - What specific approaches do you take for designing and producing software applications that are appropriate for international use?
3. By visiting and observing classes at Blekinge Institute of Technology School of Engineering in Sweden, an institution internationally known for its innovative global technology preparation of students, I will learn about a program whose primary focus is global awareness and international competitiveness for its students. (Objective B) While I am visiting the institution, I will take notes on strategies that they use to prepare students successfully for the global workplace. In my own work directing the Student Technology Assistant program at Mesa Community College, I have used a World Bank model where students bid on and work through self-regulated projects, and I would like to see if other schools use similar methodologies or if there may be more effective methodologies that I could use.

4. While I am visiting these institutions, I will keep a careful travel and teaching log that will document ideas that I discover for developing students' intercultural communication skills, increasing students' knowledge of international technology use, and increasing students' competitiveness in the global job market by developing their intercultural awareness. (Objectives A and B)

Goal 2: Improving ability to address international student population in online courses

Objectives:

- A. Observe and work with internationally respected technology institutions to develop online courses for an international student population
- B. Improve communication and structure of my own online courses to more adequately address the needs of international students

Methods of Attainment:

1. In France, I will be co-authoring distance learning course materials with Gerard Rozsavolgyi, the Chef du Departement Informatique at l'IUT d'Orleans, so that I can discover how the institution addresses the needs of their diverse international student population. This particular institution has been very successful in recruiting and retaining a diverse international student population for their online courses, and I will learn from them how they address the needs of that population in an online learning environment. The institution has a uniquely diverse situation. Although, all instruction is conducted in French, they recruit students from throughout the Francophone world. While all of the students can communicate in French, their skill level varies, and the cultural backgrounds and expectations for academic courses are widely divergent. This situation is similar to our instructional environment in the United States where all instruction is in English, even though that language may not be the first language of all of the students taking the courses. Many of our students are developing their skills in English while they are also learning the content area of the course (Computer Information Systems). By helping Mr. Rozsavolgyi to develop online courses for an international student population, I will learn about the institution's perspective on developing course materials tailored for an international student audience. (Objectives A and B)
2. In Belgium, I will collaborate on a best practices in global e-learning project with Pierre Manneback, the Director of E-Learning, and one of our focuses will be to discuss strategies and methods for adequately addressing the needs of an increasingly diverse international population. (Objective B) I am very excited about what I will learn by co-authoring a best practices document with an international colleague. This opportunity is invaluable, and it presents an ideal situation for working on such a project. Mr. Manneback teaches in a unique environment in Belgium

where there are two official languages, French and Flemish. In addition to addressing the needs of the international students who study at his institution, he is also responsible for designing and directing e-learning environments that are appropriate for multilingual Belgian students.

3. During my interviews at Berner Fachhochschule in Switzerland, I will ask faculty if there are specific methods that they use to address the needs of international student populations. Switzerland has a learning situation similar to Belgium; there are three official languages used in the country, and students from all over the world are attracted to their high quality technology programs. The faculty at Berner Fachhochschule have spent years refining their approach to working with diverse cultural and linguistic student populations.

Goal 3: Expanding knowledge of pedagogy in teaching CIS/BPC

Objectives:

- A. Increase my knowledge of global learning objectives in teaching CIS/BPC
- B. Develop my understanding of methodologies used by faculty at international institutions to address a diverse student population with differing learning styles, language challenges, and levels of technological expertise
- C. Develop new ideas for how to expand and improve the Student Technology Assistant program at Mesa Community College, a program that I currently coordinate that encourages students to develop technology solutions for faculty and staff “clients” at the college

Methods of Attainment:

1. During the faculty interviews that I will conduct in Switzerland, I will ask specific questions about learning objectives in various technology courses. In addition, I will ask them about how they successfully address a diverse student population with differing learning styles, language challenges, and levels of technological expertise (Objectives A and B.)
 - a. How do you design your curriculum to best prepare students to enter the global workforce?
 - b. What specific approaches do you take for designing and producing software applications that are appropriate for international use?
 - c. What competencies focus on preparing the student to be successful in the global workplace?
 - d. What strategies have you found to be most useful in preparing the students to be successful in the global workplace?
2. At all four institutions, I will observe classes and ask specific questions of faculty about how they address a diverse student population with differing learning styles, language challenges, and levels of technological expertise (Objective B).
3. In Sweden, I will observe and learn about the structure of their program that encourages students to develop specific technology solutions for the

community. I can use this specific information to advise the Student Technology Assistant (STA) program at Mesa Community College (Objective C). In the STA program, students “bid” on and complete projects requested by faculty and the college community, so they learn to work with a client and to design a project specifically for that client. In addition, they are creating technology products that enhance college life and efficiency, contributing to the community. I would like to learn about the strategies used by the Swedish institution to encourage collaboration between the students who are developing the technology and the community which they are serving.

EXPECTED RESULTS

Evidence of Attainment of Sabbatical Objectives

Each of the objectives in my sabbatical has measurable evidence of attainment at the end of the semester.

Objective 1A: Observe and develop methodologies that will prepare students to enter a global workplace, including intercultural communication and international technology use

I will be able to measure that I have attained the above objective by bringing back specific lesson plans to incorporate into my classes that will help students enter a global workplace. I would like to develop specific lessons and approaches for preparing my students to work with a global population, both in the United States and abroad. Lessons would include practice and discussion about email etiquette, formatting standards for programming and coding, and other similar topics. I will share this information through a variety of delivery methods that best suit the audience. (web, oral presentation, workshop)

Objective 1B: Develop strategies that will increase students’ competitiveness in the job market by infusing the curriculum with intercultural awareness and global technology training

To accomplish this objective, I will collect ideas, lessons, and strategies from the different institutions that I visit. Each of the institutions is well-known for incorporating global technology training into their curricula, and I want to bring these strategies into my own classes by integrating methods into my own classes and lessons and offering a lecture (perhaps through the CTL or MCLI) on preparing students to be successful in a global IT workplace.

Objective 2A: Observe and work with internationally respected technology institutions to develop online courses for an international student population

This objective will be attained by observing and documenting the development of online courses through partnerships in Belgium and France. While faculty at my host institutions will be developing courses for their own students, I will document ideas and strategies for revising and improving my online courses that I can bring back to Mesa Community College.

Objective 2B: Improve communication and structure of my own online courses to more adequately address the needs of international students

I will achieve this objective by collecting strategies in my journal for communicating with international students. These strategies will come from my own experience with interacting cross-culturally during my sabbatical as well as interviewing the faculty with which I will be collaborating for ideas on how they communicate and effectively teach students from a variety of cultures.

Objective 3A: Increase my knowledge of global learning objectives in teaching CIS/BPC

This objective will be attained by observing and noting in my journal the primary learning objectives for the programs I will be working with. Because I will be working with faculty at institutions in several different countries that serve students worldwide, I will be able to gain a broader understanding of what to emphasize in terms of learning objectives in my courses.

Objective 3B: Develop my understanding of methodologies used by faculty at international institutions to address a diverse student population with differing learning styles, language challenges, and levels of technological expertise

In addition to gaining strategies and discussing methods for working with international students, I will use my journal to record different methodologies used to work with a diverse student population. I will achieve this objective by incorporating these methods into my classes.

Objective 3C: Develop new ideas for how to expand and improve the Student Technology Assistant program at Mesa Community College, a program that I currently coordinate that encourages students to develop technology solutions for faculty and staff “clients” at the college

I will measure attainment of this objective by revising the structure and focus of the Student Technology Assistant program. I will measure the success of this objective by continuing to track client satisfaction at the college and job placement for students participating in the program. I have begun to assemble a steering committee for the STA program, and when I return from my sabbatical, I will share the information I have learned with them and enlist their help in restructuring and improving the program.

Expected Professional Growth

My sabbatical project will have a tremendous impact on my own professional growth. In the field of technology and computer programming, it has always been of the utmost importance to stay up-to-date on advancements in the field. Now that the workplace is becoming increasingly global and diverse, it is important that I expand my knowledge of advancements in my field to include international developments and standards in technology. I will learn different techniques for teaching coding and theories of computer operations that encompass both hardware and software (Objective 3A). I will improve my own knowledge of the global workplace so that I can better prepare students for the future job market (Objective 1A and 1B). I will also learn and refine my approaches to delivering technology content online, and I will develop new strategies for increasing retention in my classes, especially with international students (Objectives 2A and 2B). In addition, I will learn strategies for working with a diverse student population (Objective

3B), and I will gain new insights on how to revise and improve the Student Technology Assistant program (Objective 3C).

Significant Professional Impact

My sabbatical project will have a significant professional impact on several levels. First, I will share the strategies I learn and the lessons and methodologies I develop with colleagues in my department and throughout the district. I plan to make mini-lessons available through MLX, and I will offer to facilitate workshops and/or talks on globalization of the curriculum and global developments in technology instruction. After my sabbatical, I plan to apply for participation in either the Salzburg Seminar or the Sedona Conference so that I can continue to develop my understanding of the impact and importance of globalization on education, specifically in my field. Interacting with colleagues in these different settings will allow me to share the results of my sabbatical project with other teachers. Second, I will share the results of my sabbatical, both directly and indirectly, with my students. This instruction and revision of my current methodologies will impact students who are getting ready to enter the workplace, helping them to be more globally aware and prepared for their future jobs. Students who are better prepared workers will have an impact on industry by being more culturally sensitive and technologically prepared. Finally, my sabbatical project will have a tremendous impact on the Student Technology Assistant program that I currently coordinate at Mesa Community College. The program has been honored in the past by the Maricopa District and the League for Innovation, and it has been used as a model for other institutions of higher education around the country. If I am prepared to make modifications and improvements to the program that will help students develop global awareness, I can share these revisions with other programs nationwide who look to our program as a model.

EXECUTION OF THE SABBATICAL

Personal, Professional, and Academic Qualifications

Education: I have completed three master's degrees, and each degree is relevant to the work I will be doing on this sabbatical:

- Master's degree in Teaching Computer Science with a minor in Educational Psychology from the University of Illinois, a degree which has prepared me for teaching technology and computer programming to students. It has been several years since I received my master's degree in Teaching Computer Science, however, and the field of Computer Science has changed considerably. There have been new global technological developments that I look forward to learning about, and the field of computer science has become much more global in scope. This sabbatical project will give me the opportunity to learn about new methodologies and approaches for globalizing the curriculum in technology instruction.
- Master's degree in Sports Psychology from the University of North Texas, a degree which (in conjunction with my minors in Educational Psychology and Kinesiology)

has helped me to understand how people learn and how to address different learning styles

- Master's degree in Business Education from Emporia State University, a degree which has helped me to understand the importance of having unified management and development processes. In addition, my coursework in Business Education has helped me to realize the importance of preparing business students for a global workplace.

Skills, Work Experience and Professional Activities: I have several areas of skill, work experience and professional activities that are relevant to this project and that are useful to the institutions with which I will be working during the project (See CV in Appendix 4 for a complete listing):

- Former Instructional Technologist in the Center for Teaching and Learning at MCC. In this position, I mentored faculty as they developed distance learning courses and began the Distance Learning Mentoring Group, which continues to mentor faculty to this day. I also authored the original Best Practices document for Distance Learning at Mesa Community College while serving in this capacity.
- Former Information Technology Director at MCC. In this position, I directed the MCC Help Desk and 80 Information Technology employees. I also helped direct the construction of a new technology strategic plan for the college.
- Director of the Mesa Community College Student Technology Assistant Program. In this capacity, I direct a program that allows students to "intern" as technology developers. The STA's bid on different projects that are proposed by faculty and staff at the college, and they work with their clients to complete projects that advance their own technological skills and also move the college forward in terms of effective technology use.
- Distance Learning teacher for 12 years
- CIS/computer technology teacher for 12 years
- Course designer/architect for Keller Graduate School
- East Valley Technology Preparation Consortium Webmaster
- Participant in MCCD Program for Infusing Diversity into the Curriculum. In this program, I am currently working to infuse diversity into CIS 105, Survey of Computer Information Systems
- Previous member of Teaching, Learning, and Technology Roundtable
- Previous member of Mesa Community College Distance Learning committee
- Summer Project recipient for a grant that allowed me to research emerging mobile technologies. This grant gave me important background information on cutting-edge technologies that I can discuss with my counterparts at the institutions I will visit during my sabbatical. Mobile technologies are quickly becoming a new and important area for instruction, and I am interested to see how the various European institutions approach mobile technology instruction.
- 2005-2006 fellow in the Maricopa "Infusing Diversity into the Curriculum" program
- 2005 Cyber Savvy Grant Recipient to develop Real World Learning Objects to integrate unique and completing content into CIS courses.

Evidence of Pre-Planning

Contacts made and confirmation of participation: See Appendix 1 for four letters of invitation from the institutions with which I will be working during my sabbatical project. Each invitation offers the opportunity to complete research and work that would address all three goals listed in my sabbatical proposal:

- Letter from Professor Pierre Manneback, Head of the E-Learning Team at Faculte Polytechnique de Mons, in Mons, Belgium. Professor Manneback has invited me to visit his laboratory and work with him for four months while we develop e-learning materials in Computer Science, mainly Object-Oriented programming and internet and web technologies.
- Letter from Gerard Rozsavolgyi, Chief of the Departement Informatique at IUT d'Orleans in Orleans, France. (Note: The original invitation letter is in French, and I have provided a translation of the letter into English on the second page) Professor Rozsavolgyi has invited me to work with him during the period of December 2006-August 2007 on the topics of e-learning and pedagogy of Computer Information.
- Letter from Jean-Pierre Steger, Associate Dean of International Contacts at Berner Fachhochschule University of Applied Sciences in Berne, Switzerland. Dean Steger has invited me to visit the School of Engineering and Information Technology from April 8-21, 2007 to discuss pedagogical approaches in engineering and technology-related programs, development of curriculum in the context of the European Bologna Declaration, and new educational methods using "InnoTeach."
- Letter from Professor Rune Gustavsson, from the School of Engineering at Blekinge Institute of Technology in Ronneby, Sweden. Professor Gustavsson has invited me to visit the School of Engineering in May 2007 to learn about several ongoing projects that are related to internationalizing the curriculum.

Letters of support for project: Several colleagues have written letters in support of my sabbatical project, demonstrating their interest in the research I will be completing and my readiness to complete the project:

- Dr. Paul Elsner, Chancellor Emeritus of the Maricopa Community College District, is an internationally-known expert and scholar on globalization and its impact on teaching and learning. He is currently writing a book on global competence.
- Dr. Gail Mee, Vice President of Academic Affairs, has an educational and teaching background in math and computer science and understands the importance of global preparedness in technology. She has known Brooke K. Estabrook-Fishinghawk for eight years and has seen the quality of work and the commitment to improve learning strategies and opportunities for students and faculty.
- Timothy Luukkonen, a web developer in the Center for Teaching and Learning at MCC, was a former participant in the Student Technology Assistant (STA) program. I mentored Tim as an STA, and his success as a web designer is evidence of the successful design and potential of the STA program. Tim mentions the benefits this project will bring to the STA program and to student participants.
- Linda Collins, Department Chair for Business at Mesa Community College, mentions efficient use of resources, diligent planning and commitment to share information upon return

- Juan Marquez, the program director for CIS courses at Mesa Community College, mentions my dedication to teaching in the program and the usefulness of this project to our department and the STA program.
- Margaret (Peg) Johnson, Biology faculty member at MCC, discusses several of the projects that I participated in while I was a member of the team at the Center for Teaching and Learning. Peg discusses my help in mentoring her as a distance learning faculty member, my work with the STA program, and my dedication to quality instruction, specifically e-learning.
- Rochelle Rodrigo, English faculty member at MCC and former Ocotillo chair for the Hybrids Action Group, discusses my mentoring of faculty in technology and my work with the STA program. She also discusses the importance and usefulness of research on global perspectives and internationalizing the curriculum, mentioning the potential benefits to the college and the district as a whole.
- Bill Haggard and Jayne Halterman, veteran faculty in the BPC/CIS department at MCC, discuss the need for global perspectives in our department and curriculum and my abilities to successfully complete the sabbatical project I have proposed.
- Connie DeRosa, a Computer Lab Processing Technician at MCC, discusses my leadership skills, technical proficiency, and dedication to students and quality instruction.

Timeline

Pre-Sabbatical Activities

(Preparation to complete Goals 1, 2, and 3)

Fall 2004: Made initial contacts with French and English-speaking institutions in Europe that are known for their international curricula and innovational teaching of technology. I also met with colleagues, my sabbatical FPG representative, my program coordinator, and my department chair for input on my proposed sabbatical and began to do research to formalize and focus the objective of my sabbatical project.

(Preparation to complete Goal 1)

January 11, 2005: I participated in the “Internationalizing the Curriculum” workshop sponsored by the International Education Office at Mesa Community College and the American Council on Education. At the workshop, we defined what an internationalized curriculum includes and discussed outcomes and strategies for internationalizing the curriculum. The definition we discussed at the workshop was as follows:

An internationalized curriculum is a curriculum with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic and/or foreign students. (Bremer and van der Wende, 1995, p. 59)

Examining and discussing this definition with my colleagues lead to the development of the first two goals of my sabbatical: to increase students’ global

awareness in my classes and to improve my own ability to address the needs of international students. These goals directly correlate to the definition provided by the American Council on Education and the Mesa Community College faculty's discussion regarding that definition at the workshop.

(Preparation to complete Goal 1)

Summer 2005:

I spoke with two faculty at Mesa Community College, Shereen Lerner and Paul Harasha, who have been involved in developing a certificate on Global Citizenship for the college and have been very active in the Salzburg Seminar. Shereen and Paul presented their ideas and experiences to the Governing Board in September 2004, and they "encouraged the Board to work with faculty and staff in leading the discussion of global citizenship and through strategic conversations and initiatives help create a coherent message and program of MCCC's role in a global world." They listed four specific goals related to internationalizing the curriculum, and I am focusing my sabbatical on the first and fourth goals:

- A. That each college self-evaluate about programs that teach about globalization.
- B. Have an internal review at the District and each college about how they are related to student learning.
- C. Have a dialogue that looks at globalization.
- D. Consider programs that teach globalization.

(Preparation to complete Goal 3)

Summer 2005:

I was awarded and completed a Summer Project that included looking at best practices and new innovations in mobile computing technology. This project helped me to prepare for my sabbatical by introducing me to cutting-edge technology innovations and reading about new technologies that are popular world-wide. Before I begin interacting with my European counterparts, I want to be prepared to talk about new technologies that might be of interest to their students and programs.

(Preparation to complete Goals 1 and 2)

Fall 2005-Spring 2006:

I am a fellow in the "Program for Infusing Diversity in the Curriculum," sponsored by the Maricopa Community College District. Participation in the program is increasing my own understanding of how we can incorporate diversity-related activities and instruction into courses, both to increase students' global awareness and to encourage them to be more aware of and responsive to diversity-related issues. I am working specifically on infusing diversity into my CIS 105 course, "Survey of Computer Information Systems." In my application to the program, I highlighted several areas in which I wanted to incorporate diversity-related activities and instruction:

- How we prepare all of our Technology Products produced in this course to be successful with a diverse audience
- How we can change our approach and way of thinking to plan our designs of applications and products to reach diverse groups of users so that the users can be successful
- How we prepare the students to work in an environment that is diverse and be not only successful but increase others' success related to diversity awareness

CIS 105 is one of several courses that I teach. I will continue to work collect ideas throughout my sabbatical as I learn ways to incorporate global awareness into my own instruction for the benefit of my students.

(Preparation to complete Goals 1, 2, and 3)

Fall 2006:

I will complete research and reading related to internationalizing the curriculum, paying special attention to new publications that have been released since I began my initial research in Fall 2004. As I read, I will take notes and develop specific questions to ask as I complete my visits during the sabbatical semester.

Proposed Sabbatical Year Timeline

January 2007:

- Finish reading and annotating literature on internationalizing the curriculum prior to my departure for Europe (Goal 1)
- Travel from Phoenix to Mons, Belgium

January 15-February 10, 2007:

- Work with Professor Manneback in Mons, Belgium. We will begin our work by discussing best practices in e-learning and beginning to design model curricula and courses that would demonstrate those best practices. (Goals 2 and 3) My work with Professor Manneback will help me to revise my own courses to reflect best practices in e-learning and also share those best practices with other faculty.

February 11-20, 2007:

- Work with Professor Gerard Rozsavolgyi in Orleans, France. My work with Professor Rozsavolgyi will focus on designing model distance learning courses that demonstrate best practices in e-learning, and we will also be discussing and researching pedagogies for use in Computer Information Systems. (Goals 2 and 3) This part of my project will help me to revise my own courses to more adequately address the needs of a diverse, international student population and I will also learn about new, cutting-edge technologies and pedagogies in Computer Information Systems.

February 21-April 7, 2007:

- Return to Mons, Belgium to complete work with Professor Manneback. We will continue our work on best practices in e-learning, and we will also begin to research and discuss object-oriented programming and internet/web technologies. (Goals 2 and 3) During this portion of my work with Professor Manneback, I will learn about ways I can revise my own courses to better meet the needs of a diverse student population, and I will also learn about the latest cutting-edge research on technology.

April 8-21, 2007:

- Work with Dean Jean-Pierre Steger in Burgdorf, Switzerland. While working with Dean Steger, we will research and discuss pedagogical approaches in computer science and engineering. I will also have the opportunity to learn how the faculty at the institution have redesigned their curriculum to conform to the European Bologna Declaration (See Appendix 3). This declaration calls European institutions of higher education to develop curricula that create “comparable” and “competitive” degrees because of the frequency with which students move from one country to the other within Europe. This unique environment is an excellent site of study for me because many European institutions have successfully transitioned to a global curriculum format. Finally, I will research and learn about education methods using “InnoTeach,” a pedagogical approach used by faculty at the institution. The faculty use this methodology to track certain variables such as competency and retention to see if the technology integrated into the curriculum is increasing the students’ achievement of their objectives. I will conduct research by interviewing faculty at the institution about their own pedagogical practices and observing and studying courses in progress. (Goals 1, 2 and 3) This portion of my project will give me a different perspective on meeting the needs of international students and developing globally aware curriculum. This knowledge will help me to revise and develop my own courses, share information with other faculty in the District about global innovations in teaching technology, and revise the Student Technology Assistant program to better prepare those students for the global workplace.

April 22-May 11, 2007:

- Work with Professor Rune Gustavsson in Sweden. While working with Professor Gustavsson, I will learn about a student technology program whose primary focus is global awareness and international competitiveness for its students. I will learn about and take notes on strategies that they use to prepare students successfully for the global workplace, and I will also observe and learn about the structure of their program that encourages students to develop specific technology solutions for the community. (Goals 1, 2 and 3) I am especially excited about this opportunity because I will learn new practices for directing the Student Technology Assistant program, and I hope to discover some

methods for incorporating a smaller-scale experience in some of my other classes.

SUPPORTING DOCUMENTS

I have included several attachments with this sabbatical proposal, to include to following:

Appendix 1: Letters of support/confirmation from the four institutions which I will visit. These letters include descriptions of the activities I will be participating in while I am at each institution. In addition, I have detailed the activities I will be doing at each institution in the “Evidence of Pre-Planning” and “Proposed Sabbatical Year Timeline” sections above.

Appendix 2: Letters of support from colleagues at Mesa Community College and in the Maricopa Community College District. These letters support the importance of my sabbatical project and my capability of successfully completing the objectives of my sabbatical project.

Appendix 3: The Bologna Declaration of 19 June 1999, from the European Ministers of Education. This document will be the basis of much of the work that I will do while I am visiting in Switzerland. The Swiss institution is working to revise their curriculum to conform with this declaration, and it provides a model of how institutions of higher education in several countries have worked together to improve the preparedness of their students.

Appendix 4: Curriculum Vitae for Brooke Estabrook-Fishinghawk

Appendix 5: Information about the four schools that I will be visiting during my sabbatical.

REFERENCE LIST

Bremer, L.M. & van der Wende, M.C. (1995). Internationalizing the Curriculum in Dutch Higher Education. Nuffic Paper no 3. The Hague: Nuffic.

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