

Negotiating Sex and Gender Mediums Across Continents: Brockport NY to Novgorod Russia



COIL Faculty:

Novgorod State University, Novgorod Russia

Dr. Elena Lukovitskaya, Faculty, Sociology/Gender
Institute

The College at Brockport State University of New York

Dr. Barbara LeSavoy, Faculty, Women and Gender
Studies

Ann Giralico-Pearlman, Instructional Design
Specialist, Center for Excellence in Teaching and
Learning (CELT)

Session THEMES

- *Student Perspectives and Voices from Globally Networked Learning Courses*
- *How is Intercultural Exchange Transformed in the Online Environment?*

WORKSHOP OVERVIEW

- Details a COIL course linking women and gender studies (WGST) students/faculty at the College at Brockport (SUNY) with WGST/linguistics students/faculty at Novgorod State University, Russia.
- Includes COIL faculty presentations, student-produced video, and interactive course development activities.
- Discusses Media Ecology/ Digital Natives

Workshop Learning Outcomes

- Consider sensitivity to/develop strategies to engage cross-cultural dialogue in a COIL course.
- Strategize pedagogies/mediums to expand teaching/learning boundaries across person, place, and institution.
- Walk away with a replicable, step-by step process to enact a COIL student-engagement teaching/learning model.
- Create an interactive final COIL course project that engages student voices across countries.

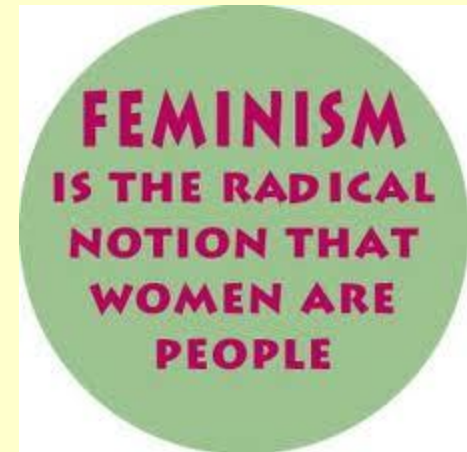
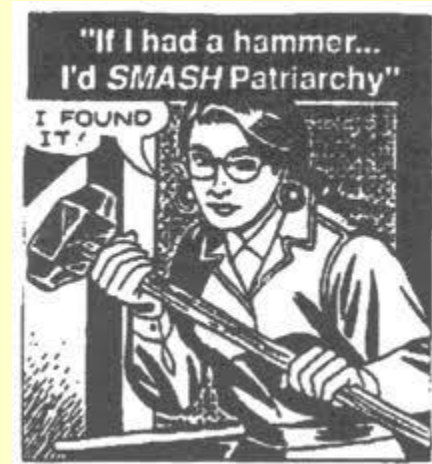
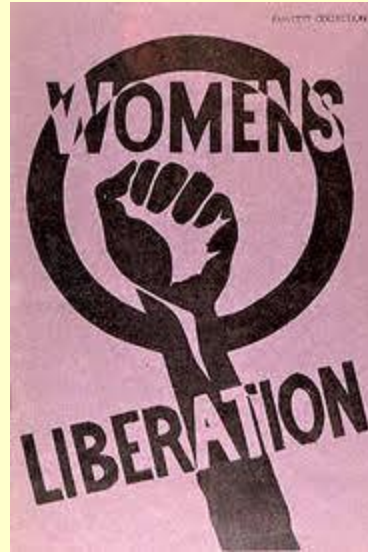
Your Role

- Consider shifting geographies of technology and examine questions of gendered labor, economy, and disciplinary migration encountered within a COIL course.
- Engage in hands-on activities that address how institutional “borders and margins” can structure a global classroom and function to creatively expand teaching praxis.

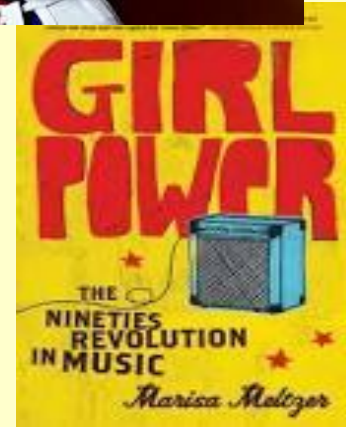
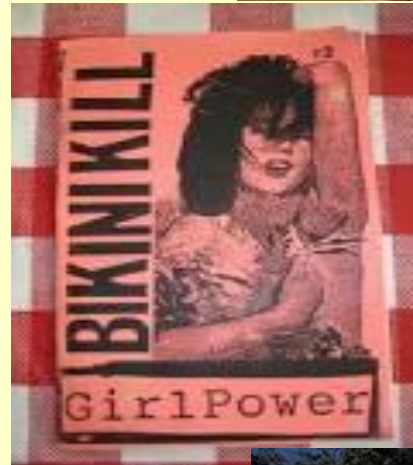
Sex and Gender Across Cultures: Brockport NY- Novgorod Russia

- **Integrated blended technologies** in teaching sex/gender representations as understood in the US, Russia, and selected world cultures.
- **Course topics** considered sex and gender constructs as reproduced in the politics of:
 - women and work/ family
 - religion
 - reproductive freedoms
 - sexual orientation

Course Images



- Women and Activism



riot grrrl



Instructional Delivery Format

- Real-time, synchronous video-conferencing
- Asynchronous blogging using Google Sites
- Asynchronous dual classroom instruction
- Shared lecture capture/video/YouTube
- Video-recorded, student-produced collaborative Public Service Announcements (PSA)s.

Definition of Media Ecology

“Media ecology looks into the matter of how media of communication affect human perception, understanding, feeling, and value; and how our interaction with media facilitates or impedes our chances of survival...

The word ecology implies the study of environments: their structure, content, and impact on people. (Postman)”

Postman, Neil “The Reformed English Curriculum.” *High School 1980: The Shape of the Future in American Secondary Education*. ed A.C. Eurich, Pittman Publishing Corp. USA, 1970.

Digital Natives and Media Ecology



Critical Questions:

How has technology impacted the digital native's cognitive abilities?

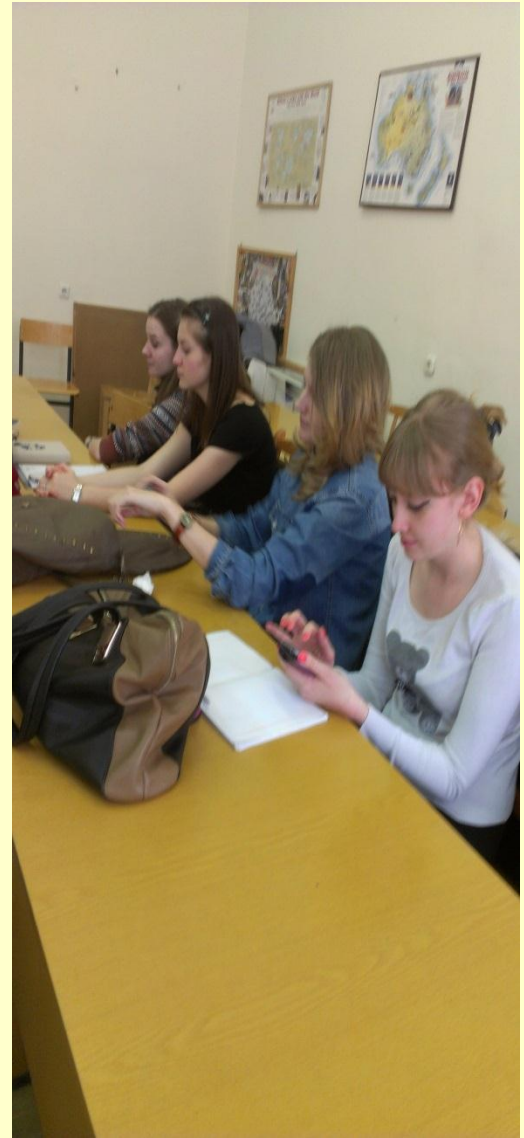
- Do digital natives learn/communicate differently when compared to previous generations?
- What is the relationship between the digital native and technology?
- How does this impact students' ability to learn in a traditional college classroom?



Digital Generation

“Increasingly, today’s children are immersed in electronic and visual media. They use digital technology transparently, without thinking about it, marveling at it, or wondering about how it works. This is the first generation that has ever mastered the tools essential to society before the older generation. They are the digital generation” . (Jukes, 15)







Class Photo



Link to WMS Google Learning Management System

- <https://sites.google.com/site/wmsgbn/>
- <http://wmgsbn.blogspot.com/2012/09/abortion-and-reproductive-freedoms.html>
- <http://www.youtube.com/playlist?list=PL450BCAA86C7F073E>

WMS Brockport Novgorod Class

- Video of Videoconference
 - <http://youtu.be/AFdLvhy1CyY>
- Brockport Student Interviews
 - <http://youtu.be/eH-PBZC4TXY>
- Novgorod Student Interviews
 - <http://youtu.be/bohggga-tyw>
 - <http://youtu.be/0ilsnFmDSeU>

Link to Student Public Service Announcements (PSAs)

- *Women, Business, and The Glass Ceiling* Kelly Holder, Molly Hurd, Irina Skripkina Link to: YouTube Women Glass Ceiling <http://www.youtube.com/watch?v=avYZn22VnQo&feature=youtu.be>
- *Sex Trafficking* Maria Vayo, Lior Shahverdi, Julia Pankulich Link to: YouTube: Sex Trafficking <https://www.youtube.com/watch?v=6YuA96O1lyQ>
- *Masculinities and Gender Equality* Amanda Ferguson, Sarah Welch, Il'ina Ekaterina, Ekaterina Lobova Link to YouTube: Barbie and Ken <http://youtu.be/rx3dSJmPdFo>

Interactive Task

1. What is one course learning objective/outcome?
2. What teaching methods, assignments, and assessments will you use to meet that SLO?
3. What technology can you integrate into your class to achieve your goals and enhance the pedagogy?
Consider how you will account for logistics of:
 - cross-campus collaboration
 - cultural differences
 - culminating project

Lessons Learned

- Students: Experienced global communication and developed cross-cultural competencies
- Teachers: Realized differences in communication based upon the medium
- **Reliance on synchronous human interaction emerged as significant to course success**

QUESTIONS

- Given the wide variety of cultural experiences in a global context— is it possible to sustain these cross-country COIL bridges?
- What would be your COIL elevator speech?