

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



COIL Faculty:

Novgorod State University, Novgorod Russia

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WORKSHOP OVERVIEW

This workshop examines geographies and political stakes of student engagement across continents. Under the conference subthemes, “Student Perspectives and Voices from Globally Networked Learning Courses,” and “How is Intercultural Exchange Transformed in Online Environments?” this workshop 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. The session includes COIL faculty presentations, student-produced video, and interactive course development activities.

COUSE DESIGN

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

COUSE DELIVERY FORMMAT : Google Sites

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

PEDAGOGICAL FRAMEWORK:

Digital Natives and Media Ecology

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

COIL Course Activity: A Day in the Life Prompt:

Online Assignment DAY I

Please post a picture of yourself and describe a typical day in your life. Please consider/include the following details as they relate to your life circumstances: On our First SKYPE Class, students will introduce their COIL partner to the rest of the class members

Family Background

1. Family members/roles.
2. Do you live in a house/apartment, number of rooms, number of family members in dwelling? Living Location – urban/rural?
3. Do you share a bedroom?
4. Transportation used by you /family
5. Occupation of parents or caretakers
6. Finish these sentences:
 - a. My home is:
 - b. My family is:

You

1. Choose five words that best describe you to others.
2. How do you spend a typical day/evening?
3. What is your favorite food? What about your favorite candy?
4. What do you like to read? Watch?
5. What are your interest /hobbies?
6. Finish these sentences:
 - c. I am:
 - d. I wish:
 - e. The one thing that scares me the most is:

Online prompt before **IP Video Conference**

What do you think about sex/gender equality in US, Novgorod, other parts of the world?

7. What do you want to know about sex/gender equality in the US/Russia/other parts of the world?

COIL WMS 360.02 PSA RESEARCH ASSIGNMENT

Public Service Announcement on a Global Gender Issue /Oral Presentation

You are to approach this in small groups with two or more Brockport students pairing with a Russian student associated with our COIL partnership that links WMS 360 students at Brockport with Dr. Elena Lukovitskaya's students at Novgorod State University in Russia.

PSA

A Public Service Announcement (PSA) is a public interest message disseminated via media with the objective to raise public awareness and change public attitudes and behaviors toward a social issue.

You are to create a PSA targeting a gender based issue that overlays the United States and Russia. Student teams comprised of Brockport and Novgorod students should identify a gender system/ideology operating in Russia and the United States, and likely other countries, that you pinpoint and develop in dialogue with our COIL Brockport/Novgorod learning partners.

The PSA must :

- explore a gender-based issue in Russia/America
- use a cross-cultural perspective in its research base
- present the PSA orally to the class/campus

PAPER:

Each student will individually narrate the PSA topic in a paper tracing the issues the PSA exposes, its traditions and roots, and its permutations if any over time as a consequence to globalization and modernization. The paper should expose the PSA's intended purpose, outcome, audience, and should rest on a position that integrates student's own perspective with the perspectives to the problem.

Your written work/project should follow APA guidelines. If you select a reference style other than APA, please let me know. I am happy to support the bibliographic style of your discipline. Page length can vary but 8- 10 pp. is standard form.

In your written work, you are expected to cite **at least** five scholarly sources. These sources must be academic which can include books, scholarly journals accessed through library databases, and online sources. If accessing /using additional online knowledge, please **do not include Wikipedia and/or other online encyclopedias as one of your five online sources.**

PSA Project Definitions:

Concept: presents a brief description of the basic idea of the story. It is short and to the point, usually about one to two paragraphs long. It is a sketch of the story and it is often used during production as a reminder of the purpose of the presentation.

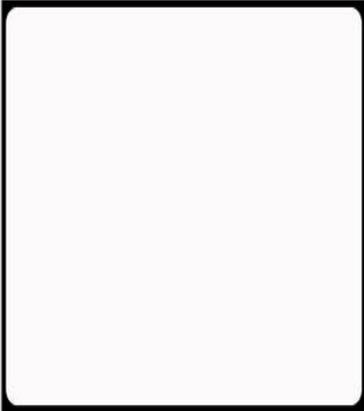
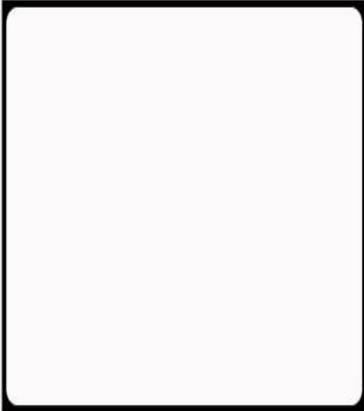
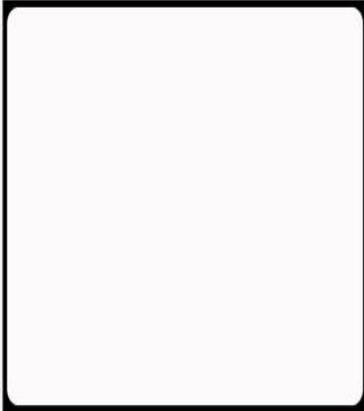
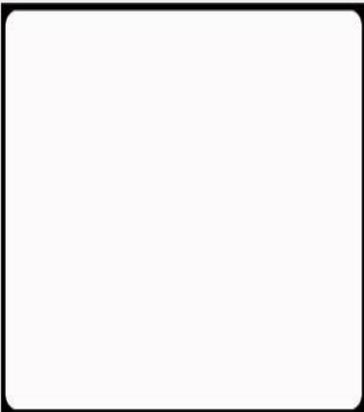
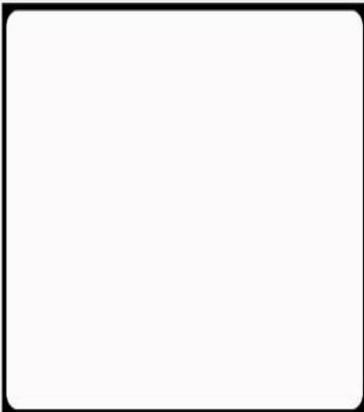
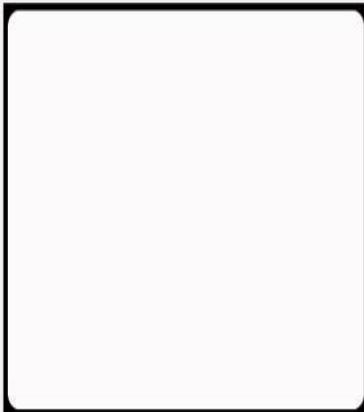
Treatment: is a detailed "short story" of the video you are producing. A well-written treatment is a descriptive text that exemplifies the visual imagery and atmosphere the writer wants to achieve. Treatments vary in length. Some have whole dialogues. Others are short and to the point. Treatments are used to present the picture of the presentation. They provide a full, readable description of the video.

Your Concept:

Your Treatment:

Storyboard: A series of drawings or illustrations of the presentation. They show images and sound that will be recorded. *Storyboards* are an invaluable asset to all involved in the project. They assist all in seeing the story the same way, since most people when presented with an idea don't visualize the same image. *Storyboards* are used to make decisions about camera shots and angles, lighting, sound placement.

Name of Project: _____ Group Members: _____

		
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