A Procedural Model for International Class Collaboration
In 2008 international collaboration in teaching and learning was not yet “a sustainable mode of education,”
(Clear, 2008, p. 11)

and this is in line with previously reported findings.
(Clear & Kassabova, 2005, np)
Study abroad, foreign exchange programs, and a diverse faculty base can broaden awareness, but to effectively serve all students -

*We must adapt the subject content and our methods of teaching to gather and exchange information across the international community.*
Sunday, May 21, 2009: “Were any differences revealed that had a cultural basis? In the Hwang case, Dan had asked us to think only about one issue

- was it OK for Hwang, the lab boss, to ask his female trainees to donate eggs for cloning experiments?

Everyone thought no, absolutely not. But in Madras the idea that this was also a breach of etiquette came up. We all agreed that this was an egregious use of power. But in Columbus we didn't think so much about it being an inappropriate male-female interaction. We then launched into whether we were optimists or pessimists about the speed of change for inclusion and equality of women and minorities in science. Things rapidly devolved/evolved into whether we were all prisoners of our own biology.”

Excerpt from the pilot class blog.
Gateway Interactive Course Module Seed Grant

**Purpose:** To facilitate disciplinary and professional relationships for Ohio State students with international peers in the same area of study through interactive, collaborative coursework.

**Projects:** Successful applications will demonstrate how existing portions of course content can be adapted into collaborative activities for a shared time period between an Ohio State class and a class (or classes) in one or more international partner institutions, resulting in a modular segment of specific content that is mutually beneficial to each class. The module is to be taught in collaboration with one or more international partner institutions in a Gateway country, i.e., China (including Hong Kong and Taiwan), India and Brazil.

**Goals:**
- Broaden students’ perspectives on global dimensions of their field
- Foster teamwork across boundaries
- Inspire new knowledge and research through interaction

To reach these goals, the activities proposed must allow for sustained interaction between participants across cultures.

*OSU’s Office of International Affairs offered faculty this grant to develop a practical values-driven approach evolved from the study to enrich course content and facilitate international learning experiences.*
Different cultures utilize differing teaching and learning styles...

so instructors of intercultural classes must consider the subject content, course level, class size, the proportion of culturally diverse students, whether it is a theory or practicum session, and other relevant issues.

(Mak, 2010, p. 370)
“Climate Change and Human Health”
2nd year: Summer 2011 (June-20 to July-20)

– OSU and 3 institutions in China:
  • Hangzhou Normal University
    - Class limit: 30-50 graduate students
  • Binzhou Medical College
    - 50 graduate students
  • Chinese Center for Disease Control
    - 10 graduate students and Researchers

– All institutions contributed:
  • library resources
  • language/subject support
  • technical support

– No extra cost for:
  • Institutions, departments, or participants
  • Course management system

– All students received credit/grades from their own institutions
Flexible teaching and learning is required and facilitated through the opportunities we offer students to learn.
About

UCAT exists to assist all those who teach at The Ohio State University to excel in teaching, support student learning, and experience the satisfaction that results from teaching well.

OSU’s University Center for the Advancement of Teaching
OSU’s DigitalFIRST office provides faculty support with diversified course design options.
OSU’s shared class with Dalian Medical University in China was transformational in that it inspired students from both institutions to change their majors and focus on study in public health.

(DMU class on-screen at right)
Dalian Medical University, 2010: Classroom, Students and Instructors
Today’s innovative technologies can facilitate greater cooperation among institutions to improve strategic positioning in the knowledge economy, however...

*Universities must adapt profoundly to what are expected to become long-term changes.*
The American Council on Education state on their website:

“The dynamism and fluidity of current trends and those yet unimagined will continue to influence and shape higher education’s future.”
OSU’s Consortium for International Seed Technology Training (CISTT)
- interdisciplinary core coursework
- video-conferenced between 5 international institutions
- effectively implemented almost 2 decades ago.

# International Seed Production – HCS 630

## Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Class</th>
<th>Text Files</th>
<th>PowerPoint</th>
<th>Video</th>
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</thead>
<tbody>
<tr>
<td>Tues, March 27</td>
<td>Introduction</td>
<td>Global</td>
<td>Global</td>
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<td></td>
<td>Global Seed Industry</td>
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<tr>
<td>Thurs., March 29</td>
<td>Seed Industry in:</td>
<td>Chilean</td>
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<td>Brazil, Chile, USA</td>
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<td>Brazil</td>
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Course Syllabus
Modules available in Spanish/ Módulos disponibles en español
Acknowledgements

I gratefully acknowledge Dr. Dieter Wanner, OSU’s emeritus Associate Provost in the Office of International Affairs, for his excellent work and accomplishments, his ongoing support, and his efforts in making the grant program possible. Grateful acknowledgement is also extended to the participating OSU instructors who integrated their coursework.

References


The University Center for the Advancement of Teaching. (2013). Retrieved from [http://ucat.osu.edu/about](http://ucat.osu.edu/about)

**Appendix:** OSU’s collaborative class instructors, subject areas and partner institutions. This is not a comprehensive list of internationally collaborative coursework at OSU; only work related to or evolved from my research.

Dr. Larry Brown, Agricultural Engineering: Coordinated with the University of Agricultural Sciences, Raichur, Karnataka, India.
Dr. Wondwossen Gebreyes, Veterinary Medicine: Coordinated with the Universidade Federal de Goias, Goias, Brazil

Carolina Gill, Industrial, Interior and Visual Communication Design: Coordinated with Northumbria University, Newcastle, UK

Drs. Venkat Gopalan, Biochemistry, Amanda Simcox, Molecular Genetics, Daniel Farrell, Philosophy: Coordinated with Anna University, Chennai, India, the Institute of Life Sciences, Hyderabad, India, and Osmania University, Hyderabad, India

Dr. Kazimierz Slomczynski, Sociology: Coordinated with Renmin University, Beijing, China

Dr. Subbu Kumarappan and Kimberly Hostetler, Arts, Science and Business: Coordinated with Tamil Nadu Agricultural University, Coimbatore, India

Dr. Brian Lower, School of Environmental and Natural Resources: Coordinated with the Universidade Federal de Pernambuco, Recife, Brazil
Dr. Rajiv Ramnath, Computer Science Engineering: Coordinated with the Indian Institute of Technology Bombay, Mumbai, India

Dr. Judy Ridgway, Biology: Coordinated with Osmania University, Hyderabad, India, and Prudence International School, Pune Area, India

Dr. Tracey Stuckey-Mickell, Introduction to Educational Research: Coordinated with the Addis Ababa University, Ethiopia

Dr. Qinghua Sun, Environmental Health Science: Coordinated with Dalian Medical University, Dalian, Liaoning, China
An educator’s responsibility is to establish the setting and assist each student in navigating his educational journey.