

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education (IFLE) Office



Fulbright-Hays Group Projects Abroad Program  
CFDA 84.021A  
Short-Term Project Abstracts  
Fiscal Year 2013

<b>WORLD AREA</b>	<b>COUNTRY OF STUDY</b>	<b>STATE</b>	<b>GPA GRANTEE INSTITUTION</b>	<b>AWARD AMOUNT</b>	<b>PAGE #</b>
<b>Africa</b>	<b>Ghana</b>	MD	University of Maryland—Baltimore County	\$75,000	3
<b>Africa</b>	<b>Kenya and Tanzania</b>	NY	Teacher's College, Columbia University	\$70,000	4
<b>Africa</b>	<b>Senegal</b>	GA	Georgia Institute of Technology	\$55,000	5
<b>Africa</b>	<b>Uganda</b>	PA	King's College	\$75,000	6
<b>East Asia</b>	<b>China</b>	NY	SUNY at Buffalo	\$70,000	7
<b>East Asia</b>	<b>China</b>	CA	University of California, Berkeley	\$79,750	8
<b>East Asia</b>	<b>China</b>	WI	University of Wisconsin, Whitewater	\$75,000	9
<b>East Asia</b>	<b>Japan</b>	OH	University of Findlay	\$70,000	10
<b>East Asia</b>	<b>South Korea</b>	PA	Pennsylvania State University	\$74,750	11
<b>East Asia</b>	<b>South Korea</b>	NJ	William Paterson University	\$85,000	12
<b>Russia, Central &amp; Eastern Europe</b>	<b>Greece, Hungary, Poland</b>	OH	Bowling Green State University	\$70,000	13
<b>Russia, Central &amp; Eastern Europe</b>	<b>Russia</b>	IA	University of Iowa	\$75,000	14
<b>Near East, North Africa &amp; Eurasia</b>	<b>Morocco</b>	PA	Juniata College	\$65,000	15
<b>Near East, North Africa &amp; Eurasia</b>	<b>Morocco</b>	CA	University of California, Los Angeles	\$75,000	16
<b>Near East, North Africa &amp; Eurasia</b>	<b>Morocco</b>	CT	University of New Haven	\$55,733	17
<b>Western Hemisphere</b>	<b>Belize</b>	AL	Auburn University at Montgomery	\$70,000	18

PR Award #: P021A130030  
Grantee: University of Maryland, Baltimore County  
Host Country: Ghana  
Project Director: Tyson King-Meadows  
Telephone: 410-455-2194  
E-mail: [tkingmea@umbc.edu](mailto:tkingmea@umbc.edu)  
GPA FY 2013 Award: \$75,000

The University of Maryland Baltimore County (UMBC), in collaboration with teachers in Baltimore and Washington, D.C. schools, will offer a four-week curriculum development project in Ghana for a fourteen person group comprised of seven K-12 teachers from Baltimore City/County and D.C. schools (including a K-12 Curriculum Advisor), five pre-service undergraduate /graduate students, one UMBC faculty member, and the Project Director from the Department of Africana Studies and the Department of Political Science. The project aims to strengthen teaching and learning about Ghana's cultural and political heritage as well as teaching and learning about Africa. Participants will be situated within an immersion living and learning experience that encourages interdisciplinary, intergenerational, and cross-institutional curriculum development partnerships. These project features will facilitate the appreciation, study, and teaching of Ghanaian history, culture, politics, and geography. The project contributes to curricula improvements in humanities, social sciences, and area studies instruction at Baltimore and D.C. area schools, at UMBC, and at Maryland institutions.

*Understanding Culture and Politics in Ghana* seeks to enhance the construction of K-16 curricula related to Ghana and to Africa by providing participants with first-hand experiences and resource materials along with pre-departure, in-session, and post-trip curricular instruction. Pre-departure orientation sessions will include lectures, language lessons, reading reflections, training in digital storytelling, and curricula design and delivery instruction. Hosted by the Ghana Center for Democratic Development and by faculty at local universities in Ghana, GPA Project participants will receive academic lectures, curricular design sessions, intensive language instruction in Akan Twi-Fante, experiential workshops in Ghanaian craft making and cooking, tours of historic and cultural sites, teaching-and-learning exchanges with Ghanaian teachers and students, and dialogues with members of civil society. The deliverables of the project include a dossier of curriculum instruction and resource materials and a DVD-ROM multimedia curriculum development toolkit (consisting of pictures, lesson modules, original videos, and scanned documents). Follow-up activities include individualized and group feedback on curricular redesign and implementation activities, a one-day workshop and conference on the Project, public release of the DVD toolkit and donation to area educational institutions, and a publicly accessible Web site where project-related resources are available for download.

PR Award #: P021A130044  
Grantee: Teachers College, Columbia University  
Host Countries: Kenya and Tanzania  
Project Directors: Esther Ohito; Celia Oyler  
Telephone: 212-678-3695  
E-mail: [ohito@tc.columbia.edu](mailto:ohito@tc.columbia.edu); [oyler@tc.columbia.edu](mailto:oyler@tc.columbia.edu)  
GPA FY 2013 Award: \$70,000

The Elementary and Secondary Inclusive Education program within The Department of Curriculum and Teaching at Teachers College, Columbia University (the College)—in partnership with The Department of Music and Theatre at Maseno University in Kenya (UK); the Indigenous Information Network, a non-governmental organization that aims to empower indigenous peoples in Kenya through education; and Serian UK, a non-governmental organization that promotes the dissemination of Indigenous Knowledge in both Tanzania and the United Kingdom—is undertaking a six-week short-term seminar project for the primary purpose of fostering teachers’ capacities to create rich learning opportunities for diverse student bodies. This project is designed for a group of 13 participants: *five* pre-service teachers from the College; *five* K-12 in-service teachers from the New York City Department of Education; *one* project co-director and multilingual scholar; *one* project co-director and manager, and *one* project coordinator and curriculum specialist.

The project—*Exploring Intersections of Language, Culture, and Society in Education through a Case Study of Kenya and Tanzania*—will occur in three phases, including an overseas phase in the countries of study. Participants will spend six weeks in Kenya and Tanzania learning about societal heterogeneity through immersion in the languages and cultures of the Luo, Maasai, and Swahili ethnic groups. While overseas, participants will benefit from a home-stay in a Maasai village, as well as from lectures, workshops, presentations, and field study excursions. Interactive visits to schools and collaborations with Kenyan and Tanzanian educators will support participants in discovering how teachers craft learning opportunities that leverage students’ household and community resources as assets. Participants’ understandings of the Luo, the Maasai, and the Swahili will grow as they respectfully document and collect cultural artifacts, such as songs, dances, folktales, and traditional musical instruments. These resources will be used in the development of curriculum portfolios. Photographs and video footage will be curated and edited by participants and used in the composure of visual arts portfolios that will evidence layered and complex comprehensions of language, culture, and society. The curriculum and visual arts portfolios will be shared with various audiences during the follow-up phase of the project.

This project is critical to New York City, where the population of African immigrants has increased dramatically over the last decade, highlighting the need for intentionally developed and methodically planned overseas immersion experiences that foster nuanced views of diversity and grow teachers’ cultural competence.

PR Award #: P021A130010  
Grantee: Georgia Institute of Technology  
Host Country: Senegal  
Project Director: Michael Wiedorn  
Telephone: 504-333-2769  
E-mail: [michael.wiedorn@modlangs.gatech.edu](mailto:michael.wiedorn@modlangs.gatech.edu)  
GPA FY 2013 Award: \$55,000

Senegalese Curriculum Development for Georgia is a four-week group project that will bring one Georgia Tech faculty member as Program Director, the Georgia Tech Associate Director for Teacher Education Partnerships, and eleven Atlanta public high school teachers to the West African Research Center in Dakar, Senegal. There they will study the Wolof language and Senegalese culture, neither of which is available for study in the Atlanta area, a city hosting the country's second-largest Senegalese population. The project's central objectives are curriculum development at the high school and university level, in addition to creating exchanges and collaborations among educators and their surrounding communities in Senegal and Atlanta. This project will use the Georgia Intern Fellowships for Teachers (GIFT) program for pre-departure and follow-up programs as well as the connections already in place thanks to School of Modern Languages study abroad programs and Georgia Tech's relationship with Atlanta Public Schools, and minority-serving institutions (MSIs) in particular.

PR Award #: P021A130025  
Grantee: King's College  
Host Country: Uganda  
Project Director: Margarita M. Rose  
Telephone: 570-208-5900, extension 5778  
E-mail: [margaritarose@kings.edu](mailto:margaritarose@kings.edu)  
GPA FY 2013 Award: \$75,000

With the arrival of Universal Primary Education in Uganda in 1997, came a tremendous outpouring of parental interest in sending children to school. However, with inadequate resources - particularly school facilities and trained teachers - Uganda's public schools became even more stressed and unable to meet their students' needs. The resulting poor performance of some schools left students and parents desperate to find alternatives. Into this environment has entered a private school sector - different from the long-standing mission schools - that seeks to capitalize on the desires of parents who can afford to leave, or never enter, the public school system.

The parallels between the Ugandan experience and the educational environment in the United States, in which charter schools are mushrooming in every state, create a unique and fascinating opportunity for K-12 administrators, post-secondary educators and pre-service teachers to assess the costs and benefits of several models of education - public, private, and religious.

Under the Fulbright-Hays Group Projects Abroad Program, King's College will offer a short-term area studies and language seminar in Uganda for K-12 administrators/teachers, post-secondary educators, and pre-service teachers in July, 2014. This group project abroad will raise questions about the choices that parents in Uganda make, and the responses of school administrators and faculty in each of the three settings. It is expected that the analysis generated by this group project will be a springboard for examining similar questions in other countries.

The project will immerse participants in a cultural, linguistic, economic, and political milieu that will enrich the teaching and learning environment in which they do or will work. Thus, it will broaden the global outlook of American educators and deepen their understanding of East African society, and in particular of Ugandan education. Project participants and host country partners will both benefit from the activities detailed in this proposal to meet four objectives:

- Understand the challenges and opportunities facing the educational system in Uganda today, particularly since the removal of fees to attend government schools.
- Increase awareness of East African culture in general and Ugandan society in particular, given the country's long-standing relationship with the United States.
- Identify strategies for teaching, learning, and administration that may be transferable to educational activities in Northeastern Pennsylvania.
- Create opportunities for ongoing collaboration among the project participants, both in the United States and Uganda.

Employing a variety of assessment methods, the project will identify areas in need of improvement for achieving these objectives and make adjustments accordingly.

PR Award #: P021A130048  
Grantee: SUNY at Buffalo  
Host Country: China  
Project Director: Lilliam Malave  
Telephone: 716-645-4060  
E-mail: [malave@buffalo.edu](mailto:malave@buffalo.edu)  
GPA FY 2013 Award: \$70,000

The purpose of this project is to implement a research-based culture and language immersion to develop National capital in Mandarin as a foreign language and Chinese culture international studies. The Project is a collaborative effort between the Graduate School of Education, the University at Buffalo Confucius Institute, the GSE Center for Comparative and Global Education, the Department of Learning and Instruction, the Office of Chinese Language Council (Hanban), and Capital Normal University in Beijing, China. Participation in this Project will increase the Mandarin language proficiency and, knowledge of Chinese culture and history of five foreign language pre-service teachers and five educators/ currently teaching and/or administering programs in the field of foreign languages and international studies in Western New York elementary or high schools. Specifically, the project will provide Mandarin language and Chinese culture immersion classes, seminars, tutoring, home stay, and guided sight visits through an eight weeks intensive immersion overseas stay in China and, pre-departure and post-travel follow- up activities in the University at Buffalo.

The overseas experiences will focus on the study of historic China- such as Beijing as an imperial capital with emperors who ruled from the Forbidden City- and on the study of a modern- contemporary China, such as the modern City of Shanghai in the Central-East Region. Pre-departure guided activities will include: Mandarin language and Chinese culture classes, lectures, speakers and celebrations as well as, individual tutoring, and orientation workshops to distribute relevant travel related information, prepare the participants for the immersion study abroad, and collect data. Post-travel guided follow-up activities will be implemented to collect data and assist students integrate Mandarin language and Chinese culture content knowledge, including a theme based curriculum unit –capstone project. A small-scale study was integrated in the evaluation plan to determine the participants’ Mandarin language gains and, increases in pre- and post-knowledge of Chinese culture and their perceptions of it, as well as cognitive changes. The Evaluation Plan’s framework utilizes a Comprehensive Evaluation Model used for evaluating nontraditional education programs. Quantitative measures will determine the pre-and post-Mandarin language proficiency of the participants: amount of second language (Mandarin) use, time of exposure to the second language environment, and scores in a standardized international Chinese language test (HSK) to measure the ability of non-natives to communicate in Mandarin. An instructor made test and a survey will be used to measure content acquisition. Qualitative data will be collected from the participants’ journal/logs, discussions board dialogues, and the initial interview, project, debriefing sessions, evaluation survey, among others. SPSS and N Vivo computer programs will be used to organize, analyze, and help interpret the research and evaluation data. If funded, the proposal will be submitted to UB SBSIRB for an expedited review and approval. U.S. Department of Education reports will be completed as per GPA guidelines.

PR Award #: P021A130014  
Grantee: University of California, Berkeley  
Host Country: China  
Project Director: Andrew Jones  
Telephone: 510-642-2809  
E-mail: [afjones@berkeley.edu](mailto:afjones@berkeley.edu)  
GPA FY 2013 Award: \$79,750

The success of students in the United States depends on their ability to access and use tools for living and working in an increasingly global environment that includes interaction with China. These tools include language and culture training as well as understanding the historical and economic connections that the United States has with China and other parts of the world. Teachers in all subject areas need to broaden their own perspectives to include the world in their lesson plans. Introducing teachers to China through this program model of immersion will allow them to gather the primary source material necessary to teach knowledgeably and effectively.

This five week project was developed by the Institute of East Asian Studies at University of California (UC) Berkeley in partnership with San Mateo County Office of Education, the UC Los Angeles Confucius Institute and Shanghai Jiao Tong University, China. The main activities consist of: 1) one week pre-departure orientation; followed by 2) four weeks field study in China. Afterwards teachers will engage in 3) further lesson plan development; and 4) classroom teaching of developed lesson plans and demonstrations/presentations to other teachers. For the 2014 Summer Institute, graduates from the UC Berkeley School of Social Welfare who work in K-12 schools will be included in the program to develop global competency skills among school counselors who advise students from diverse populations.

The Summer Institute begins with an intensive one week pre-travel course. Initiated in 2007, the program draws upon the resources at UC Berkeley, the San Francisco Asian Art Museum, and other regional institutions. Teachers participate in coursework that prepares them for the upcoming travel experience, including language lessons. UC Berkeley and Stanford faculty cover topics that consider ancient China to modern times while providing content with which teachers can begin to develop standards based lesson plans.

The four week field study in China is hosted by Shanghai Jiao Tong University and begins there with lectures from Chinese faculty that mirror the topics covered in the pretravel orientation. Other cities include Xi'an, the ancient capital city and eastern terminus of the Silk Road, where a thriving global economy existed over 1000 years ago; Dunhuang where restoration efforts of the Mogao Caves are on-going; Beijing, the current capital city, where the teachers will hear lectures on policy to address issues in a modern China that is juxtaposed with historical reminders of its dynastic past. Participants will meet in teacher learning communities to collaborate and share ideas during the lesson planning process.

PR Award #: P021A130060  
Grantee: University of Wisconsin-Whitewater  
Host Country: China  
Project Director: Yan (Katrina) Liu  
Telephone: 262-472-5820  
E-mail: [liuy@uww.edu](mailto:liuy@uww.edu)  
GPA FY 2013 Award: \$70,000

In this age of globalization, international education and especially study abroad programs must be used effectively to achieve the nation's educational and security needs. Unfortunately, past models of study abroad that focus on experiential education for college juniors and seniors focusing on intensive language study will not suffice to attain 21st century goals. Studies show clearly that early, enthusiastic involvement with international education is key to increasing and deepening student engagement with the rest of the world, and to boosting international travel later in life. Therefore, it is vital that international education reach into K-12 education first and foremost by providing effective study abroad programs for teachers, administrators, and teacher educators. This project provides a model for just such a program, bringing together pre-service and in-service teachers with K-12 administrators in a focused, five-week program that includes intensive Mandarin language study and a four-week study tour in China. Participants spend the five weeks of the program learning about China through both academic and first-hand approaches, and then create curriculum materials and development plans that are immediately applicable to their classrooms, schools, districts, and teacher education programs. These materials will then be made freely available to the public on the Web sites for ideas (Wisconsin educators professional development), Outreachworld.org, and the Confucius Institute to assist and inspire other educators across the country. In addition, the participants will make connections with peer institutions that they will then be able to parlay into student and teacher exchange programs.

A partnership of three U.S. institutions (the University of Wisconsin-Whitewater College of Education and Professional Studies, the University of Wisconsin-Madison Center for East Asian Studies, and the Confucius Institute at the University of Wisconsin-Platteville) with Shanghai Normal University in China, this project includes the following goals: (1) to enable participants to incorporate knowledge about China into their curricula; 2) to support efforts by participants to infuse collaboration with Chinese peers and study abroad exchange programs in China into their curricula; 3) to assist participants in developing the expertise and resources to improve international teaching and exchange programs in the future; (4) to enhance participants' cultural and global awareness through multiple modalities of exploration and critical reflection; (5) to develop a learning community crossing the boundaries of subject areas, grade levels, and nations to co-construct the knowledge and wisdom to prepare 21st century globally competent teachers; (6) to build an online repository of curriculum materials and instructional strategies for teaching about China. This project thus fulfills the objectives of the GPA program to meet the nation's security and economic needs by developing the capacity in the Wisconsin K-16 school system to teach about China. The long-term results of this program will be the development of more sophisticated international collaboration, study abroad, and student exchange activities at all levels of education, and the cultivation of new generations of globally aware students through the development of international capacity in their teachers and their schools.

PR Award #: P021A130016  
Grantee: The University of Findlay  
Host Country: Japan  
Project Director: Hiroaki Kawamura  
Telephone: 419-434-4619  
E-mail: [kawamura@findlay.edu](mailto:kawamura@findlay.edu)  
GPA FY 2013 Award: \$70,000

The University of Findlay (Findlay), a global university comprised of over 3,700 students from 31 countries, respectfully requests a grant in the amount of \$98,858.00 from the U.S. Department of Education's 2013 Fulbright-Hays Groups Projects Abroad (GPA) Short-Term Projects to enable one University faculty member, ten current K-12 educators, and two University of Findlay students pursuing a teaching license in social sciences or humanities to travel to Japan on a four and one-half week trip in the summer of 2014. This application is being submitted under Project Type 1: Short-Term Seminar Project. Findlay will be applying for both competitive preference priorities with this submission.

As a Title III-eligible institution, Findlay serves many low-income and first-generation students. Seventy-five percent of the undergraduates at Findlay are from the small cities and rural areas of Hancock County and northwestern Ohio. Further, Hancock County is home to six Japanese automobile manufacturing companies, and approximately 1.7 percent of the population is Asian (2010 United States Census). Together, Findlay faculty and students and Hancock County K-12 educators will engage in substantive training and thematic focus on Japanese, part of the U.S. Department of Education's list of Less Commonly Taught Languages.

The overall goals of this project are to enable the selected participants to: (1) integrate Japanese language and cultural instruction into their K-12 social sciences and humanities classrooms through an interdisciplinary approach; and (2) identify methods and resources to initiate innovative student-centered learning activities between K-12 classrooms in both Japan and Hancock County to improve the current curriculum.

The specific objectives of this project are: (1) By August 1, 2014, the Project Director and project participants will increase their knowledge of Japanese language, history, religious tradition, and contemporary social issues around the theme of *Kyosei* [co-existence]; (2) By December 31, 2014, the Project Director and project participants will describe methods of improving their classroom curriculum by integrating new Japanese-related skills, knowledge, and professional networks with Ohio's New Learning Standards; and (3) By April 30, 2015, citizens of Hancock County will define how this project will impact the education of local K-12 students.

These project goals and objectives will support the Community Internationalization program of Hancock County and also Findlay's institutional strategic goals to expand outreach, engagement, and service as well as instate quality learning, scholarship, and performance. The project will be carried out through collaboration with Findlay's affiliated institutions and organizations in Japan.

PR Award #: P021A130058  
Grantee: Pennsylvania State University  
Host Country: South Korea  
Project Director: Daniel D. Foster  
Telephone: 814-863-0192  
E-mail: [ddf12@psu.edu](mailto:ddf12@psu.edu)  
GPA FY 2013 Award: \$74,750

In our globally interconnected world, a documented need exists for agricultural students to receive comprehensive global competence development training as part of their educational programs. Global competence is particularly relevant in the agricultural industry, which is faced with ever-changing demands in the agricultural, land use, and natural resource sectors. Penn State, with the University of Florida (UF), proposes an innovative study abroad experience for pre-service and current secondary school agriscience teachers in partnership with the agricultural education programs at Korean universities including Sunchon National University and Seoul National University. The program will build global competence and global citizenship by building linguistic and cultural competence through contextually relevant programming in school-based agricultural education and agriculture in Korea. Specific objectives are to: 1) Increase the global competence of pre-service and current agriscience educators; 2) Focus on the intersection of culture, language and the agriculture systems in Korea; and 3) Promote the integration of international studies into the K-12 agriscience classroom.

Participants will experience language training; learn about culture, history, agriculture, and agricultural education in Korea; and build skills through the unique experience of conducting co-teaching episodes in a Korean classroom with Korean colleagues. Post-travel activities will include one-day debriefing workshops at Penn State and UF, when participants will have an opportunity to reflect on their experience and develop an action plan for an outreach activity that will be identified during the program. Dissemination of information and learning obtained about the critical importance of global education will occur in part through these outreach activities, particularly participant presentations at state and national agricultural educator conferences in the year following the program. The formative and summative evaluation of the program will assess on-going implementation of the program and its effectiveness in achieving its objectives, including participant perceptions of their global competence knowledge and skills.

Current and future agricultural educators from the United States and Korea will benefit from this program because of increased knowledge and skills that will enable them to infuse their work with an international perspective. On a wider scale, agricultural education and both United States and Korean society will benefit from a cadre of trained teachers, current and future from diverse agricultural backgrounds and geographic areas, capable of advancing agricultural education's global mission and serving as positive change agents in their professions. In the longer term, program participants will serve as leaders in integrating international agriculture concepts into the schools and other workplaces in the future.

PR Award #: P021A130011  
Grantee: William Paterson University of New Jersey  
Host Country: South Korea  
Project Director: Heejung An  
Telephone: 973-720-2280  
E-mail: [anh2@wpunj.edu](mailto:anh2@wpunj.edu)  
GPA FY 2013 Award: \$85,000

William Paterson University of New Jersey (WPUNJ) proposes a four-week GPA program to South Korea focusing on: 1) the comparative exploration of education systems and practices; 2) the historical and cultural dynamics of Korea, and its relations to the U.S; and 3) critical global issues such as environmentalism, migration, and globalization as rich resources for teachers in U.S. classrooms. The GPA is intended to be a collaborative project across the Colleges of Education, Humanities, and Social Sciences. Participants will be pre-service teachers from WPUNJ specializing in humanities, social studies, foreign languages, current K-12 teachers from the Paterson and Passaic school districts, identified as “high-needs” districts, as well as teachers from school districts in Northern New Jersey where there are a significant number of Korean students. The goal of the project is to enable participants to have an intercultural experience that will enrich pedagogy and content in teaching East Asia in U.S. schools, and to enable them to critically compare pedagogical approaches and techniques from cross-cultural perspectives. The project will also build a critical learning community of social studies and global studies teachers in New Jersey by fostering mentoring and leadership skills among participants.

Korea is a site of critical importance to understand the history of power relations, trade, and the migration of people within East Asia. Due to its geographical location, the Korean peninsula has long been a site of contention between surrounding regimes and ethnic groups, and also a showcase of the philosophical ideas, religions, languages, and arts that traveled through the peninsula. As the only remaining country divided by the ideological tension of the Cold War, Korea is a living classroom of contemporary world history and a poignant case study to critically examine war, peace, and human rights. Korea’s post-World War II history provides rich resources to understand the relationship between the United States and world history, and many of the contemporary political issues we deem important to engage in with historical lessons. The group will visit five cities or clusters of historical cities (Seoul, Gongju, Gwangju, Busan, and Gyeongju) in South Korea to participate in different learning and enrichment activities corresponding to the three core objectives of this project. Throughout the project, participants will receive substantive language training through formal instruction by a certified Korean language instructor and will enhance their communication skills through cultural immersion.

South Korea is also highly regarded for its remarkable educational successes, particularly its implementations of educational technology in public schools, and its adoption of national curriculum standards for more than four decades. Participants will visit the Korean Institute for Curriculum and Evaluation (KICE), as well as the Korea Education & Research Information Service (KERIS), in order to learn about the South Korean educational system and its approaches and educational technology initiatives, and will visit schools in which digital textbook efforts are being implemented.

PR Award #: P021A130073  
Grantee: Bowling Green State University  
Host Countries: Greece, Hungary, Poland  
Project Director: Timothy Murne; Heather Elliott-Famularo;  
Telephone: 419-372-7983  
E-mail: [tmurnen@bgsu.edu](mailto:tmurnen@bgsu.edu)  
GPA FY 2013 Award: \$70,000

Under the Fulbright-Hays Short-Term Group Project Abroad, Competitive Preference Priority II, this project will enable three Bowling Green State University (BGSU) faculty, three BGSU students, and six K-12 educators (four teachers and two administrators) to travel to Poland, Hungary, and Greece on a four-week trip. Following the lives of four Toledo, Ohio survivors of the Holocaust, participants will collect primary and archival research on the historic events of the Holocaust, and engage in intercultural activities with Jewish and non-Jewish citizens in the host countries, for the purpose of developing curriculum that addresses the impact of the Holocaust on the contemporary civic responsibility of individuals today.

The specific objectives of this project are: (1) to study the historical impact of the Holocaust on the current cultures of Poland, Hungary, and Greece; (2) to collect archival research and primary interviews/video and audio footage that could not be collected without traveling abroad; (3) to further document the lives of four Toledo, Ohio area Holocaust survivors; (4) to work individually and in teams to develop interactive 21st century digitalized curriculum materials; (5) to train participants to be curriculum leaders in the development and dissemination of new curriculum; and (6) to nurture and support ongoing partnerships and collaborations across cultural boundaries, both within the Toledo, Ohio area, and internationally.

These project objectives support BGSU's mission: Bowling Green State University (BGSU) provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

PR Award #: P021A130015  
Grantee: University of Iowa  
Host Country: Russia  
Project Director: Irina Kostina  
Telephone: 319-335-0171  
E-mail: [irina-kostina@uiowa.edu](mailto:irina-kostina@uiowa.edu)  
GPA FY 2013 Award: \$75,000

The main goal of our project is to provide intensive professional development to current and emerging U.S. teachers of Russian Language from multiple institutions across the country at the K-12 and college level. The corresponding objectives are: (1) to dramatically improve their language proficiency as well as their expertise with standard based teaching and testing used in the United States and Russia; and (2) to immerse them into contemporary Russian life.

A group of 12 educators will travel to Moscow, Russia, for four weeks to participate in intensive workshops focused on language training (43 hours), tester training (43 hours) and culture (60 hours). Based on each participant's tested language level, each member will be placed into one of two groups (Intensive Language Learning or TORFL Tester Training). Additionally, an extensive online pre-departure training seminar (20 hours) will help participants leverage the program in Russia. Also, follow-up webinars and a final online conference (6 hours) after they return from Russian will guide participants in transforming their experiences into multimedia teaching materials.

The Russian language department at the Plekhanov Russian University of Economics (PRUE) is the main site in Russia for this project. At PRUE, we have a group of professionals who are motivated, reliable and familiar with the logistics of hosting language learners from our previous collaborative projects.

The evidence of learning will be documented by various certificates (CEUs certificate for the pre-departure training, TORFL certificate for the language training, and TORFL Tester certificate for the tester training) and online open-access multimedia-teaching materials resulting from the culture module (to be published on our projects' Web site).

Our evaluation plan includes mechanisms to monitor and assess quality of the instructional training and culture tours; additionally, a qualified external evaluator in Russia will provide an independent assessment of the overseas program success.

The culture module of our program includes various unique features to maximize the participants' professional development:

- Lectures delivered by professionals from various geographical regions in Russia
- (Moscow, St. Petersburg, Nizhniy Novgorod, Yekaterinburg, Tyumen, Omsk and Vladivostok) to provide an in-depth look into contemporary Russia.
- Additional guided speaking practice is integrated into cultural visits.
- A two-day educational trip to experience life in a Russian province.
- Individual projects include interviewing and observing everyday-life of Russians
- from various social backgrounds.
- Multimedia teaching materials and photo collections resulting from the trip.

PR Award #: P021A130041  
Grantee: Juniata College  
Host Country: Morocco  
Project Director: Michael Henderson  
Telephone: 814-641-3497  
E-mail: [henderson@juniata.edu](mailto:henderson@juniata.edu)  
GPA FY 2013 Award: \$65,000

Juniata College will partner with Ibn Ghazi Arabic Institute in Morocco to provide a six-week study-abroad opportunity for faculty members and high-school teachers and/or pre-service teachers from the rural central Pennsylvania region surrounding the College to strengthen area studies and language skills. The overarching academic goal of the project, “North Africa: Memory, Conflict, Reconciliation, Renaissance,” is to integrate the cultural history of North Africa into social sciences and humanities curricula in rural central Pennsylvania’s K-12 educational institutions. It encompasses five specific objectives: **1. To develop and disseminate new knowledge of content area and interdisciplinary K-20 curriculum resources for understanding the complex cultural crossroads that inform the Arab world.** **2. To foster collaboration and interdisciplinary curriculum development.** Each participant from Juniata will be expected to demonstrate how the learning objectives in their courses have been informed by the GPA. Each K-12 participant will be required to produce at least one new or revised course syllabus, or course module, as allowed by the school district. **3. To foster collaboration between Juniata College and the K-12 school districts with new institutional partners in Morocco.** At least one partnership should result for each participant’s institution. The effect of these collaborations will be multiplied through connecting with the project’s four collaborating institutions. **4. To encourage interest in developing Arabic language programs at the College and secondary-school level.** This will be accomplished through collaboration and innovative use of limited resources. **5. To achieve an intermediate-low level of proficiency among the participants by the completion of the overseas phase.** Intensive instruction in Modern Standard Arabic in Morocco should result in participants achieving an intermediate-low level of speaking proficiency.

The program will feature intensive Arabic-language instruction, accompanied by lectures, readings, and experiential learning opportunities on the history, cultural diversity, and contemporary concerns of the region of North Africa, with special emphasis placed on the role of Morocco within that geo-political context. The academic focus of the program will examine how the colonial and postcolonial encounters with sub-Saharan Africa, Europe, and the Middle East have influenced modern Morocco. Within that historical framework, participants will investigate whether the events of the Arab Spring of 2011, which fundamentally changed most of North Africa, are symptomatic of yet another period of internal and international conflict in the region, or if they are part of a wider cultural renaissance taking place on the entire African continent. Pre-departure readings, seminars, and lectures will focus on the confluence of Spanish, French and Moroccan history as a lens for understanding the language, literature, social institutions, and cultural practices in contemporary Morocco. Participants will be required to write model lesson plans, design their own curricular modules, and incorporate what they learn in existing or new courses dealing with African Studies, post colonialism, and intercultural competency, as well as to share their experience in a peer-reviewed event that will be open to the public.

PR Award #: P021A130055  
Grantee: University of California, Los Angeles  
Host Country: Morocco  
Project Director: Azeb Tadesse  
Telephone: 310-825-2877  
E-mail: [atadesse@international.ucla.edu](mailto:atadesse@international.ucla.edu)  
GPA FY 2013 Award: \$75,000

University of California, Los Angeles (UCLA) African Studies Center's six-week GPA "*Preserving Traditions: The Gnawa of Morocco*" will build on participants' existing knowledge and experience to enhance their understanding of Africa, North Africa and Morocco with the aim of expanding their ability to fluently teach about Africa and become thought leaders in their schools and communities. Direct personal experience will broaden teachers' vision of Africa and support more well-informed and balanced teaching about the continent. With first-hand knowledge and experience, teachers will be more disposed and equipped, not only to cover what little Africa content might be available in existing textbooks, but to go beyond and develop original units on Africa.

This project will build on previous successful GPAs to provide 10 teachers with Arabic immersion language training; ability to gain deeper understanding of the Gnawa by actively participating in one of the most diverse music festivals in the world; the means and media to bring their experience alive in the classroom, school, and school system. The project will also build a foundation for educators to continue their scholarship of Arabic and African Studies by providing participants with Modern Standard Arabic instruction and four UNEX quarter units in Education upon successful completion of their curriculum unit.

This GPA is unique in that it will be in Morocco during Ramadan, enabling teachers to observe and/or to take part in all the activities of Ramadan from fasting to *suhor* and *iftar* and taking part in *Eid*. It will also be partnering with influential local partners Association Essaouira Mogador and the Gnawa Music Festival. Lastly, it will be partnering with The Africa Channel, which has a viewing audience of 15 million in the United States, 14 million in the United Kingdom and additional millions in the Caribbean, Asia, and the Middle East, to film and broadcast the GPA's experience.

Daily instruction in Arabic and seminars will be supplemented by site visits and daily interaction with the local population, creating a multidimensional, dynamic learning environment. This project will provide an experiential learning program exploring the Gnawa and Gnawa music as an explicitly visible African heritage of Morocco underscoring the importance of preservation of tradition in a rapidly globalizing world. Participants will experience the juxtaposition of the ancient and contemporary in a manner that will challenge ideas such as 'west' and 'east', 'traditional' and 'modern' and the notion that Africa is the 'dark continent' long absent from world events and a passive actor in history. The project's itinerary includes visits to active commercial capitals, learning and spiritual centers, and centers of power that offer a wide sampling of contemporary cultures, remote village life, and urban life in Africa. Follow-up activities will include working with participants to develop units through a feedback and implementation plan.

PR Award #: P021A130067  
Grantee: University of New Haven  
Host Country: Morocco  
Project Director: Halima Belemlih  
Telephone: 203-479-4575  
E-mail: [hbelemlih@newhaven.edu](mailto:hbelemlih@newhaven.edu)  
GPA FY 2013 Award: \$55,733

Historically and culturally Morocco is and has been at the intersection of Europe, the Middle East, and Africa. The University of New Haven (UNH) will provide an opportunity for K-12 educators in Connecticut and pre-service teachers in the UNH graduate education program to participate in a four-week study abroad program in Morocco.

The program is divided into three stages. 1) The pre-orientation program includes: Formal and Moroccan Arabic language instruction; on-site lectures; guided readings and dialogue with other participants. 2) An intensive four-week study abroad component including: 40 contact-hours of Formal and Colloquial Moroccan Arabic study; lectures and seminars that cover a broad range of historical and contemporary issues such as politics, religious diversity, multiculturalism, gender, cultural geography, global economies; and K-12 educational policies and practices. Classroom learning will be supplemented by visits to important sites in Rabat, Casablanca, Tangiers, and other locations and home stays. Participants will engage in dialogues with their Moroccan K-12 counterparts. 3) During the post study abroad program participants will complete important products that have four levels of sustainability: student instruction, professional service, community outreach, and global partnerships. A comprehensive evaluation plan, including assessments at every stage of the project, ensures that the goals of the project are achieved and also will assist in project sustainability beyond the term of the grant.

This project is responsive to the position statement of the Connecticut State Board of Education that emphasizes the importance of developing culturally responsive educators. The multidisciplinary project team at UNH, in collaboration with Moroccan scholars and educators, will have a positive impact on UNH's Modern Language and Global Studies programs, the Education Department, and K-12 school districts and communities throughout the State of Connecticut. The participants will receive training in use of ethnography and technology to disseminate curriculum materials developed through this program for use by educators across the United States.

PR Award #: P021A130071  
Grantee: Auburn University, Montgomery  
Host Country: Belize  
Project Directors: Denise Davis-Maye, Annice Dale Yarber  
Telephone: 334-354-1697; 334-221-7363  
E-mail: [ddavisma@aum.edu](mailto:ddavisma@aum.edu); [ayarber@aum.edu](mailto:ayarber@aum.edu)  
GPA FY 2013 Award: \$70,000

The Summer Institute on the Welfare of Women in Belize (SIWWB) will examine the social, cultural and economic welfare in Central America. The purpose of the project is to develop a comprehensive curriculum on the cultural history and current status of women in Belize. SIWWB will consist of fifteen participants including the two Co-Project Directors, six faculty members in the area of social sciences, humanities, social work, and history; and seven primary (K-12) school educators responsible for curriculum delivery in social studies, visual and language arts, music, science and the education of exceptional students.

The SIWWB will be divided into three phases:

- 1) Pre-departure phase
  - a. All participants will attend a two-day pre-departure orientation in April 2014 on the campus of AUM conducted by the Co-Project Directors.
- 2) Overseas phase
  - a. The four-week overseas phase in Belize will be divided into six distinct segments: approximately 30 days of academic programming in the districts of Belize, Dangriga, San Ignacio, Orange Walk, Belmopan, Punta Gorda, and Belize City. Participants will explore three main areas: 1) gender roles and other factors influencing the well-being of women in Belize; 2) study of the cultural heritage and contributions of ethnic groups in Belize, and finally; 3) faith and family structures in contemporary Belizean culture.
  - b. At the mid-point of the overseas phase (approximately Day 15), each participant will conduct a 20-minute, mid-project presentation describing the relationship between their area of study and knowledge attained to date, including a description of the manner and degree to which the content has informed the further development of their modules or curricular units.
- 3) Post-seminar phase
  - a. This phase is concerned with integrating the knowledge gathered into curriculum modules and evaluating the program. Curriculum units and media resources developed by the team will be widely disseminated. A conference will take place six months after the overseas phase on the campus of AUM as a culmination of the SIWWB project.

###