



SPRING 2021

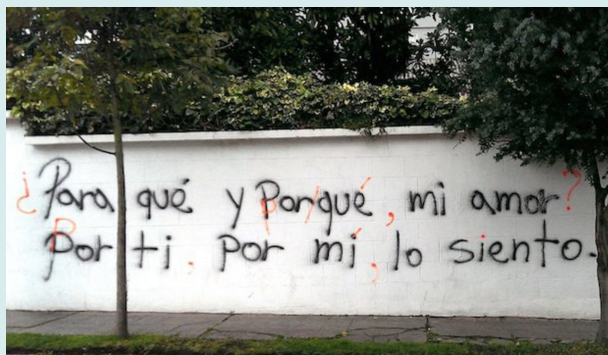
PASSEPARTOUT

Office of International Education Newsletter

Passepartout is an occasional newsletter of the Office of International Education (OIE) at Harper College. Named after Phileas Fogg's valet Jean Passepartout in Jules Verne's novel *Around the World in Eighty Days*, our newsletter is your passport to the world of international education at the college.



Fun Facts



In Quito, Ecuador there is a group of vigilantes known as "Acción Ortográfica Quito" who go around correcting the bad grammar they find in graffiti.

Source: The Guardian



The Canadian Flag that flies over the Peace Tower and the four on the East Block and West Block of the Canadian Parliament is changed every weekday. Used flags are then given away. Any Canadian resident may request one of these flags.

Source: Canada.ca

WHAT'S NEW IN INTERNATIONAL EDUCATION AT HARPER COLLEGE

Globally-Infused Curricula make their debut in a Continuing Education course.

In an interactive learning environment with faculty from different disciplines, participants will learn about and research the history of sugar as a plant, food supplement, and a global commodity.

Topics covered will include

- how sugar entered the human diet by accident
- how it was considered a rare and expensive spice in the Middle Ages
- how it drove the Atlantic slave trade from the 16th through 18th centuries
- how it threatens our environment, our societies, and our health

Every week, an instructor from a different discipline will offer perspectives and background information on sugar according to their subject field and provide readings that engage the topic of sugar.

Week 1 - Introduction: Rich Johnson

Week 2 - Chemistry: Joe Wachter / Julie Ellefson

Week 3 - Geography: Mukila Maitha

Week 4 - Biology: Nellie Khalil

Week 5 - Anthropology: Tiffany Jones

Week 6 - Sociology: Monica Edwards

Week 7 - History: David Richmond

Week 8 - Literature & Wrap-up: Rich Johnson

If you would be interested in participating in a future Globally-Infused course or have an idea for a global commodity, get in touch with the Office of International Education.

WHAT'S NEW

ENG 101 Students to Participate in Soliya Connect Program



This spring, Rich Johnson's ENG 101s will look a lot different than they have in the past and not just because they're online.

The Office of International Education has partnered through the Stevens Initiative with Soliya Connect to bring together Rich's students and students from the Middle East and North Africa to have guided conversations on topics chosen by the students like family, culture, the role of men and women in society, stereotypes, and more.

The class will focus on Intercultural Dialog and Exchange. All the readings and assignments for the course are geared toward preparing the students through self-reflection for interactions with peers studying in the Middle East and North Africa. They will be taking pre and post intercultural surveys, a couple of the Implicit Association Tests, and working on individual intercultural development plans.

In the second half of the semester, students will interact directly with peers on a weekly basis to discuss issues and topics that interest them, like family, identity, popular culture, contemporary politics, stereotypes, whatever they come up with together. These discussions will be led by a trained cross-cultural facilitator.

Students will not only achieve all the learning outcomes of ENG 101 but also gain critical 21st-century skills and attitudes needed to succeed in an interconnected and multicultural world that will enhance transfer applications and be attractive to future employers.

We hope that virtual exchanges continue in the future. If you are interested in learning more about how to incorporate a virtual exchange program into your course, contact internationaled@harpercollege.edu

Virtual Partnerships with SENA Colombia

Through Harper College's membership in Community Colleges for International Development (CCID), the Office of International Education is exploring partnerships with three Colombian postsecondary training institutions through a program with the National Training Service (Servicio Nacional de Aprendizaje or SENA) of Columbia.

From our initial contacts, we feel that there are some possibilities to connect our students with theirs. Our Colombian partners are eager to forge a relationship that ultimately might be very fruitful for our students in terms of their intercultural and professional development.

If you are at all interested and/or know of anyone else who might be, please contact the Office of International Education at your earliest convenience.



WHAT'S NEW



Bringing the Rainforest to Harper College Students

Nellie Khalil

With sounds of tropical birds like the Three-wattled Bellbird and the Montezuma Oropendola in the background, the El Jamaical Field Station in Costa Rica has long served as a second home to Harper students studying field biology abroad during the winter intersession. The field station, which contains large tracts of primary and secondary premontane tropical forest, is nestled between the Alberto Manuel Brenes Biological Reserve and the town of San Ramon. The field station not only provides a great environment for students to study biodiversity and tropical ecology, but the field station managers, Gustavo Orozco and his wife Katherine Peña, have inspired students throughout the years to learn more about biological conservation, sustainability, and Costa Rican culture.

Due to the COVID-19 pandemic, students were unable to travel to the El Jamaical Field Station this past academic year, yet members of Harper's biology department still wanted students to be able to experience the wonders of tropical forests and learn from Gustavo's vast knowledge of the organisms and ecological processes contained therein. As a result of this desire, a collaboration between Gustavo, the biology department, and the Office of International Education formed to help bring the rainforest to our students. During the fall semester, Gustavo and Katherine developed a series of seven video modules from the field station, exploring topics ranging from endangered species, soil chemistry, ethnobotany, biodiversity, to conservation in tropical forests. These videos have been used in multiple biology courses and have given students a wonderful opportunity to explore the tropics at a time when many of them cannot leave their neighborhoods.

The partnership between Gustavo and the Office of International Education continues this semester and may include live virtual exchanges between students and Gustavo, in addition to video modules exploring topics related to Costa Rica. These exchanges and modules can explore a myriad of topics related to Costa Rica, including biodiversity, food, geography, and indigenous groups.

Any faculty interested in having their courses be a part of this collaboration can contact the Office of International Education for more information.

Office of International Education Announces the Campus-Wide Search for the Next Faculty Director

At a time when global travel is more difficult but global interconnectedness is increasingly obvious, the need for strong leadership in international education is compelling. Harper students, faculty, staff, and administrators benefit from a focus on global learning in its many dimensions. The Office of International Education has an internationally-recognized and awarded track record of supporting these efforts; the future director needs the vision to continue and expand this work going forward in uncertain but exciting times. Tenured faculty who have received at least one promotion are eligible to apply for the position, which will offer nine credit hours of release time per semester. Applications are due by February 19, 2021.

[Click here](#) to see the website for more information about the position and details about how to apply.

OIE AND FRIENDS PRESENTATIONS AND PUBLICATIONS

In this pandemic year, CCID is holding a virtual annual conference, we have a record number of Harper faculty and staff participating and presenting.

Strengthening the Collective Voice for Change: Toward a Framework for Building Social Justice Leadership Capacity

In this presentation, a range of speakers including the co-creators of the Social Justice Leadership Certificate program, senior administrators, and faculty and staff alumni of the program discuss the genesis and value of the year-long professional development opportunity. Alumni, coaches, and present participants discuss their projects and the impact of the SJLC program on their intercultural and social justice leadership development. The objectives of the presentation include promoting similar programs at other institutions and orienting the audience toward an awareness of social justice in all areas of their institutions.

Addressing Environmental Justice Issues Through a Global Lens in STEM Courses

In this presentation, Julie Ellefson, Joseph Wachter, and Nellie Khalil extend their presentation at the 2020 #scholarstrike which focuses on environmental racism and environmental justice in the Chicago area. For the CCID presentation, they will discuss how various environmental issues not only affect local communities in the Chicago area, but communities abroad, as well, and how these issues are interrelated. Further, they will address how an interdisciplinary approach may help to engage students in the exploration of these sustainability issues.

Visualize This! Using Geospatial Technologies to Promote Global Learning

You are no doubt familiar with the COVID-19 Dashboard from Johns Hopkins University and its vivid visual representations of the pandemic and its spread. But many of us may not know that the power behind the Dashboard is an array of geospatial technologies. Members of the GIS CoP will focus on the application of these technologies to the global learning classroom, featuring the way in which Geographic Information Systems (GIS) and related technologies can transform curriculum in dynamic and engaging ways. Some topics covered in the presentation include using these technologies to visualize and compare data, create compelling narratives using interactive maps, and add dynamic value to education abroad programs.

INTERNATIONAL STUDENTS CLUB

Everyone is welcome!

Join us to have great conversations with our international students!

Thursdays, 3:30 PM on [WebEx Kathleen Reynolds's Personal Room](#)

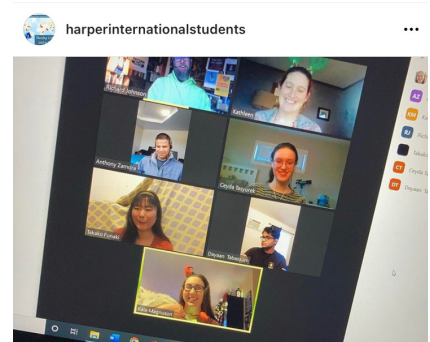
Meeting code: 969543079.

Access code: 969 543 079

Join by phone +1-312-535-8110 United States Toll (Chicago)

+1-415-655-0003 United States Toll

↖ Link to
WebEx



GLOBAL EDUCATION RESOURCES

Are you looking for resources, seminars, or workshops in international education?
Check out the [Professional Development list on our webpage](#)

Global Teaching Certificate GEC

In the near future, we hope to offer a series of interdisciplinary professional development workshops on global education curriculum infusion through the Academy. Faculty participating in 3 of the sessions would earn a Global Education Teaching micro-credential. If you are interested in this program either as an instructor or a participant, please let us know.

Stevens Initiative

Created in 2015, the Initiative is committed to helping expand the virtual exchange field through three pillars of work: investing in promising programs, sharing knowledge and resources, and advocating for virtual exchange adoption. The Stevens Initiative is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute.

Vision: Give every young person the knowledge, skills, and experiences they need to prosper in an increasingly interconnected world.

What is Virtual Exchange?

Connected Classrooms:

This program supports higher education institutions in Morocco, the United Arab Emirates, and the United States to build their capacity and prepare faculty to implement meaningful virtual exchange experiences for students. Successful, proven models of virtual exchange are integrated into institutions by linking classrooms in different countries and cultural settings.

Soliya Connect

Through a web-conferencing application, students speak face-to-face in groups of 8-10 global peers, with no more than two students from a physical classroom assigned to the same online group so as to ensure a deeply multilateral learning experience. Each group is led by facilitators trained to sustain dialogue and support an environment where students can comfortably explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thrive in an interconnected world.

[Soliya website](#)

Keep in Touch with OIE

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[Office of International Education
Webpage](#)

[Worlding US blog](#)

Click here



[Pinterest](#)



GLOBAL EDUCATION RESOURCES



Fulbright-Hays Group Projects Abroad

Short-Term Curriculum Development

A curriculum development team, composed of several faculty members or teachers or administrators, may spend four to six weeks in a foreign country or region acquiring resources materials for curriculum development in modern foreign language or area studies programs. Resource materials may include artifacts, documents, books, educational films, museum reproductions, recordings, and other instructional materials. The project shall provide a systemic use and dissemination of the acquired materials

Fulbright Foreign Language Teaching Assistant (FLTA) Grant

The Fulbright Foreign Language Teaching Assistant Program (FLTA) is sponsored by the United States Department of State's Bureau of Educational and Cultural Affairs (ECA). As part of the Fulbright Foreign Students Program, the Fulbright FLTA Program is designed to develop Americans' knowledge of foreign cultures and languages by supporting teaching assistantships in over 30 languages at hundreds of U.S. institutions of higher education. The program offers educators from over 50 countries the opportunity to develop their professional skills and gain first-hand knowledge of the U.S., its culture, and its people.

[Link for more information](#)

EDU-Africa Customized Virtual Exchange

Compared to traditional study abroad, Virtual Exchange boasts a low health and safety risk, is environmentally responsible, and is cost-effective. In a world that is increasingly dominated by technology, students enrolled in these programs will learn first-hand to navigate cultural norms, language barriers, time zones, and content on online platforms- integral skills in the ever-changing 21st century. Most importantly, it enables us to continue to foster global collaboration and connectivity between Africans and the world.

[EDU-Africa Virtual Exchange](#)

The Office of International Education at Harper College believes that global education is central to the mission of the college because it enhances student engagement, builds skills in problem-solving, critical thinking, recognizing bias, and tolerating ambiguity, develops student agency, and promotes career readiness. We believe that developing global perspectives among our students is a responsibility that we all share as educators. It is not the exclusive domain of any single department or program. We embrace the responsibility to help our students develop an understanding of the world as a single interdependent system comprised of many interacting parts.

If you would like to get involved with our programs and/or have suggestions for *Passepartout*, please contact internationalead@harpercollege.edu