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China



France



Trinidad & Tobago



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Cover Photo: Jonatan Payton, Business Management major (at a primary school in China)



Table of Contents

Editor’s Note.....	04
China Study Abroad by Ashley Griffin.....	05
China Study Abroad by Tahari Hart –Sanders, Chelsea Davis & Jonathan Payton.....	08
Trinidad & Tobago Study Abroad by Joi Bell, Channel Ayers, Gabrielle Potts.....	09
Trinidad & Tobago Study Abroad by Milira Holder, Keyonta Bigby & Jacquelyn Gillard.....	10
European Council Study Abroad , Paris, France by Kalisia Winkey.....	11
Trinidad & Tobago Study Abroad Faculty Report, Dr. Irma Gibson.....	12
China Study Abroad Instructions & Experience, Dr. Jianchuan Zhou.....	15
Study Abroad China: Integration of Western & Eastern Management Ideologies, Dr. Devi Akella.....	19
China 2013 Study Abroad-Faculty Perspective, Dr. J. Eve Lambert.....	23
Beyond Borders: An Overview of Global Teaching & Learning Opportunities, Dr. Katheleena E. Monds.....	25
ASU Global Lecture: Mr. Andrew Passen, U.S Diplomat in Residence, Southeast.....	27
2013 International Education Week, “Go Global is Everybody’s Business”.....	38
The Global Ambassadors at Albany State University, Albany, Georgia	32
Albany State University (ASU), Study Abroad Alumni and Countries of Study from 2010-2013.....	35
ASU Study Abroad Scholarship Fund Form.....	38
2013 Study Abroad Donor Recognition List.....	39

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<http://www.asurams.edu/academics/global-programs/>

Editor's Note

International Education (IE) and Study Abroad

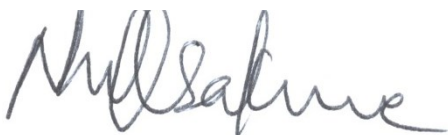
This volume of *ASU Global Issues* reflects international education activities, especially study abroad experiences at Albany State University (ASU), Albany, Georgia this past year. What we know so far is that all credible 21st Century educational institutions incorporate international education in their academic programs. The U.S. Department of Education supports campus internationalization and affirms the importance of international education by hinging its mission statement on promoting student achievement and preparing them for global competitiveness. The University System of Georgia does the same in stating its commitment in strengthening the global dimensions of teaching, learning, research, and service throughout the System, and in ensuring that "...all USG students attain an appropriate level of international knowledge and understanding that enables them to participate fully and successfully in a global society." (USG-IE mission statement)

The critical role of international education and global knowledge is not in question both from literature and practical evidence emanating from individuals who have been immersed in international education through study abroad and other international endeavors. In their introduction of "Profiles of Success at Colleges and University" Mary Grant and Marlene Johnson, both executive directors of NAFSA (Association of International Educators) reiterate the fundamental belief of NAFSA that "...international education and exchange encourages better relations and facilitates communication among people of different cultures"

The main content of the profiles describes milestone achievements on internationalizing the curriculum by the winning institutions. NAFSA believes that international education "...advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in global community." (NAFSA 2). This belief is fundamental in the establishment of international and global programs in most international institutions, colleges, and university, and is a precursor for study abroad and the quest for the presence of international students and scholars in colleges and universities in the United States. At ASU we identify strongly with these beliefs, which inform our mission statement and the strategic goal of "Leadership in community and global partnerships and service." Our commitment to this goal drives the establishment of faculty-led study abroad programs and our collaboration with institutions in the University System of Georgia and those abroad to ensure that ASU students and faculty have varied opportunities for study abroad and international exchange. ASU has an established history of campus internationalization and is continuing this trend.

This edition of *ASU Global Issues* comes on the heels of ASU's Interim President, Dr. Art Dunning, who has signaled his strong support for campus internationalization as he states his intentions to "take ASU's Study Abroad and International Education to the next level" (Executive Board meeting held at Albany Technical College). The students' accounts in this issue are examples of overwhelming experiences from study abroad in China, Trinidad and Tobago, and France. These narratives are primary data, which testify the immeasurable outcomes of study abroad. Each of the twenty-one students who studied abroad in 2013 has peculiar and distinct international experience that enriches his or her global and intercultural knowledge and skills.

The articles from faculty members who taught abroad reveal the detailed efforts that they vested in designing and implementing the study abroad courses. Knowing that students' international experience and global perspectives are crucial in 21st century education and global survival, I encourage you to read this issue diligently and to support all efforts to increase the number of students who study abroad and all components of campus internationalization.



Nneka Nora Osakwe, PhD
Director of Global Programs
Editor.



China Study Abroad

Ashley Griffin, Business Management Major, Albany State University-Albany, Georgia.
Global Ambassador, China (Best Study Abroad Student– Summer 2013)



The purpose of my study abroad program in China was to help me step outside of my comfort zone, experience different cultural aspects of others, and learn about the importance of the U.S. – China relationship within the business field through taking courses abroad.

Abstract

I will always cherish the experiences and cultural differences that I observed while in China. Being able to study the necessary courses that are needed to obtain my degree while I tour another country is truly a blessing. Some of these tours included: The Great Wall of China, The Forbidden City, Beijing Olympic Park, and Xiamen Daily and Evening News. Before this program, I'd never been out of the country. I never imagined that China would be the first country I would visit. Their lifestyle was so different from America's in many ways. While there, I was able to pick up on a lot of the Chinese language and study about their history and culture. As a business management major, the trips to the Xiamen Port Terminal and the Xiamen Combined Cycled Gas-Stream Turbines Power Plant were very fascinating. I was able to observe the management and marketing aspects of these notable Chinese companies. One class that was very interesting was the calligraphy class. Although we only met twice throughout the entire program, it amazed me to learn how to write Chinese characters. I feel that everyone should take initiative and become a part of this program. It's a wonderful experience to have. Being in China helped me to appreciate my country a lot more. Employers love prospective employees with global experience. So study abroad is an experience that many students should have before graduation.

The China Experience

As a study abroad student, I was required to take two ASU courses and the Chinese Culture and Language course, which consisted of five courses. Human Resource Management is one of the business courses that I took. This course is about management of human resources within an organization. I learned different theories and practices of human resources. Some concepts include: recruiting, development, performance appraisal, training, and diversity management. This course was taught by Dr. Devi Akella.

The meeting times and dates varied because of our touring schedule and other courses.

On average, we met in the Overseas Education College building at Xiamen University, three times a week during the morning hours. We received lectures in the classroom and assignments were submitted on Moodle, ASU's Online learning system.

Organizational Behavior was the second business course that I took. This course helped me to learn about the individual and group skills that are required for successful functioning within an organization. Some concepts we learned include: motivation, leadership, group-dynamic, culture, and global competition. With this course taught in China, I was able to compare and contrast the different personalities of employees and companies between two continents. This course was also taught by Dr. Devi Akella. The dates and meeting times varied. This course was face-to-face and hybrid, as well.

The Chinese Language course was taught by Su Lao Shi. Lao Shi is defined as "teacher." During this course, we studied various words and phrases of the Chinese language. We learned how to introduce ourselves, discuss where we are from and what we were studying, class schedules, favorite foods/drinks, and or family. It was taught in the Overseas Education College building. We attended this class a total of eight times during the program.

Calligraphy is the art of writing Chinese characters. We attended this class only two times. Since it's part of the culture course. Our instructor didn't speak much English. The first meeting we had a female instructor, and the last meeting we had a male instructor. We used brushes and ink to write the Chinese characters. This class was taught in the Overseas Education College building during the afternoon hours.

The Culture Lecture in English course was taught by Zhu Lao Shi. We met about eight times during the program. On the average, this course was taught during the morning hours. We learned how the Chinese people lived and the history of their culture. Some concepts include: Food dishes, historical sites, and the early days in China (A.D. and B.C.).

Paper-Cutting was taught by a female instructor. She didn't speak much English, but she was very helpful. This was more of a hands-on course. We met three times throughout the program. During these class times, we made several figures with sheets of colored paper. Some of the figures include: snowflake, Chinese character, and a circle of hearts.



The Kung-Fu course was also hands-on. This class was taught outside in front of a café which was down the hill from the Overseas Education College building. We attended this class a total of three times. Our instructor didn't speak any English. Therefore, this class was more interesting than expected. The four components including the kung-Fu class made up the Chinese language and culture course.

During our first few days, we did a lot of touring and sightseeing. The very first place we went was The Great Wall of China. This was my favorite place. It was a challenge but it was worth it. We climbed 1,300 steps to reach the top of the Great Wall. Once I reached the top, I was intrigued. This tour was on May 8, 2013 during the morning hours. Everyone from the program made it to the top. The Beijing Olympic Park was visited on May 8, 2013.

Being there reminded me of downtown Atlanta's Centennial Park. The Olympic park is bigger with wide and open space. Unfortunately, we weren't able to go inside the stadiums, but we were able to walk around the park and visit different vendors.

On May 9, 2013, we visited The Summer Palace, which is a park and UNESCO World Heritage Site in Beijing, China. It was formerly an imperial palace. This tour required a lot of walking. While there, I was able to see school aged children in their uniforms. They were also touring the palace. The structures were very beautiful, and I remember this tour being towards the afternoon hours because it was very hot on this day. The Forbidden City was a Chinese imperial palace during the Ming Dynasty and Qing Dynasty. We visited The Forbidden City on May 9, 2013. This was an interesting place to go because I remembered learning about this place during my grade school years. I never realized how big it was until I arrived. It was built from 1406 to 1420. Our tour guide shared with us that it would take about 2 full days to be able to see each room within The Forbidden City.

Dreaming of the Tiger Spring was a scenic and spring location in Hangzhou, China. This is where you can receive the freshest water in China. The water is known for brewing tea. While there, people were taking gallons of water right from the spring. We visited this place on May 12, 2013. The West Lake is a freshwater lake which is also located in Hangzhou, China. It was one of the most beautiful sites in Hangzhou. Its beauty has inspired many poets and painters.

The Kaiyuan Si temple was visited on May 20, 2013. It was a Buddhist temple located in Quanzhou. This was during the afternoon hours. It took about two hours to arrive in Quanzhou by van. This temple is the largest in the Fujian province.

The Quanzhou Maritime Museum was established in 1959. It's the only museum that has overseas relations as a special subject in all of China. We visited this museum on May 20, 2013. It consisted of two parts. The old one houses the ancient boats. The new one was completed in 1991.

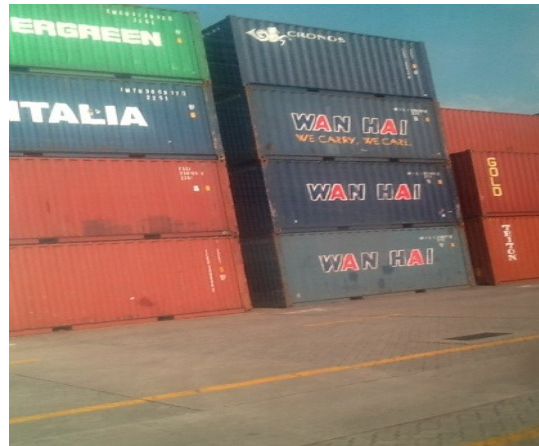
On May 24, 2013, we visited the Xiamen Combined Cycled Gas-Stream (CCGT) Turbines Power Plant. This was our chance to ask questions and take notes for our Human Resource Management and Organizational Behavior classes. The power plant is the first gas power project in China. Some of the employers who hold higher positions shared a power point presentation. Once the presentation was over we were able to walk around the power plant.

On one weekend, we traveled to Jimei, which was hosting the dragon boat races for the Chinese festival. I'd always seen this kind of activity on television. The dragon boat races were on May 26, 2013. There were over 2,000 people in attendance, and so many vendors on this day. We, as Americans, experienced the most culture shock; Everyone wanted to take our picture and take pictures with us. It became overwhelming.

The visit to the Women and Children's Hospital of Xiamen was very interesting. I'm not aspiring to be in the medical field, but I loved this tour. This was on May 28, 2013. We had a chance to see the newborn babies being taken care of, and we took photographs with parents and their newborn babies, and the pharmacy. My favorite part was learning about the pharmacy and its pharmacists.

On June 4, 2013, we visited the Xiamen Kindergarten School. I absolutely loved this trip. Although it was brief, I was able to communicate with the little children in China. I used what I had previously learned in the Chinese Language course. When we arrived, the children were doing morning exercises and getting ready for lunch. It was a great experience to be able to interact with the little kids.

Gulangyu Island is one of the top tourist destinations in China. We rode on a ferry to and from the island. Cars aren't allowed on the island. During this trip, I was able to purchase many souvenirs such as: authentic pearls, Christmas ornaments, and chopsticks. The island is also known as the Piano Island. It has produced many musicians. On this island, we visited the Piano Museum. This museum had many ancient, famous pianos that were used by old, famous musicians. This trip was taken on June 3, 2013.



The Xiamen Daily and Evening News trip was done on June 6, 2013. We took a tour of the building and were able to see the processes of how they publish the daily newspapers. We were able to view the factory where the newspapers are produced.

We visited the Hakka Walled Village on June 8, 2013. This is where the famous Hakka Houses are located. We had to travel up and down mountains to reach these houses. It is located in Nanjing County, China. It is about 3 hours away from Xiamen. It was designed for defensive purposes.

Our last field trip was on June 9, 2013. We visited the Xiamen Port Terminal. This terminal is where goods are imported and exported to different countries. This company has a relationship with a terminal located in Savannah, Georgia. Compared to the Power Plant visit, I enjoyed this visit better because it was more interesting.

Cultural Lessons/Knowledge Gained

I experienced many culture shocks while in China for the six weeks' time period. The first culture shock was on the first night regarding how the citizens would stare at me and touch my braided hair. Many people I came in contact with didn't speak much English. That was a challenge that I'm glad I was able to experience first-hand.

I plan to travel the world in the future. I can use the knowledge that I gained from this program to appreciate my country better than before. I will teach others that it's okay to step outside ones comfort zone to be able to experience cultures that are different from than ones' own.

Conclusion

All in all, this was the best experience that I've ever had. I had always planned to study abroad since I was in middle school. I never imagined that I would be studying abroad in China. During the first week it was challenging not being able to talk to my parents and friends. Once I adapted to living in China, I realized that there is so much in this world that I would love to see during my lifetime. There were times when I was ready to go back home. After being home for almost two weeks, I can truly say that I miss being in China. This is a program that I will never forget. The classes, the tours, and the trips were amazing. Some were more interesting than others, but I'm glad I was able to visit these places and learn the concepts that were taught to me.

China Study Abroad

Jennifer Swan, Arts and Computer Science major, ASU Gilman's Study Abroad Scholarship Winner 2013
Resting after my climb to the top of the Great Wall of China



Getting on a plane to live in China for six weeks was a new experience for me. It was exciting, surprising and an overall good experience. This opportunity taught me lessons about Chinese culture that I will never forget.

When getting on the plane, I was nervous. After putting up my bags in the overhead compartment and strapping my seatbelt, I tried to get comfortable. As soon as we were in the air, it felt like a car ride except for the constant ear popping. For the first time, I was able to see the clouds below and beside me rather than above me.

When we arrived in China, I could tell things were different. The air tasted, smelled and felt different. In the background, there were mountains and Chinese symbols on buildings. Instead of various types of people like in the US, nearly everyone was Asian. When arriving and waking up at the hotel, it felt surreal, yet it really existed.

Hangzhou was a major shopping area that we also visited. We bought different souvenirs and drinks, and it was good to window shop to make sure we got a better price if someone sold the same thing. We learned to haggle for a better price especially on outside shops. We also went to the Tian Square outside of the Forbidden City. We saw the Capital Flag of China. We explored the Forbidden City. We went to see the mistresses' room and the king's throne. This was red for good luck and gold for royalty. What I noticed was that the doors weren't actually real gold. Yet, there were a bunch of bat formations to symbolize more luck.

Tahari Hart Sanders, Pre-Nursing Major.
ASU Gilman's Study Abroad Scholarship Winner 2013

We climbed the Great Wall of China and toured the Beijing Olympic Park in Beijing, China. Climbing the Great Wall of China was one of the greatest things I could have ever done in my life. Chinese people consider me a hero because I climbed up 1,300 steps to get to the top and that is a great feeling to be considered a hero.

The Beijing Olympic Park was amazing. The structures of the buildings were so unique and extraordinary. Never in a million years would I have thought I would be fortunate enough to step foot on the grounds of the Beijing Olympic Park.



Chelsea Davies, Early Childhood Education Major



The China study abroad had several tours we experienced. On May 24th, we went to the Xiamen Power Plant. We took a tour around the power plant and learned how it works. On May 26th we went to the Dragon boat race and festival in Xiamen. We watched various races take place on this special holiday. My favorite tour was to the Kindergarten School in Xiamen on May 30. I had the chance to interact with children and see how they learn and play in their classrooms. I also enjoyed viewing the classroom and how it was decorated and filled with learning activities. We also visited Xiamen Daily news and took a tour of the center and learned how they make the newspaper and deliver it to their customers; the tour was very important for Mass Communication majors.

Overall, I enjoyed my trip to China this summer and got to meet some awesome people. Dr. Lambert was great with helping everyone in China and making sure everyone was comfortable. I really enjoyed her warm spirit and encouraging manner to help everyone. I made some great memories and also learned how to adjust to the Chinese way of living. I plan to visit China again in the future and I am grateful to have had this opportunity to experience China through ASU Study Abroad program.

Jonathan Payton, Business Management Major

On May 7th 2013, I got the chance to experience a world outside of my own, a world not seen by everyone, a world that is the total opposite when compared with the United States. On this day, I left to travel abroad to experience China. Anyone can open a book and read about China, but to experience the culture for oneself is a feeling unexplainable to those who have not yet experienced it. Also to try different ethnic foods and get to explore a different way of living in a world outside of my own is definitely unique. I saw many parts of China; I visited Beijing, Hangzhou, and finally the amazing Xiamen, where my study abroad was based. Each area of China has its own stories and elements that made this whole study abroad program an amazing one.



Trinidad & Tobago Summer Study Abroad



Joi Bell, Social Work Major, Albany State University, Albany, Georgia

Studying abroad has opened new desires and goals for my future career as a Social Worker. My experience in Trinidad and Tobago was filled with endless adventures that allowed me to see the world in a different perspective.

When first arriving to the island, I was stricken by its beautiful mountains and scenery. Everything looked different and new. Although I was excited, I was also very nervous about the future ahead. My peers and I were always busy with different excursions and activities to visit and participate in. Some of these included: visiting the Hindu Temple and Cremation site, seeing how asphalt is made at Pitch Lake, also known as the Eighth Wonder of the World, snorkeling in Tobago, and other countless explorations.

Overall, my experience was greater than the excursions and courses that I studied. I was overwhelmed with gratefulness that I was chosen for this humbling experience. I took everything I encountered as a learning experience in hopes that it would improve my attitude and viewpoint about different cultures.

My study abroad trip was not in any way a vacation. I understood that the trip consisted of hard work and dedication. I took two electives Social Work courses, International Social Welfare Policy and Global Research that were instructed by Dr. Gibson. Both of these classes were aimed to help my peers and I to become more aware of cultural differences and to become competent social workers.

We also were lectured by a University of West Indies professor. She was very kind and animated. She made learning about the culture of Trinidad and Tobago very interesting. We learned about the important holidays, famous bands, and how the blacks gained their independence from the British. Another part of our courses was volunteering at various agencies. Each of us was assigned a service learning site. My site was at the Saint Mollineau Halfway House for mentally ill women. This place was a refuge and rehabilitation center for women who could not function on their own in society. They were all very kind and each had a story to tell. I enjoyed sitting and listening to their various accents and conversations. All of the ladies there taught me that “one should not judge a book by its cover” Although they were labeled as mentally ill, many of the women knew how to cook, clean, and care for themselves with minimal assistance. Trinidad and Tobago was filled with many interesting and beautiful sites to see. While there, I also kept a journal of all the adventures and excursions I was able to experience.

Channel Ayers, Social Work Major, Albany State University, Albany, Georgia

Culture:

While in the mall, I observed that the Trinidadian people were a blend of African, Indian, and European nationalities. It actually didn't feel like I had even left the United States. It reminded me of large cities with diverse cultures such as Miami and New York.

Maracas Bay

I loved the beach, so I was happy. Big smile. While at the beach, I tried baked shark. I was surprised it was actually good. The scenery around Trinidad was beautiful. Behind the beach was a gorgeous horizon of mountains. Standing there soaking it all in was amazing.



Gabrielle Potts, Social Work Major

Pitch Lake

Today, we visited the 8th natural wonder of the world- Pitch Lake. It is one of the world's 3 asphalt lakes. The asphalt lake is the 8th natural wonder of the world because if asphalt were to be exported to the United States, the asphalt would come back up the next day. The miraculous thing about the neighborhoods near the asphalt lake is that the grounds are continuously moving.

The Temple at Sea

This place consists of an area where people who practice Hinduism release ashes of their loved ones into the sea. The actual building was closed by the time we arrived, so we did not get a chance to see the inside of the building. Before a person goes inside the temple, they take off their shoes.

This is because the temple is known to be sacred and it represents Holy ground. Even though we were unable to go inside the temple, we took pictures of the deities outside of the temple. We saw the different flags that stood alongside the sea which had different meanings. The red flag represented protection in Hinduism. Hinduism is a prominent religion practiced throughout Trinidad & Tobago.





Milira Holder, Social Work Major

Differences between Trinidad and Tobago

I noticed the differences between Trinidad and Tobago. The cultures were actually kind of different. Trinidad is actually more busy and nose-y. We wake up every morning to horns tooting and beeping. In Tobago, you woke up to birds chirping and roosters crowing. The atmospheres of the two places even felt different. Tobago seemed a lot calmer than Trinidad. I guess that's why Tobago is the tourist spot and Trinidad is the business area.

The Cyril Ross Nursery

I can truly say that my life has already begun to change because of my experience. Seeing the children at the Cyril home was heartfelt.

They were so sweet and innocent. All I could help but think is that they did not deserve to have to deal with the lifestyle of dealing with HIV and the medications. AIDS took the life of someone very close to me and the loss was heavy for me to bear. It still is. So, to know that these kids are without parents and are suffering from a disease that will eventually kill them was saddening and my heart went out them. The kids seemed so strong and full of life. They were happy and observing their happiness, I realized that I should not feel sad for them because they were not feeling sad for themselves. They were enjoying life for what it was. Their condition was not overtaking them. To know that a child can grasp the happiness of life even under the darkest situation was breathtaking. That taught me that regardless of the situation, if I am still living, I should enjoy life for the good and the bad. I only have one life, and I would rather live in happiness than not live at all.

Keyonta Bigby, Social Work Major

The Cyril Ross Nursery

My experience at Cyril Ross was quiet an experience. I worked with the kids who were living with HIV/AIDS. The kids were placed in this home because they were abandoned and some families had the option to place their kids in the home. The kids were inborn with HIV/AIDS. According to Jacqueline John one of the head attendants at Cyril Ross, apart from their HIV status, the children are quite healthy.

Each child is given a daily dosage of "SEPTRA" a broad-spectrum antibiotic to help ward off infection, and most of the children are on anti-retroviral medication.

Pitch Lake

I was amazed about how large the land was and it was naturally making gas and oil and other resources because of the sun and mixture. While we were exploring the land, the gas was bubbling up and popped me on the legs.



Some Trinidad & Tobago Delicacies



Jacquelyn Gilliard, Social Work Major
The Audrey Mollineau House

The agency where I volunteered was the Audrey Monlineau house for women who were mentally disabled and elderly women. I really enjoyed volunteering with the women even though they didn't want to do any of our activities. I hated when our program was ending ,but I am able to write so that I can continue my relationship with those women.



ASU students in class learning about the Calypso of

European Council Study Abroad to Paris, France

Kalisia Winkey, Political Science Major

Live, Learn, and Love Paris

It's the city of lights, romance, fashion, wonder, and fun; Paris (population 2.15 million) is draped in history, tradition, culture, and glamour, not to mention academia. Studying abroad in Paris, France has been the fulfillment of a life dream. The courses I took were music appreciation and French I, which introduced me to French cultural and historical artifacts. Unlike traditional classroom learning, I had the chance to learn French by speaking the French language in everyday situations (post office, grocery store, and the University) and in my home stay occasionally. I had the opportunity to view many musical performances at different historical cathedrals that were breath taking beautiful. On the weekends, I had the privilege to explore Paris on my own time away from class. The workload was reasonable, very informative and exciting. I had a fair amount of homework assignments and completed an abundance of school work while I was abroad, but I always felt like I could still go out and enjoy the culture.

My housing was in a great location. I resided at the Cité Internationale Universitaire which houses students from over 140 countries. I stayed in the providence of France house. The campus was very accommodating and directly across the street from the metro station. I had a private room and bathroom for my living quarters. The housing campus had a post office, library, café and more facilities on campus. My study abroad experience in Paris was a culturally enriching experience that I will never forget. Our transportation methods were walking, train, subway or bus.

All Classes were facilitated at the **Universite de Paris-Institut Protestant de Theologie**

French 1 – Dr. Guglielmi

Monday and Wednesday at 8:30-10:30

Music Appreciation – Dr. Kirk

Monday and Wednesday 1:00-3:00 pm

Tuesday and Thursday were for class field trips.

While we took many class field trips, I will name a few. On July 4th, 2013, my music appreciation class toured the opera house of the Palais Garnier. The Palais Garnier was built from 1861-1875 and designed by Charles Garnier, a French architect. The Palais Garnier is extremely beautiful and seats 1, 979 within the opera house. Louis XIV founded it in 1669 as a part of the great partisan reconstruction.

The Palais Garnier is the thirteenth theatre to house the Paris Opera. On July 5, 2013, our music appreciation class had the opportunity to attend a symphony at St. Chappelle Church. We observed the Vivaldi's Four Seasons performed by Les Violons De France. On July 6, 2013 we took a group tour of the Louvre museum. This museum is home to thousands of classic and modern masterpieces.

On July 7, 2013, we took a group tour to Monet's House and Gardens in Giverny.



The Eiffel Tower



A Café in Montmartre



This is where I lived- Cité Internationale Universitaire



Even the water fountains were pretty



Public Restrooms in Paris



The neighborhood I visited in Paris

On July 9, 2013, our music appreciation class attended a voice and piano recital at St. Julien le Pauvre. There were two performers, a female singer and a male pianist. The selection of music was romantic opera. The music selection included three pieces from "Carmen", Ave Maria by Schubert, Rossini Nacqui All Afiao, Ave Maria by Gounod, Pace by Verdi, Grande by Chopin, and Vieni by Verdi. On July 23rd, our music appreciation class went to view 6-choeur des nouvelles voix de Saint-Petersburg at St. Germain des Pres. The choir originated in 1999. It consisted of young conservatory students. St Germain des Pre is the oldest church in Paris. I also had the pleasure of seeing the most common sites like The Eiffel Tower.

I have always had a passion and interest for life and culture overseas, but now from my study abroad experience, I have taken my career aspirations and focus to a global level. Studying abroad is a great experience! The amount of knowledge one gains from traveling, culture, meeting new people, and, learning about oneself is incredible! My only advice is: Travel, study and embrace the culture as much as you can!

Trinidad and Tobago Study Abroad

By Dr. Irma Gibson, Social Work



Abstract:

The Trinidad and Tobago 2013 study abroad venture began with class sessions at ASU on May 17, 2013 and ended on June 14, 2013. The program continued with a three week stay in Trinidad and Tobago from June 26th to July 16th, 2013. The ten participating students, the social work department chair, Dr. Marilyn Spearman and I, the program coordinator were housed in the dormitories on the campus of the University of the West Indies, St. Augustine. An official orientation, including a campus tour, was held on 6-27, 2013 and a farewell/closing ceremony was held on July 12. Both were successfully executed.

In addition to four 3-4 hour lectures about the culture, history, social life, public health and economic issues that are common to the country, the students matriculated in two courses that were taught by the program coordinator: SOWK 3391 (International Social Welfare Policy) and SOWK 4310 (Global Research). In the program, a variety of learning initiatives that included cultural tours, fieldtrips, and activities were completed resulting in an intensive and comprehensive experience.

The excursions are listed under the appropriate section in the body of this article. Personal target goals in the program included an increase in self-awareness, self-confidence and an enhancement of the students' worldview and intercultural perspectives to positively impact and change their lives socially and otherwise. Professional goals were to acquire skill sets that can positively and unequivocally influence and enhance their career paths. Academic goals were to further enhance their interest in global academic studies and to influence subsequent academic research choices and decisions. The strategy of the program goals and objectives were to create a curriculum and an itinerary that embraced and supported the concept of service learning and civic responsibility, as well as academic, professional, personal and social growth. The study abroad schedule was packed with a variety of learning activities and opportunities for growth in self-awareness and social consciousness. Students' final reports and assessment show impressive outcomes from the Study Abroad.

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The strategy of the program goals and objectives were to create a curriculum and an itinerary that embraced and supported the concept of service learning and civic responsibility, as well as academic, professional, personal and social growth. The study abroad schedule was packed with a variety of learning activities and opportunities for growth in self-awareness and social consciousness. Students' final reports and assessment show impressive outcomes from the Study Abroad.

The two courses taught with culture of projects, activities and assignments are as follow:

SOWK 4460: International Social Welfare Policy and SOWK 4310 Global Research

Projects, activities, and assignments

1. Students volunteered at a variety of clinical programs and dialogued on an informal level with Trinidad and Tobago social service practitioners.
2. Students learned about the Trinidadian and Tobagoan culture through reading, class discussions, seminars, service learning, observations and visits to social, educational and cultural points of interest.
3. Students completed a social issues paper
4. Students matriculated in a series of lectures at the host institution
5. Students completed a group power-point project of their three week endeavor
6. Students interviewed and interacted with Trinidadians and Tobagoans
7. Students used the city transportation system
8. Students participated in cultural nightlife events and other festivals
9. Students processed and documented their experiences through personal journals and class discussions
10. Students completed a research paper to provide them with the opportunity to expand their knowledge in a specific substantive area relative to global issues, to help students strengthen their skills in conducting global research, analyzing data, and writing outstanding term papers and to improve students' analytical and writing skills.

11. Students met with the instructor during the first week of the program to discuss the topics of their scientific investigation
12. Students met with and consulted with the professor regularly to discuss issues such as research questions, hypotheses, theories, interpretation of data, and the proper use of the APA style
13. Students consulted with and interviewed professors from University of West Indies (UWI) and University of Trinidad and Tobago on a variety of disciplines that closely matched the topic/problem of research that they chose.
14. Students completed a Study Abroad Program Evaluation at the end of the program

Tours integrated in course instruction: (refer to pictures below)

A trip to Maracas Beach and North Coast Tour

The Rum Factory Educational Tour

Dinner at an Indian Restaurant

Visit to Temple in the Sea and tour of Central and South Trinidad

Tour of Pitch Lake (the largest natural deposit of asphalt)

Gasparee Caves Excursion and tour

A Cultural home-cooked Food Excursion/Social

Saint Vincent Depaul Fundraising Soca/music/steel band/ youth rally excursion

A weekend excursion to Tobago where additional excursions included:

A variety of historic island tours

A visit to the popular nylon pool and tourist beaches

Argyle Waterfall excursion

Lunch excursion at internationally known restaurant: "Jemmas"

Excursion highlighting Tobagoan past times (zip-lining, four-wheeling etc.)



Service learning activities: The students spent a total of six days at four service learning agencies where they were assigned duties at the discretion of the staff and according to the needs of the agencies. The volunteer hours were from 9:00 am to 3:00 pm. The Saint Dominique's Children's Home houses and provides services to abandoned and at-risk youth; The Audrey Mollineau House for Women houses and provides services to women who are mentally challenged and are in need of learning and enhancing their daily life skills; The Cyril Ross Nursery houses and provides services for children and youth who are diagnosed and living with HIV/AIDS; and the Institute for Educational Service and Learning provides services for children who are diagnosed with Autism and other developmentally challenged issues. These activities were a part of the SOWK 3391, International Social Welfare Policy course.

• **Evaluation of courses**

The measurements below were used to gauge and evaluate the course goals and objectives.

Overall, the course competencies were achieved and the students were able to meet and exceed the stated expectations based upon the quality of their completed assignments and class lectures and discussions. Suggested recommendations for changes are included in the next segment.

SOWK 3391 International Social Welfare Policy:

A. Increased academic/intellectual learning (**Academic Development**) (1)

Measures

Students completed a paper using a topic from a provided list

Students matriculated in a series of lectures at the host institution

Students completed a Study Abroad Program Evaluation at the completion of the program

A. Increased engagement in intercultural learning (**Global Competence**) (2)

Measures

Students documented their experiences (a minimum of 10 individual entries, at least 200 words per entry)

Engaged in conversation with locals

B. Increased development in self-understanding, maturity, tolerance of ambiguity, and appreciation of culturdiferences. (**Personal and attitudinal Development**) (3)

a. Students processed through personal journals and class discussions

Students completed a Study Abroad Program Evaluation at completion of the program.

SOWK 4310 Global Research:

Grading Rubric for the Research Paper: 100 points

Organization (cover page, table of contents, sub-titles, etc.)	10 points
Writing competence (grammar, spelling, punctuation, sentence structure etc.)	10 points
Variety and quality of sources of information (demonstrate the ability to find and retrieve relevant information from various sources. A minimum of 10 different sources is required)	20 points
Analysis of information, comparison and evaluation of sources, your position...	30 points
Clear application of the APA style throughout the paper (parenthetical references or footnotes whenever you paraphrase, quote, or use somebody's idea)	10 points
Bibliography/References (complete & well organized); at least 10 sources used in the paper, including UWI/UTT personal communication	10 points
Introduction (research question, hypothesis) and conclusion	10 points

Grading Rubric for the Research Paper:

100 points

Organization (cover page, table of contents, sub-titles, etc.)	10 points
Writing competence (grammar, spelling, punctuation, sentence structure etc.)	10 points
Variety and quality of sources of information (demonstrate the ability to find and retrieve relevant information from various sources. A minimum of 10 different sources is required)	20 points
Analysis of information, comparison and evaluation of sources, your position...	30 points
Clear application of the APA style throughout the paper (parenthetical references or footnotes whenever you paraphrase, quote, or use somebody's idea)	10 points
Bibliography/References (complete & well organized); at least 10 sources used in the paper, including UWI/UTT personal communication	10 points
Introduction (research question, hypothesis) and conclusion	10 points



Evaluation of program:

The Trinidad and Tobago 2013 Study Abroad program was a success that met and exceeded all expectations.

The strengths of the program pertain to the recruitment process, the selection and screening of potential participants, the service learning component of the program, the detailed expectations of the classes and the economical and affordable cost.

CHINA STUDY ABROAD INSTRUCTIONS & EXPERIENCES

By Dr. Jianchuan Zhou, Mass Communication



From the Left to right, Jonathan Payton, Kwanasha Shepard, Ashley Griffin, Dr. Jianchuan Zhou (Program Coordinator and Professor) Jazmina White hike past the last repaired watchtower on the Great Wall Mutianyu Section.

ABSTRACT:

The two courses that I taught were: Photojournalism and International Journalism. They were good fit for the study abroad setting, where both courses shared related aspects that can be discussed in coordination. Field trips and other cultural activities were important elements of both courses and the basis of students' assignments and class discussions. Assignment quality improved over the course of the program, and students liked the unique learning approach that engaged them with first-hand experiences, which resulted in satisfactory performances. In future programs, I intend to provide basic instruction of the courses' foundation before the trip begins, so that students are better prepared even in their early field trip prior to receiving further classroom instruction on the host campus, Xiamen University, China.

I. Courses Taught

Course #1: MACO 3303-SA1 Photojournalism: This course teaches not only how to use a camera to shoot good pictures, but primarily focuses on using the camera and pictures to tell newsworthy stories by thinking and planning ahead, anticipating and capturing "the moment" and professionally, ethically cropping images for news presentation. In addition, the course also teaches how to write proper captions or to package a group of pictures, or pictures with news stories to enhance storytelling.

Course #2: MACO 3331-SA1 International Journalism: This course allows students to study and practice reporting and photo reporting as a foreign correspondent in China. A hands-on approach to teaching is used where students complete frequent assignments and receive instant feedback on their progress. With instructor's permission, study abroad students may choose to focus on photo reporting projects in this international setting.

II. Course Objectives and Expected Outcomes

MACO 3303-SA1

Students are expected to:

Understand the unique role of still photos in journalistic reporting.

Understand elements that determine the effective reporting with photos.

Understand how to recognize and capture newsworthy moments.

Practice and enhance camera skills.

Practice and enhance photo-editing skills using computer software.

Be able to write photo captions with accuracy and clarity.

MACO 3331-SA1

Students are expected to:

Understand and the diversity in the international media landscape and expand their view of the world.

Understand how Chinese media and journalists work.

Develop critical thinking and analytical skills; recognize differences and similarities between media systems; make connections between news production and news content in the Chinese context.

Practice and enhance reporting skills as a "foreign correspondent."

III. Activities and Assignments

The group arrived in Beijing in the evening of May 8, and study abroad program activities began on May 9. As scheduled, the group spent two days in Beijing, traveled south and stopped in Hangzhou en route to Xiamen. Roughly, the group spent one week making their way from Beijing to Xiamen, and four more weeks taking classes and making field trips in Xiamen and surrounding areas.

For both Photojournalism and International Journalism courses, instructions, discussions and assignments were closely tied to program field trips and other cultural activities.

Week 1 (May 8 ~ May 15): Beijing and Hangzhou

During this week, students visited several important cultural sites in China's two ancient capitals.

-- Beijing:

After resting a night upon arrival, the group had their first significant trip to Great Wall (Mutianyu Section). An English speaking tour guide provided a rich background knowledge about the site, while the group was taken on a charter-bus to the Great Wall. Once arrived, students were awed by this ancient wonder and kept snapping pictures. Climbing on the Great Wall is physically demanding, so some students stopped short of reaching the destination watchtower while others continued. In the end, four students reached the last watchtower section ends. These students expressed a sense of accomplishment and pride.

The tour of the Great Wall also brought unexpected excitement to the students when they encountered the American actor Tom Cruise just before the group was about to leave. Several students took souvenir photos with the movie star. Cruise was in China to promote his new film "Oblivion."

Coming back to the city from the Great Wall, the group visited two major facilities of the 2008 Beijing Olympic Games – the National Stadium, dubbed "Bird's Nest," and the National Aquatic Center, dubbed "Water Cube."

The next day, the students visited two marvelous palaces – the Summer Palace and the Forbidden City – as well as the adjacent Tian'anmen Square. All these are significant places rendering Beijing the status of culture and political center as an ancient capital.

After two days in Beijing, a night of train ride brought the group to another Chinese ancient capital in the South. Hangzhou was the capital of Nan Song Dynasty (1127 ~ 1279) and is now the capital city of Zhejiang Province. Here, the students had a field trip to one of its famous ancient streets – Hefang Jie (Sound: huh-fang jie) – and a day tour around the scenic West Lake, which included visits to a silk museum and a cultural center for the famous Longjin green tea.

Whether in Beijing or Hangzhou, students were also amazed (and rather happy) to see that most of the places of ancient Chinese culture also have familiar American establishments, like McDonald's and Starbucks. After being immersed in an unfamiliar culture most of the day, they quite welcome the mental retreat provided by these American businesses.

The field trips in Beijing and Hangzhou took place before classroom instructions can be given on the host campus – Xiamen University. Nevertheless, the instructor had met every student on the ASU campus back in April specifically to give preparatory instruction on the general approach to photojournalism and its difference from tourism photos. This pre-trip preparation was helpful but not adequate. As a result, the majority of students' photos assignments were still tourism photos. The students occasionally managed to tell newsworthy stories with their pictures.

-- Arriving in Xiamen:

On May 13, the group arrived in Xiamen by high-speed train, a chance for the study abroad students to experience China's new technological and industrial achievement. The Overseas Education College of Xiamen University helped arrange vans to pick up the group at Xiamen North Train Station. The group had an additional day to get settled in hotel and have necessities purchased. ASU 2013 China Study Abroad was officially greeted by Xiamen University at the Opening Ceremony with Overseas Education College on May 15.

Week 2~5 (5/16 – 6/15): classes and field trips in Xiamen and surrounding areas

After a week of intense traveling from Atlanta to Beijing, to Hangzhou and to Xiamen, the students began to take a much closer look at, and an intimate experience with, the life in a burgeoning Chinese city. Xiamen, formerly known as Amoy, was one of China's first five seaports open to the world during Qing Dynasty, and is no stranger to Westerners. Today, as a fast-growing international city of 4 million people, its planning and development authority has strived to preserve the historical buildings on Gulangyu Islet designed and built by Western architects from late 19th Century to early 20th Century. Xiamen University, home to 40,000 students, including 2,500 foreign students from around the world, is a major force that contributes to the city's diversity and internationalization.

As classes began on the campus of Xiamen University, the study abroad students received further instruction and better understanding of how they should take advantage of the program's field trips in conducting their international reporting projects, primarily with pictures. Even though most students are non-MACO majors, they began to learn what makes a story, or a photo, newsworthy. As such, regular assignments were conducted and submitted based on field trips and other cultural activities. All student assignments were reviewed and discussed in class, and this process emphasized all class members' participation.

At the end of the summer study abroad courses, each student was asked to submit as the final project at least 20 of their best photos that tell interesting stories, with critical explanation of their choices.

During the stay in Xiamen, the group made field trips to a good variety of places, including both cultural sites and local institutions that present opportunities to observe the Chinese civic and economic lives.



Anyonna Scott (left), business major, and T'Erica Huff (right), education major, in this photo with American movie star Tom Cruise at the foot of the Great Wall Mutianyu Section.

(Photo by Kwanesha Shepard)



A view of Hefang Street in Hangzhou.



Kwanesha Shepard (left), mass communication major, and Jonathan Payton, business major, chat with each other when taking a ride on the high-speed train from Hangzhou to Xiamen.



The two leading teams compete fiercely for the championship in a dragon boat race in observance of China's traditional Dragon Boat Festival.



ASU students and faculty at the Haitian Container Ship Terminal, Port of Xiamen



Jonathan Payton, business major, ASU-Gilman's Study Abroad Scholarship winner 2013 plays with children at XMU kindergarten



ASU students are taking a Kung-Fu class at Xiamen University

These trips are as follows:

Gulangyu Islet, dubbed the “Piano Island,” and “The World’s Architecture Museum.”

Zhongshan Lu pedestrian business street, featuring Minnan building style known as Qilou (sound: chee-low).

Jimei District – Dragon Boat Waterway, and a look from outside the Turtle Garden (tomb of Mr. Tan Kah-Kee, founder of Xiamen University)

Nan Putuo Temple (optional)

Hulisan Cannon Fortress (optional)The Botanic Garden (optional)

-- Field trips to local institutions:

Xiamen Women and Children’s Hospital

Xiamen University Kindergarten

Xiamen Daily Museum of Printing Press

Xiamen Evening News newsroom

Xiang’an District – Xiamen East Asia Power, Inc.

Port of Xiamen Haitian Container Ship Terminal

-- Cultural activities

Social activities with Chinese students at Xiamen University

Dragon boat racing competition in observance of the Dragon Boat Festival

The art of making and tasting Chinese tea

-- Field trips to nearby places:

Quanzhou – Kaiyuan Temple, Museum of Quanzhou, Museum of Maritime Silk Route

Nanjing County – the Hakka Houses

Even Though the study abroad courses are completed in a shorter time than regular ASU summer courses, and class contact time is also shorter. However, they further reduced due to time set aside for field trips, cultural activities and Chinese language culture courses have added values that cannot be realized in some campuses.

ASU study abroad courses such as Photojournalism and International Journalism benefit from these extra activities in unique ways by bringing first-hand experiences to the learning process. Students generally find such way of learning more engaging and more interesting. As a result, all students in these two courses passed with satisfactory grades.

Despite the tremendous value of study abroad courses mentioned above, the time constraint still means not all topics that would be covered in an 8-week summer session can be covered in a 4-week short session. Therefore, the instructor must decide what the essentials are that must be covered before the trip and during the program on host campus, and be creative to take advantage of the added value of study abroad. Circumstances that may occur when teaching abroad may require adjusting expectations.

Progress in student assignment quality can be seen over the course of the study abroad program. Nevertheless, the outcome could be improved if the basic foundation for these courses is taught before the students make intensive field trips in Beijing and Hangzhou during the first week of the program. In my future programs, I intend to have a minimum of one-week for on-campus instruction before setting out for the trip.

Study Abroad China: Integration of Western and Eastern Management Ideologies

By Dr. Devi Akella, Associate Professor, College of Business



The Study Abroad China Team

Abstract

In today's global economy, it is essential for all business graduates to possess a global perspective, cultural sensitivity and the knowledge of language and culture of more than one country. In this context, faculty driven, short term university study abroad programs allow students the opportunity to step outside of their classrooms and learn about the world in a safe, controlled and faculty regulated environment. "Learn by going" (Keese and O'Brien, 2011: 21), happens to be the best strategy. This paper describes the experience of the author as an instructor and team member of a Study Abroad Program to China. It discusses the entire program, curriculum, pedagogies adopted, learning outcomes of students and conclusive reflections of the author on this educational tour to China.

Study Abroad China Courses

I offered two management courses—MGMT 4110 Organizational Behavior, and MGMT 4125 Human Resources Management. Organizational Behavior was a course designed for students to learn individual and group skills required for effective functioning in an organizational context. I felt teaching this course in China would enable students to understand the various facets of organizational behavior from a cross cultural perspective and context. Some of the objectives are that: The student would be able to draw comparisons between personalities and perception of employees across two different continents, Students would find it easier to understand concepts of culture and communication by getting an opportunity to see its application in a different global context.

MGMT 4125 Human Resource Management introduced students to practices of human resources like recruitment, selection, performance appraisal, and labor relations. Studying HRM in China would enable students to do comparative evaluation of legal laws, competitive strategies, diversity, and human resources functions across continents.

Both courses MGMT 4110 and MGMT 4125 consisted of several components: lectures, cultural site visits, company visits, research oriented essays, and student directed projects.

An effort was made to integrate all field trips and cultural tours into academic course work to make the program a "completely educational trip".

The program was opened to a variety of different disciplines across the university. The program was advertised and marketed extensively by the staff of office of global programs. Emails were circulated across the university in Fall 2012. I happened to read one, reviewed the brochure and after communicating with the office of global programs ventured forward. I chose two courses and attended a workshop on study abroad programs.

I marketed the program extensively within the college of business, talked about the program in classes of economics, legal environment of business and international business. The response was good-- students were interested and left their contact details with me. Over the next few months I emailed them information about scholarships etc. Interested students had to complete a standard application form and apply for all available scholarships for financial aid and funding. Some scholarships like the Gillman Scholarship required the students to write essays etc.

In 2013, the number finally totaled six students for both business courses. Overall we had a group of nine students for the Study Abroad Program to China. This included eight girls and one boy in the age group of 18-23 years. With the exception of one, the group had never travelled outside United States, and some had never boarded an airplane.

The faculty group consisted of three, which included a mass communication professor who was of Chinese origin, another from speech and theatre who had previously worked in China for around five years. She knew Chinese language and was well versed in the practices and customs of China. She actually referred to the host city as "my home". I was completely new to China, had never been to that country, did not know the language and customs. In fact on numerous occasions, I found myself having similar experiences like my students. I was able to understand their reactions and feelings and felt empathetic throughout the trip. Also my lack of knowledge about China in contrast to the other two instructors placed me in a less powerful position throughout the trip duration.



Tiananmen Square

Even though I had six students for my two classes, I found myself interacting with the other three throughout the trip. The girls consisted of two education majors, one took both my classes--three business students, one nursing major, two from mass communication. The only male happened to be a supply chain and logistics major and had been in one of my classes during spring semester 2013. I knew him before, however I really came to know him during those six weeks in China.

The Study Abroad China Program was hosted at Xiamen University, the island city of China. We were to spend a total of six weeks in China. Two days each at Beijing and Hangzhou and then the rest at Xiamen with a stopover at Shanghai on our return journey back. We had five weeks to teach our respective courses at Xiamen, weekdays devoted to teaching and weekends for cultural and company tours. The students had to take their own university courses as well as language and cultural courses with Xiamen University.

The entire learning process took place through cultural tours, company visits in Xiamen, lectures and experiential exercises adopted by the respective instructors.

Cultural Discovery Process

We left USA on 7th May 2013 for Beijing from Atlanta. The flight and entry to Beijing was smooth, the students were all very excited and seemed to enjoy their initial travel adventures. The international flight was draining for a few of us, and China did not seem daunting after the extensive workshop provided on two separate occasions prior to travel by the staff of global programs. However, language proficiency proved to be a major limiting factor throughout the trip. The students found the other female instructor very helpful, her knowledge about the host university, campus resources, information from her friends on campus and her interpretation skills were highly useful.

We spent two days in Beijing, and visited the Great Wall of China, the Olympic site, Summer Palace, Tiananmen Square and the Forbidden City. The bus journeys in-between these sites provided glimpses of the city, corporate buildings, traffic on the road, people and shops. One was able to conjure an image of the capital of China. Students were curious and asked numerous questions. It was a very good beginning. But jet lag and demanding time schedule tired everyone and some were very open with their criticism



Great Wall of China

Another introductory factor was the constant attention of the Chinese people towards the students. The students were invited by different people to take pictures with them. Some were polite requests and others more demanding. The students found this amusing and but later irritating. The students asked several questions, such as: “*Why are they staring at us? Why do they want to take pictures with us? Why are they pointing at us and laughing at us?*”

We then travelled to Hangzhou on a train. The crowd on the railway station, pushing and jostling introduced students to another facet of the Chinese culture. The train journey brought Chinese culture closer to the students. Travelling with Chinese people on such close quarters made them more aware of their customs and practices.

Hangzhou is a beautiful city but demanding. We shopped at the mall, visited West Lake, Buddhist temples, silk and tea factory, and a match making site. The entire tour was very informative. But the students were unable to appreciate it at that time. They were tired of traveling and wanted to reach Xiamen, the university town which was hosting their study abroad program.

Cultural Encounters and Lessons

Even before we reached Xiamen, everyone had been exposed to Chinese culture. Food happened to be the first –noodles, duck, and seafood were part of the staple diet of Chinese. Burgers, Coke, and other American snacks were available but expensive. The students were homesick and longed for familiar tastes and diet. They showed a clear preference for KFC, McDonalds and Pizza Hut even though it was expensive. “*I can’t eat it if it is not tasty...*” remarked one student, who took a lot of time adjusting to Chinese food. Some suffered including myself in the beginning because we were unable to eat with chopsticks. Being a vegetarian, my troubles with Chinese food were insurmountable- I was invariably faced with a lack of choice of food items in hotels and restaurants. Chinese diet is primarily meat and all forms of sea food. Even though rice is available, vegetables devoid of meat are a rarity. Fortunately for me, the other female instructor also happened to be vegetarian (she however ate sea food) and was able to guide me on the menu items.

All the student participants in the Study Abroad China program were African Americans. The girls became conscious of their hair, skin tone and their total physical appearance. They compared themselves to the Chinese girls who were smaller in size, slender and fairer with straight black hair. However these feelings gradually vanished. In fact, the girls were asked questions about their braided hair, received compliments about their facial features and good looks. Two female students were constantly requested to have their pictures taken together with the local Chinese population, and were nicknamed as “Hollywood Stars”.

The Weather

The students constantly complained about the heat and the environment. This complaint persisted throughout the trip and escalated during moments of homesickness and tiredness.

Xiamen was a badly needed stop for everyone and it was a big relief when we were finally able to settle, unpack and relax before studies started. The campus atmosphere was relaxing and we loved the environment. The students started learning Chinese language, made friends on campus, become confident to travel by buses, and started exploring in groups and individually.

Tour and Trips Continued

Cultural tours continued each week. We visited Quanzhou, Hakka Houses and the Dragon Boat Festival. Quanzhou revealed the multi religious facet of China—mosques, churches and Buddhist monasteries coexisted peacefully among themselves. All students except for a few, refused to enter Buddhist temples citing their religion as the factor. They did not feel comfortable exploring religious places as tourists. Visits to museums provided information about ancient music and marine traditions of the Chinese. These tours also allowed the students to accumulate souvenirs and memories to take back home.

The Company Visits: The Corporate Insights

Students had the opportunity to visit numerous company sites—they were able to walk through the company premises, listen to presentations, ask questions etc. The places we were Xiamen Daily, Xian’an Power Plant, Woman and Child Hospital, Kindergarten school and Xiamen Hai Tian Terminal. These visits provided students with insights about Chinese companies and their functioning, their internal culture and glimpses of their employees’ training policies, recruitment and selection strategies and employee’s daily working schedules etc.

From this visit, students were able to compare US and Chinese companies and critically evaluate the commonalities and similarities in terms of business culture, practices and functions. Time was subsequently allocated during class hours to discuss these visits and observations.

Individual explorations to Walmart, KFC, and Starbucks were also used to discuss the differences in layout, menu options and design of these companies in USA and China. The students remarked how “KFC menu and options were better than USA”. We discussed how Walmart in China in spite of having same color layout was similar to a cluster of small shops instead of the supermarket model found in USA.

The level of knowledge assimilated was revealed in class discussions, class essays and in the group project. I felt students learnt a lot from the Study Abroad Program in terms of subjective content.

Academic Course Work

The program allowed five weeks of teaching. The time allocated was much less what it is allocated to teach course content in an entire semester back in the USA. But then the level of direct hands-on learning which occurred outside the classrooms could not be denied. In both my courses, I decided to cover the basic models and theories of organizational behavior and human resources management. I asked students to relate all their practical experiences to the theoretical content covered in the classroom lectures. They had to write five essays for each subject which allowed them time to reflect back on their study abroad program trip, relate it to management content and comment on their level of cultural adaptability and sensitivity so far. Grades were allocated for attendance at cultural and company visits and for the level of participation at these cultural tours. The students also had to submit in a group, a research project which required them to study in-depth a Chinese organization—and then analyze its various HRM practices or its various functions like organizational culture, communication policies, motivation strategies etc. This allowed them to critically reflect whether all the western concepts mentioned in their textbook and taught in the classroom could be applied to an eastern local Chinese company whose employees believed and practiced oriental customs and practices.

There was also a final exam at the end of five teaching weeks

These components created appropriate international pedagogical tools to support student learning and cross cultural exposure while ensuring the logistical functioning of the course.

The Learning Outcomes: A Qualitative Analysis

I sought student feedback from all student participants on the last day of class. Each student had to complete a survey consisting of open ended questions. The survey revealed the following information:

Overall Impressions of the Program from Students

“...meeting new people, cultural differences, every day was a new experience...learning Chinese, eating authentic Chinese food, living like the average Chinese person...”

“It’s a great experience. It teaches you differences between your own culture and another culture, while learning at the same time...”

“Meeting new people, students from different places and building relationships of some sort with them...it was facing up to problems and barriers so it was good...I had fun, I laughed, I cried...”



ASU Students at a Chinese company



The Airport

Teaching Pedagogies used in the Program

“Although we had only a short amount of time. I feel I learned. The teaching style is more relaxed”.

“...it was direct learning, everything we learned we were able to apply and assess based on the business and visits provided by the company and China was a good avenue to relate the OB and HR stuff...”

“We had more hands on experiences e.g. visiting Xiamen Power Plant, Xiamen Terminal”.

Excerpt 1

“Yes I do, personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. A person’s surroundings can greatly influence ones personality. For example one person from China and another from the United States can act totally different just because of the culture barrier...”

Excerpt II

“Culture refers to the complex whole which includes knowledge, belief, morals, laws, customs and other capabilities and habits acquired by an individual as a member of society. On Sunday Jun 7th 2013 I decided to go to church with Dr. Lambert and see how church in China is different from church in America. So after church a friend and I decided to grab a bite to eat at a local restaurant that is cheap and fulfilling and served our favorite dish, rice with braised pork and potatoes with a side of broccoli. As soon as we get there the owners and staff greet our familiar faces with a great big Ne Hao and sit us at our usual table. We ordered food and about ten minutes pass by and here comes our dish....

Overall there are many similarities in training and development in China and USA. Both countries use various methods to train employees. Both countries also believe that training and development help produce product and effective employees within a company. Both countries also use action learning, hands on training, and online training. “Effective training requires not only a program that addresses real needs, but also employee readiness. Readiness for training is a combination of employee characteristics and positive work environment that permit training.”(Lecture notes)

China 2013 Study Abroad-Faculty Perspective Dr. J. Eve Lambert, Speech and Theater



Abstract:

The author examines the pedagogical strategies used to increase student learning during a study abroad trip to China in 2013. Specifically, three Albany State University students enrolled in Oral Interpretation COMM 2030 SAI and two Albany State University students enrolled in Public Speaking Comm 1100 SAI learned communication principles immersed with cultural principles from their study abroad experience over a six-week period. Each course participant was expected to integrate their experiences from traveling in and studying Chinese culture into their oral interpretation and public speaking performances.

This integration of culture and performance was also manifested in their written work and classroom discussions.

Introduction/Overview:

The Speech and Theatre department offered two classes for our study abroad students: Oral Interpretation and Public Speaking. Oral Interpretation COMM 2030 SAI is an introductory course designed to give course participants a foundation in performance studies and research skills. Specifically, methods of developing effective oratory skills were studied. We examined forms of verbal and nonverbal communication, analyzed audience needs, studied research methods, and developed critical thinking skills. Various methodologies were used to broaden our understanding of oral interpretation. Students had to engage in literary and textual analysis to complete several written assignments, deliver three oral presentations, and successfully complete all written assignments.

Throughout the summer session, we examined divergent bodies of knowledge through our analysis of text and culture. We began this discussion by defining oral interpretation and the diversity of performance.

We specifically focused on Chinese culture. Students were required to view Chinese performance and to compare Chinese performance with American performance styles. They had to mimic some of the skills observed in class exercises. We then focused on organizational and memorization techniques. We concluded our study of oral interpretation by relating all of the skills and topics studied within a larger framework.

It is important to understand how oral interpretation impacts interdisciplinary discourse and affects all aspects of global communication.

China provided a healthy environment for this discussion about globalization and performance. The Oral Interpretation and Public Speaking students engaged in these discussions by serving as audience members and respondents after each performance.

Public Speaking COMM 1000 SAI was designed to give course participants a foundation in research techniques and public speaking skills while incorporating Chinese culture and history. Specifically, methods of developing effective public speaking skills were studied. We examined forms of verbal and nonverbal communication, analyzed audience needs, studied research methods, and developed critical thinking skills. Various methodologies were used to broaden understanding of public speaking. Students had to engage in literary and textual analysis to complete several written assignments and to deliver three oral presentations.

We defined public speaking and discussed the complexities of free speech since we were studying in a Communist Country and we wanted to respect and honor the laws of our host country China and the Xiamen University, China. Students learned basic research skills, organizational and outlining techniques. We concluded our study of Public Speaking by relating all of the skills and topics studied within a larger framework. We realized that it is important to understand how public speaking impacts interdisciplinary discourse and affects all aspects of global communication.

Student Learning:

Our pedagogical journey began at the Great Wall of China. After the arduous climb up the wall, I distributed poems written by international poets to the students enrolled in my Oral Interpretation class. I asked them to briefly analyze the work, think about their immediate environment and to orally interpret the work. As we stood looking out over the Great Wall extolling the virtues and struggles of mankind through the ages, we read these famous works in front of our classmates and other tourists.



An ASU Student smiles after getting to the top of the Great wall

This was a short exercise because I knew the students were tired from climbing the Great Wall, overcoming jet lag, and excited about exploring the Great Wall with their classmates who were not in our class. However, I wanted to start our exploration of text and performance in nontraditional spaces in the same way that most artists create their great works

This was a successful introductory exercise that I would use again. I would change the poems to incorporate more classical Chinese poets. After the students' performance at the Great Wall, I asked them to think about poetry, environment, and performance as we traveled to Hangzhou. I also asked my Public Speaking students to think about possible speech topics as they were sightseeing in Beijing and Hangzhou.

Incorporating their sightseeing experiences in their speech topic was mandatory for the first speech assignment. They decided to give speeches about their experiences eating Chinese food and the cultural rituals associated with food in various Chinese and American culture and their interactions with Chinese people.

Course Objectives and Outcomes:

The two classes overlapped in terms of performance objectives. The goal was to teach students a methodology for incorporating their study abroad experience into their literary and performative course work. The Oral Interpretation students accomplished this through textual analysis, reading poetry on the Great Wall of China, performing original works and published works in local Chinese coffee shops for Chinese, European and American audiences.



ASU Students in class

We continued our discussions about interpreting literature and globalization through the reading of the text once we arrived in Xiamen. We examined the following topics as well: the role of the audience, voice, body and diction, the role of poetry in society, culture and identity, and authorship and ethics.

By the end of the study abroad program Oral Interpretation students were able to: Research techniques for the preparation of performances; Develop an understanding of the principles and methods of performance memorization; effectively verbalize information and ideas; improve grammar and articulation in oral communication; effectively use methods of non-verbal or visual communication; develop methods to reduce self-consciousness and speech anxiety to achieve a more natural, poised, and relaxed manner of delivery and; acquire techniques for improved concentration and listening capability and an enhanced ability to synthesize and assimilate the words and messages of others.

Beyond Borders: An Overview of Global Teaching and Learning Opportunities

By Kathaleena Edward Monds, Ph.D.

I took my first airplane ride in 1986 soon after graduating from Spelman College. My first international trip took place in 1994. Since that time, I have come to realize that the world is the ultimate classroom. I was not fortunate to travel as a young scholar; albeit, my experiences abroad in recent years has escalated the infusion and understanding of multi-culturalism in ways that even a young mind could not comprehend. Whether I am *conducting* a pedagogical workshop in Kuala Lumpur, Malaysia; *teaching* computers to youth in San Ignacio, Belize; *observing* information technology designers in Buenos Aires, Argentina, or *networking* with a Georgia Ports Authority vessel Captain in Argentina, each experience has created an opportunity for me to engage in teaching and learning from the vantage point of recognizing learner needs, embracing cultural differences, and applying strategies to meet those needs – all in an effort to create a more global, tolerant world.

So far, I have engaged in international trips to the following:



Most recently, I participated in the 16th Annual Mercosur PDIB program that took place in May, 2012. The program was aimed to “explore how Brazil, Argentina, and Chile are dealing with the global recession, especially as those economies whose growth relied mostly on commodity prices, will be forced to change policies as a way to entice business creation. Countries such as Argentina and Brazil have showed solid growth during the last two years predominantly due to a strong commodity market. As the trend shifts to business climate as the main driver of growth, these nations must focus on policy changes. This may prove challenging in the southern cone, where governments, particularly Cristina Kishner in Argentina, have been confrontational toward businesses and the private sector in general, or Brazil where import and export policies are hampering investment and competitiveness.”

Source: <http://ciber.fiu.edu/pdibmercotur.php#desc> We met with business executives from multinational and domestic companies, business professors and experts, including cultural visits to learn and understand the idiosyncrasy of each of these countries (see table below).

Brazil	Argentina	Chile
<ul style="list-style-type: none">• AZUL LINHAS AEREAS (domestic airline)• UNICA (sugarcane industry),• ITAU (bank)• IBEMEC/IBTA (information technology university).	<ul style="list-style-type: none">• WAL-MART ARGENTINA (women's entrepreneurship initiative),• REMOLINO (advertising agency),• CIPPEC (think tank),• JANSSEN-CILAG (pharmaceuticals),• GLOBANT (information technology designers),• UNIVERSIDAD NACIONAL DE LA PLATA (economics department)	<ul style="list-style-type: none">• VINA DEL MAR (port),• VINA CATRALA (vineyard),• CODELCO (coal mining),• GERDAU AZA (distribution and recycling center)

Germane to my involvement in the Mercosur program, I am working on **projects** aimed at the following:

- Planning a trip to *Brazil* that includes farmers from our Region to explore sugarcane production and the role that **technology** plays in the production of ethanol and bioelectricity. (Service)
- Engaging in a *research* study in developing a **systems design model** for limited-resource farmers in our region. (Research)
- Investigating an *exchange* program with IBEMEC/IBTA for our **business information systems** undergraduate students to study during the summer (Teaching)
- Exploring a *partnership* with Wal-Mart *Argentina* surrounding **women entrepreneurs** and engage in a research article on the role that **information technology** plays in launching start-up business in Latin American countries. (Professional Development)

Selected pictures from the 2012 Mercosur trip to Brazil, Argentina and Chile



Shown with IBEMEC/IBTA professor



Shown with group at GLOBANT

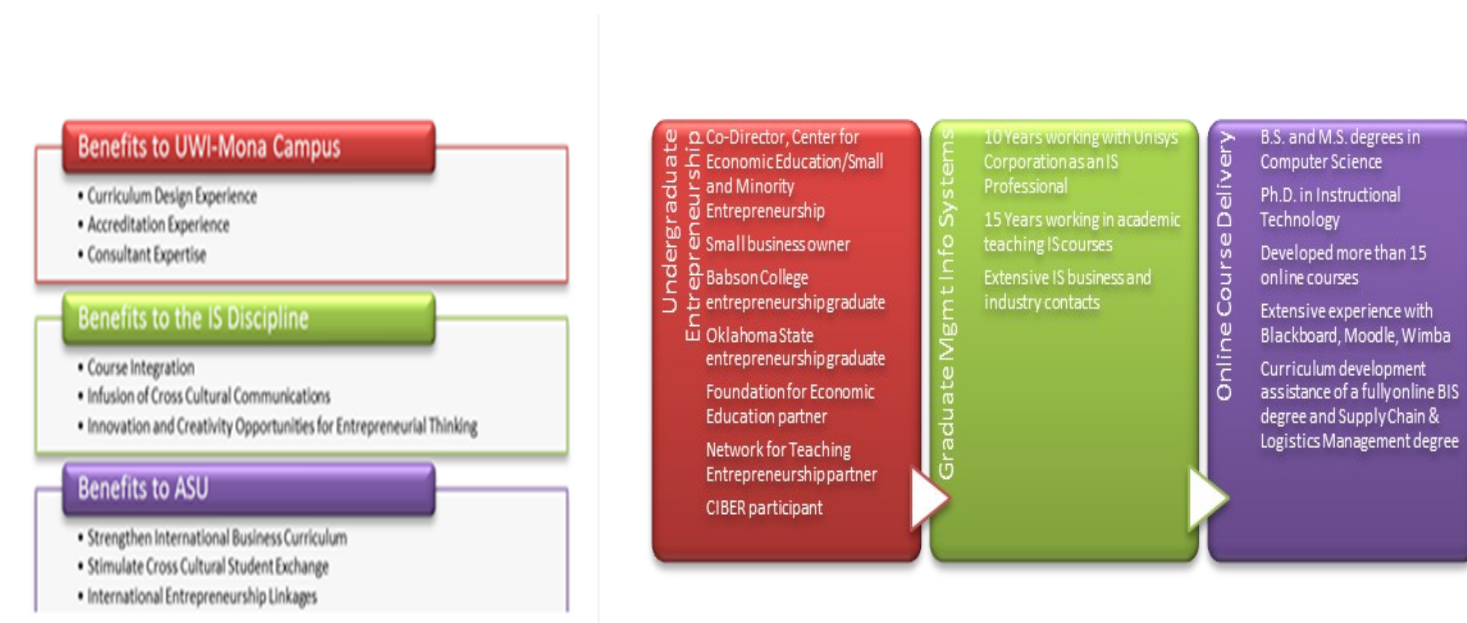


Shown with group at WAL-MART



Shown with group in the

To continue *learning* about other cultures, *leveraging* relationships with people, and *launching* new instructional and information technology approaches in the classroom, I recently applied to participate in the Fulbright Program to teach at the University of the West Indies, Mona, Jamaica campus for the 2013-2014 academic year. My prior experiences in three main focus areas (undergraduate entrepreneurship courses, graduate MIS courses, and online course design and delivery) helped to ‘drive’ my project statement for involvement in the following areas. In addition, benefits of involvement are also shown.



I have come to realize that one of the true ingredients in the ‘secret sauce’ of learning is the importance of finding ways to connect subject-matter expertise in ways that help to develop communities from the bottom-up. That is, international travel has allowed me to connect with people by providing them with the skills they need to infuse change from a grass-root’s approach to economic development. Specific areas of involvement focus on: instructional technology, information technology, entrepreneurship education and logistics education .

ASU GLOBAL LECTURE

Mr. Andrew Passen

U.S Diplomat in Residence, Southeast

A major global event at Albany State University in October 2013 was the presentation by Mr. Andrew Passen, the U.S. Diplomat in Residence Southeast.

The main objective was to share internship and career opportunities available at the Department of State. At the forum Mr. Passen shared his experiences as a U.S. Diplomat to encourage ASU students, faculty and staff members to live a service driven life and to consider working for the US Department of State. Altogether 43 Students and 8 faculty and staff members attended the event. Mr. Passen has over 25 years of experience, which he spent abroad in countries like Nigeria, Zambia, and Switzerland. He shared several inspiring stories and challenged the audience to think about diversity in ways other than the typical American racial groups of Black and White. He also provided an overview of the steps to take for those interested in serving with the Department of State.



Mr. Passen interacting with ASU students



An ASU Student asking Mr. Passen a question

2013 International Education Week

“Go Global is Everybody’s Business”



Ms. Tahari Hart- Sanders describing her experiences in China to the audience, AND Panelists from left: Dr. Zhou, Dr. Rosenbaum-Andre, and Dr. Mallory

The 2013 International Education Week (IEW) at Albany State University, Albany Georgia was celebrated from September 30 to October 4.

Several events and activities took place, and were aimed at promoting international education and internationalizing of Albany State University (ASU) and the community. The program started with an opening ceremony with the Mayor of Albany City, Ms. Dorothy Hubbard, declaring the event open. Professor Raj Sashti of Southern Polytechnic University was the keynote speaker, and he gave an astute presentation on the country India, from where he originally came. Over forty country flags were displayed at the opening ceremony in cognizance of the international countries present at ASU. After the opening event several other events followed.

The Student Panel Discussion with the 2013 Summer Study Abroad Students: China, Trinidad and Tobago, and France chaired Professor Mark Hankerson, the Director of ASU Writing Center.

This event took place on Monday, September 30, 2013-5:00 p.m.at the Student Center Ballroom. The event began with two students giving PowerPoint presentations about their experiences with Study Abroad in the summer of 2012. The student/faculty panel discussion began with a discussion prompted by several questions, including:

Has your World Literature course added to your understanding of world cultures?

Explain.

What was the last international event/news story you followed? Why did it interest you?

What is your biggest fear regarding international travel? Discuss.

If you could visit anywhere outside of North America (and money was not a problem), where would you go and why? If you had to LIVE anywhere outside of North America, where would it be and why ?

The discussion closed with an impassioned plea from the faculty panelists for the students to take advantage of Study Abroad programs because the students can travel at discounted rates, see or visit locations typically off-limits to regular tourists, and earn college credit.

The Parade of Flags at the International Education Week, 2013

Chaired by Dr. Chinenye Ofofiele, Department of Mathematics and Computer Science

This event took place on October 1, 2013- 9:00 – 10:00 from Wiley Hall to ACAD



Students holding their home flags- Allison Sterling; Jamaica, Diana Ossei-Wusu; Ghana, and Jonatan Galan; Dominican Republic.



Parade procession moving across campus.

Gilman Study Abroad Scholarship Workshop is a part of the activities for the week reported by Ms. Stephanie Cooper

This activity took place on October 1, 2013 at Noon and at 4:00 in Peace Hall Room 230.

At the program, students were introduced to the Gilman Scholarship guidelines and the Writing Realized program's staff and services that are offered.

Students were primarily made aware of the online software, College eFolio, which allows students to submit essays and have them scored on a writing quality rubric. This tool would help students revise the two essays required by the Gilman Scholarship program. The students were also guided through the Gilman scholarship guideline for writing excellent essays. All reviewed students have until November 14, 2013 to visit any of the writing labs on campus to finalize their essays, due for submission at the Gilman's Website on March 4, 2014.

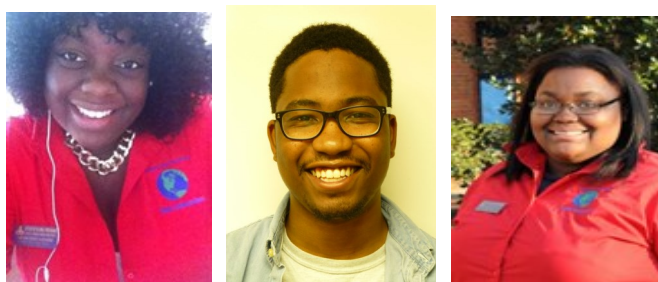
The IEW Dorm Competition, Chaired by Mr. Jonathan Lenore was concluded on September 30, 2013 6:00 p.m., when the winning dorm was announced.

This main objective of this event was to expose the residential students to other countries, their cultures and values. Dorms were to use various facts about their chosen countries, such as government, culture, currency, food, and language to creatively decorate and out-perform other competing dorms. This activity opened the minds' of ASU students to the diverse nature of the world, in which they will work and live as global citizens.

In this event, each residence hall staff, created a lobby that was dedicated to a country. Here are the halls and the countries they chose to represent:

Hall 5	Liberia (First Place)
North Hall	Greece
Hall 4	Australia
Hall 6	Germany
East Hall	Trinidad and Tobago
Hall 2	Jamaica
Hall 1	China
Hall 3	Bahamas
South Hall	Iran

*Benjamin A. Gilman International Scholarship Program
Summer 2013 Recipients*



From Left to right: Tahari Hart-Sanders, Jonathan Payton and Jennifer Swan. Summer 2013

Each hall was asked to create a board and decorate the residence hall lobby with information on their particular country. They had to come up with the following information: Presentation of various facts about the chosen country such as head of government; official language; currency; imports/exports/major industry; ethnicities; and historical profile.

This information was posted by the hall staff in the residence hall for students to read as well as learn, so they could communicate the information to their residents. This event fed into one of the strategic goals of the university. The students were provided knowledge that helped them to appreciate the culture of another country; it sparked an interest for some residents to travel to other countries where their knowledge could be expanded; and finally, it opened the minds of the residential students to understand that the world is diverse and that all students would come across all types of cultures as they approach their future careers. Hall 5 representing Liberia was the winner of the 2013 Dorm Competition.



Hall 5 IEW Board: Liberia

Cultural Explosion is the peak of the International Education Week

Chaired and reported by Dr. Judith Rosenbaum-Andre, Department of English, Modern languages and Mass Communication

The event mainly aimed at expanding global awareness and showcasing global activities and study abroad programs and countries at ASU.

It took place on October 2, 2013 from 5-7pm in the Student Center Ballroom. Half of the ballroom was dedicated to international stands; the other half was taken up by the traveling African American museum. Some of the unmanned stands had been placed in the hallway leading to the ballroom to draw in visitors. The event ran from 5pm-7pm, and was MC-ed by two students, Amandi Petersen and Odera Osakwe. The event opened at 5pm, with an introduction of all the countries present. Entertainment of the night consisted of the fashion show (organized by Dr. Sandra Washington, and MC-ed by Nkechi Ndukwe), Keta Allen (drums), and the dorm competition performances (although several students did not show up for this). Many participants also visited the traveling museum. Chief Fields was able to provide food, some of the dorms provided food as part of their competition, and Little Caesar's also gave out free pizza. Many of the stands provided small snacks, which drew in a lot of students. The event ended on its own, right before 7pm, when Keta Allen performed for the last time and all the food was gone.



MCs Odera Osakwe and Amandi Petersen



Students at the IEW Cultural Explosion Food Feast enjoying exotic cultural foods from different countries.



Dr. and Mrs. Zhou, at China country-stand at the Cultural Explosion

International Fashion Show, an event at the Cultural Explosion

Chaired by Dr. Sandra Washington

The first annual International Fashion Show took place as part of the Cultural Explosion. The event took place from 5 p.m to 7:00 p.m. Twelve models participated in the event, wearing beautiful colorful international attires representing various countries. Senior Mass Communications major, Nkechi Ndukwe was the Fashion Show Commentator. She introduced each model individually with a detailed description of the country, garment, and accessories each model wore. After several scenes, the Fashion Show ended with a group picture session.



A group shot of Participants



Models smiling after a job well done



The Honors' Luncheon, the Award ceremony of the IEW

Chaired and reported by Ms. Maggie Emily, Office of Global Programs

October 2013-11:30am, Orene Hall

The Honor's Luncheon is the summary of events of the International Education Week (IEW), and it took place on October 3, 2013 at Orene Hall. All the committee members, students, faculty, and staff who actively participated in all events received certificates of appreciation for all of their hard work. Guests enjoyed a hot meal sponsored by President Freeman.

Special Awards included: Overall Best Study Abroad Student - Summer 2013, Ms. Ashley Griffin; Trinidad and Tobago Study Abroad Coordinator- Summer 2013, Dr. Irma Gibson; China Study Abroad Faculty Member- Summer 2013, Dr. Eve Lambert; China Study Abroad Faculty Member-Summer 2013, Dr. Devi Akella; Grand Patron for Study Abroad, Professor Mark and Dr. Stephanie Hankerson; and International Education Week 2013 Dorm Competition Winner-Hall 5, Liberia.



Graduate Assistant, Ericka Jackson, proudly represents the Dorm Competition Winner, Hall 5-Liberia.



Dr. Nneka Nora Osakwe, Director of Global Programs, presents a plaque of appreciation to Dr. Irma Gibson of the Department of Social Work for her role as the Coordinator of Trinidad and Tobago Study Abroad Program for summer 2013.

Meet Some of the Global Ambassadors at Albany State University, Albany, Georgia

Your Past is important but it is not nearly as important to your present as the way you see your future" - Tony Campolo

My name is Shanese Colon, I am a 23 years old sophomore, Sociology Major at the Unsinkable Albany State University, Albany, Georgia. Born and raised in New York, I relocated to Stone Mountain, Georgia at my freshman year of high School. Since coming to Albany State University(ASU), I have dedicated my time to various activities in different campus organizations as well as community projects. Now the president, I started serving as a Historian for The Global Ambassadors. I am also the President of the Sociological Society at Albany State, and I do serve as an Institutional Advancement member of the Student Government Association. When I am not working hard for my various organizations, I volunteer my time with several community projects and centers, such as Boys and Girls club, Girls Inc., Girl Scouts, and Liberty House just to name a few.



"I can, therefore I will." –Simon Weils



I am T'Erica Huff, a native of Atlanta, Georgia. I am a 19 year old Junior at Albany State University, and I plan on obtaining a Bachelor of Science degree in Early Childhood Education. I am the Secretary of the Global Ambassadors at Albany State University(ASU) . I have created flyers, certificates, and proposed graduation cords for students who have studied abroad. I have also participated in various fund-raising activities. I am the Vice President and Event Chair of Sigma Alpha Pi, The National Society of Leadership and Success, Albany State chapter. I also reigned as Miss Sigma Alpha Pi 2012-2013. Upon graduation, my hopes are to return home to pursue my dreams as an elementary school teacher. I am a crowned Global Ambassador, having studied abroad at Xiamen University, China, in summer 2013.

This world is but a canvas to our imagination." -Henry David Thoreau

My name is Jennifer Swan, and I am a 22 year old Senior, Dual Major: Art and Computer Science at the Unsinkable Albany State University, Albany Georgia. I am the Treasurer of Global Ambassadors, and in Summer 2013 I studied abroad at Xiamen University, China as a Benjamin A. Gillman scholarship recipient.

My experiences are overwhelming.. I like to draw, sketch, digitally paint comics and pictures. I want to have a profession in graphics, art, and animation. I have an interest in asian art, culture and language. Soonest, I will to enroll in a Fine art graduate school program that include animation and graphic novelism.



the little things, and the big things will take care of themselves.”

S. Venston

My name is Chevlee’ A. Brown and I am from Conyers, Georgia. I am currently a Junior, majoring in Forensic Science. Along with being a member of Global Ambassadors, I’m an ASU Cheerleader, Campus Girl Scout, and a part of the Forensic Science Club at Albany State University. Being a Global Ambassador has taught me the importance of expanding my knowledge for different cultures. I have participated in International Education Week, study abroad forums, and various fundraising events.



My name is Elyse Calhoun, and I am a senior, double majoring in Special Education, and Middle Grades Education, with concentrations in Reading, Language Arts, and Social Science at the Unsinkable Albany State University. I will be graduating in May of 2014. I am serving a second term as the Vice President of the Global Ambassador Honors Program, a mentor and Treasurer for the Divine Visions Outreach Mentoring Program. I am also a member of Sigma Alpha Pi, National Society of Leadership and Success. I have completed over 30 hours of community service. I have also conducted meetings, contributed to fundraising events, and spent a lot of time planning events to spread the word about studying abroad across the Albany State University campus. Before I matriculated at Albany State University, I was an international student in Heidelberg, Germany, where I studied German language and Culture at The Ruprecht-Karls-Universität Heidelberg. I have not done a study abroad program with ASU yet, however, I do plan on being a Fulbright scholar upon my graduation. All in all, my ultimate goal is to become an educator for dependents of military personnel.

“They may forget your name, but they will never forget how you made them feel.”

– Maya Angelou

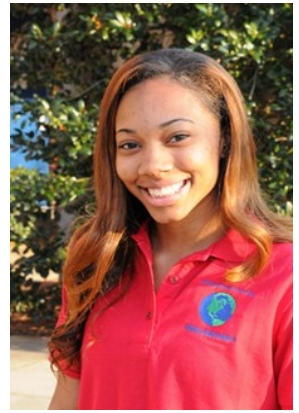
My name is Jarnae Patterson. I am a 20 year old Sophomore Nursing Major. I am currently a member of the Global Ambassadors Honors Program, SIFE, RHA, Sigma Alpha Pi, and Alpha Kappa Alpha Sorority Incorporated. As a Global Ambassador I have participated in community service projects, campus events, and planning meetings. I have studied abroad before but it was in the 9th grade. I wish to study abroad in China, London, Germany, and Russia.



"It is always the simple that produces the marvelous."

-Amelia Barr

My name is Wontashia Merritt. I am a 20 year old Junior, majoring in Business Marketing at Albany State University. I am originally from Lawrenceville, Georgia, My passion lies in helping others and interior design. On campus I am a member of the Global Ambassadors Honors Program, PUSH Promo Community Group, and ASU Marketing Club. Over the past year I have begun to serve in my community by being a peer tutor a few days out of the week at O.A.S.I.S afterschool program and other community service projects for my campus and the elderly.



"When you want to know how things really work, study them when they're coming apart." - William Gibson



My name is Odera Kingsley Osakwe, I am a 19 year old sophomore studying Pre-Engineering at Albany State University. I am a member of Global Ambassadors Honors Program, CAAM (Center for the African American Male), AND The Collegiate 100. I became a global ambassador because I am a well-traveled individual, and I want to continue to travel and share my experiences with others.

I look forward to becoming an engineer for a reputable company after obtaining my degree. However, before pursuing my dream in a graduate program in engineering, I would first pursue an MBA. That would provide me with ample knowledge to be able to run my own company in future.

"There is no happiness without courage or virtue without struggle."

- Jean-Jacques Rousseau

My name is Tahari Hart-Sanders, and I am a sophomore, Pre-Nursing student. I am a native of Jersey City, NJ and recent resident of Marietta, Georgia. Once I earn my Bachelor's Degree, I plan on continuing with graduate school at Albany State University to earn my Masters of Science in Nursing. Upon receiving my Master's Degree, I plan on working at a hospital in the Metro-Atlanta area while getting my PhD at either Morehouse College or Emory College. I hope to continue to showcase my talents and strong leadership as an Obstetrician/Gynecologist at my own doctor's office. I also have plans to continue my obligations as a global citizen by moving to an African country and opening a chain of Doctor Offices. I hope to one day become a mentor for young adults who have parents that are incarcerated. Another dream of mine is to adopt a child from another country who doesn't have the opportunities as we Americans have, and I will help to put the child through school. I am former President of Global Ambassadors at Albany State University, and studied abroad at Xiamen University, China with eight other students in summer 2013, I was one of the recipients of Benjamin Gilman Study Abroad Scholarship at Albany State University



Albany State University (ASU), Albany, Georgia
Study Abroad Alumni and Countries of Study from 2010-2013

Summer 2013				
Program & Country	Name	Major	Classification	Gender
ASU -China	1. Davis, Chelsea	Early Childhood Education	Senior	Female
	2. Griffin, Ashley	Business Management	Junior	Female (2013, Best Study Abroad Student)
	3. Hart-Sanders ,Tahari	Nursing	Sophomore	Female
	4. T' Huff , Erica	Early Childhood Education	Freshman	Female
	5. Payton , Jonathan	Business Management	Junior	Male
	6. Scott ,Anyonna	Business Management	Junior	Female
	7. Shepard ,Kwanesha	Mass Communication	Senior	Female
	8. Swan ,Jennifer	Art	Sophomore	Female
	9. White ,Jazmina'	Business Management	Junior	Female
ASU - Trinidad and Tobago	1.Ayers, Channel	Social Work	Senior	Female
	2.Bell, Joi	Social Work	Senior	Female
	3.Bigby, Keyonta	Social Work	Junior	Female
	4.Dorsey, Tanequa	Social Work	Senior	Female
	5.Gilliard, Jacqueline	Social Work	Senior	Female
	6.Holder Milira	Social Work	Junior	Female
	7.Gabrielle Potts	Social Work	Junior	Female
	8.Redding ,Keyuna	Social Work	Senior	Female
	9.Turner ,Alfton	Social Work	Senior	Female
	10.Warner , Tanika	Social Work	Senior	Female
	11.Williams, Kamri	Social Work	Senior	Female
France, Paris (EC)	Winkey, Kalisia	Political Science	Junior	Female
Summer 2012				
ASU- China	1.Heath, Jared	Mass Communication	Junior	Male
	2.Jefferson, Dana (FVSU)	Mass Communication	Junior	Female
	3.Martin, Safiya	Mass Communication	Senior	Female
	4.Miranda, Zaykeria	Mass Communication	Senior	Female
	5.Okwuosa, Robin	Mass Communication	Junior	Female
	7.Patterson, Whitley	Special Education	Junior	Female
	8.Ward, Bianca	Business Management	Junior	Female
	9.Wilcoxson, Danielle	Mass Communication	Senior	Female
	10.Williams, Dahlia	Mass Communication	Senior	Female
	11.Wood, Jessica	Healthcare Management	Senior	Female
	France Paris(EC)	Sonique O'Neal	Business Management	Senior
Costa Rica	Jordan, Tylah	Spanish	Sophomore	Female

Summer 2011				
England EC- London,	Lumpkin, Chastity	Mass Communication	Sophomore	Female
Spain, Madrid(EC)	Johnson, Charmagne	Social Work	Junior	Female
Brazil	Brice, Tangela	Business Marketing	Sophomore	Female
Brazil	Martin, Breanca	Business Management	Sophomore	Female
Costa Rica	Ward, Bianca	Healthcare Management	Sophomore	Female
Costa Rica	Willie Young	English	Senior	Male
Ghana (Sponsor-United Nations- Through ASU Honor's Program)	Hardwick , Timothy	Middle Grades Educa- tion	Junior	Male
Fall 2011				
ASU -Peru	1. Akintade, Adetola	Biology(Natural Sci- ence)	Junior	Female
	2. Akintade, Omolara	Biology(Natural Sci- ence)	Senior	Female
	3. Brian Souffrant	Biology (Natural Sci- ence)	Junior	Male
	4. DeJournett, Destiny	English	Senior	Female
	5. Muckle, Amanda	Biology(Natural Sci- ence)	Junior	Female
	6. Peets, Kaiesa	Biology(Natural Sci- ence)	Junior	Female
	7. Swait, Brittany	Biology(Natural Sci- ence)	Senior	Female
	8. Young, Willie	English	Senior	Male
	9. Woods, Jessica	Health Care Manage- ment	Junior	Female
Summer 2010				
England, London	1. Carter, Jacoby	Mass Communication	Junior	Male

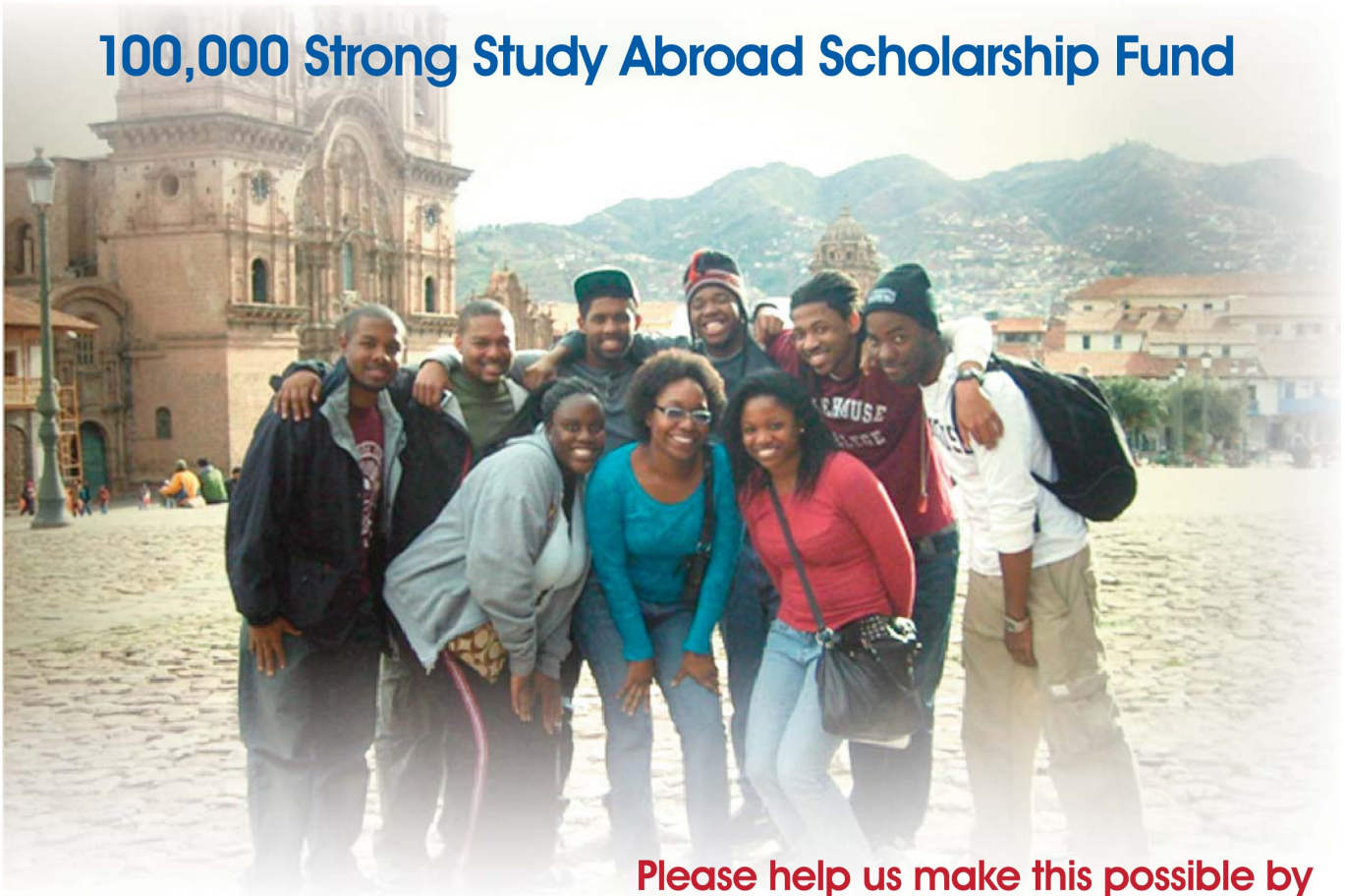


Faculty Members Who have Led and Taught in Study Abroad Programs

NAMES	COUNTRY & YEAR	DEPARMENT	GENDER
ASU Study Abroad Faculty			
Dr. Devi Akella	China, 2013	College of Business	Female
Dr. Jasmine Lambert, Assistant Program Coordinator	China, 2013	Fine Arts	Female
Dr. Jianchuan Zhou Program Coordinator	China, 2012 & 2013	English, Modern Languages, and Mass Communication	Male
Dr. Irma Gibson -Program Coordinator	Trinidad and Tobago 2013	Social Work	Female
Dr. Marilyn Spearman	Trinidad and Tobago, 2013	Chair, Social Work	Female
Dr. ,Judith Andre-Rosenbaum	China, 2012	English, Modern Languages, and Mass Communication	Female
Dr. Nneka-Nora Osakwe Program Coordinator	Peru 2011, & China, 2012	English, Modern Languages, and Mass Communication	Female
Dr. John Williams, Assistant Program Coordinator	Peru, 2011	Natural Sciences	Male
Dr. Leroy Bynum	Brazil	Fine Art	Male
Dr. Jonathan Elimimian	Kenya	Business Management	Male
Dr. Titi. Oladunjoye	Jamaica	Education	Male
Professor Patricia Ikegwuonu	South Africa	Criminal Justice	Female
Professor Juarez Torres	Mexico	English and Modern Languages	Male
Dr. James Hill	Ghana, 2013 (Summer)	Chair, English, Modern Languages and Mass Communication	Male
Dr. Kathaleena Edward Monds	Brazil, 2012	Business Management	Female
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