

Multimedia low-level ESOL handbook

This project will develop PCC orientation videos in as many different languages as possible (i.e. Arabic, Vietnamese, Somali, Farsi, Spanish, Korean, Romanian, Chinese, etc.). These videos will be targeted to the low-level ESOL students (Levels 1-3) who do not speak enough English to understand existing PCC orientation material. Topics covered in the videos will include the logistics of attending PCC (parking, registration, library, financial aid, student services, etc.) as well as specific logistics of the Level 1-3 ESOL program which students often misunderstand (eg: the process of moving up to the next level). Because many of the students in Levels 1-3 are often illiterate or low-literate in their native languages, the video format is essential. In addition to providing valuable information, these short videos will offer a meaningful message of “welcome to PCC” to a student population that may often feel marginalized due to language and cultural barriers. Furthermore, these videos will be posted online so that any staff member on any campus can pull them up when working with a non-English speaker. Please see proposal for more detail.

Creation of an ESOL Peer Mentoring Class

This 2-credit, elective class will match low-level ESOL students with native or near-native English speaking peers. Once a week the pairs of students will meet to share cultural information about their respective countries. In addition to practicing their English outside of class, the ESOL student will also receive mentorship and personalized support in navigating PCC and adjusting to life in the U.S/Portland. The goals of this project are to foster greater connections between our international and non-international students, to increase intercultural competency, and to provide personalized support to help retain low-level ESOL students. Please see proposal for more detail.

Local “study abroad” pilot project

Each week, Spanish 203 students will visit (in pairs) a local “host family” where Spanish is spoken exclusively in the home. The visits will last 1.5 – 2 hours, during which the students will informally chat and interact with the Spanish-speaking family, much as they would if they were participating in a home stay in a foreign country (perhaps sharing a meal, helping school-age kids with homework, etc.). On Fridays, the students will meet as a class with a Spanish instructor to discuss and reflect upon their experiences. This experience will provide Spanish 203 students the opportunity to practice the language in an authentic setting and give them confidence for future international/intercultural experiences. Importantly, it will also strengthen ties between PCC and the local Hispanic community. Please see proposal for more details. This project is based on a successful model from Pitzer College in Claremont, California, implemented by Dr. Ethel Jorge.

A list of external partnerships related to internationalization –

This information will be gathered through a questionnaire submitted to all PCC employees to provide a snapshot of the affiliations PCC currently has with local companies, organizations and associations that have an international focus. This clearinghouse list will allow us to know where we have connections and where they are lacking so we can be strategic about investment of college resources. The information can also serve as a resource for those interested in contacting or joining a specific organization and knowing who is already connected with them. The nature of the current relationship (partnership, resource, etc) will also be listed.

A list of all internal PCC activities, projects and collaborations –

This list will provide an inventory of the current range of PCC's internal activities related to internationalization. It can be used by anyone interested in joining or contacting a group.

A list of local schools making efforts towards internationalization –

This effort is intended to provide opportunities to increase our knowledge of pedagogy at these schools, share information of our efforts and create bridges with our pipeline.

A list of class assignments or specific projects with a focus on internationalization –

This project will create a repository of work that faculty can adapt, replicate or be inspired by.

International internships – These might take the form of study abroad and/or sister school exchanges to allow students to be exposed to different cultures and to different ways of conducting business or applying technology such as energy conservation.

Speaker/ Panel presentations

This project involves the organization, promotion, and support of speakers and presentations on interdisciplinary, global themes and international education. Our project group will create a clearinghouse of speakers from the community and PCC who have participated or may be willing to partake in a lecture series or class presentations. This project would also involve using the pre-summit survey and other resources to mine our local talent.

A speaker series will take place each term at each campus, and we plan on coordinating the speaker events with other large-scale events taking place each term: International Education week for the fall term, the Anderson Conference for the winter term, and Art Beat for the spring term. Ideally, we would have community, faculty, staff, and student participation. Eventually, the speaker series may also involve the participation of “virtual guests” from other parts of the country or world.

CIEE Archives /Database

This project involves a site that archives the experiences and presentations of CIEE participants. One of the goals would be to chronicle the lasting effects of the conference using e-portfolios which would trace the experiences of participants from when they first return to what changed in the months following their return and continuing on to three years after they return.

The site would also make available the participants’ presentations and display the multiple ways the participants can record their presentations (Elluminate, Camtasia, Mediasite, Blogs...etc).

Professional Development : Summer Institute on Intercultural Communication (SIIC).

SIIC Follow-Up:

The office of OIE will solicit advice (through in-person meetings, email, phone calls) from this group to help shape and strengthen the SIIC experience for all college employees.

SIIC Collect Materials & Articles:

This group will help the OIE collect workshop materials from past SIIC participants and determine how best to store these resources.

Promote SIIC:

This group will help the OIE promote the SIIC to all PCC employees.