



Application for Professional Development Grant in Internationalization



*Brought to you by the Internationalization Steering Committee (ISC),
part of the Internationalization Initiative at PCC*

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 (number that will work during campus closure)

Check one: ☐ FT faculty ☒ PT faculty

- Projects can be modification of course materials, new course materials, or another project that adds an internationalization component or international focus to a course. We encourage you to be creative!
- Award amounts are expected to be between \$500 and \$1000, depending on the complexity of the project, the potential benefit for students, and the potential for use by multiple courses or instructors.
- Submissions become property of PCC and may be used as examples for future grant applications, on the PCC website, or otherwise shared inside or outside of PCC.
- Applicants will be expected to present about their project at a future meeting, to be determined in collaboration with the ISC (Internationalization Steering Committee).
- Applications will be reviewed and awards determined by members of the ISC.
- Applicants who are selected for an award will be asked to sign a MOU (Memorandum of Understanding). Payments will be made after the project is completed and a final report is submitted.
- All work must be completed by the start of Fall term 2020 (September 21).

Please answer the questions on the next page. Add extra space or additional pages as needed.

1. Title of project: The Global Variability of Climate Change: Place-based Impacts and Responses

2. Description of project (about 200-500 words).

This project will be the addition of a new research-based assignment that allows each student to examine how climate change is currently impacting and will continue to impact a country of their choosing. The student will research how climate change is/will impact different sectors including: *food systems, the economy, land use, culture, water, and politics*. Next, the student will research how much their chosen country has contributed to climate change: *What is the country's role in greenhouse gas emissions? What are their rates of deforestation? Are they actively working on reducing greenhouse gas emissions? What policies are in place surrounding climate change?* Lastly, students will look into how their chosen country is and will continue to handle climate change impacts. *Are they an island nation that needs to find a new home? Will they need to change the crops that have become staples in their diets? How will their economy change as climate continues to change? Does this country have the resources to adapt quickly enough to keep its culture intact?* Students will present their finding to the class, the format dependent on whether we are still remote or not.

This project would be introduced about halfway through the term, and the presentations would take place during the last week of class. This will allow students about 5 weeks to research their country and to create a presentation with their findings. Ideally, in a face-to-face environment, students would work in groups of 3-4 on this project. In the current remote environment, groups would be preferred, but I would also allow for students to work independently if need be. In a face-to-face environment, this project would culminate with formal class presentations; each group will present in front of the entire class using some sort of visual aid (like a PowerPoint). However, in the remote environment, this may be altered for students to present in breakout rooms or to record their presentations for students to watch on their own. There will not be a paper that goes along with this project, although students will need to include a reference list. This means that presentations must be thorough enough to answer the questions posed in the assignment.

Before they start in on their research, we will talk about how climate change is impacting the US and specifically us here in the Pacific Northwest. This will give them a basis for what I expect from their work, and will also give them a comparison. The US is one of the leaders in greenhouse gas emissions, yet climate impacts here are expected to be less than many other places across the world.

During the course of this project, students will get a chance to see climate change through a global perspective. They will learn about another culture, what that culture is currently losing, and what is at stake if climate continues to change at the current pace. The student presentations will expose students to many different cultures across the globe, hopefully bringing awareness to how our actions here in this country impact people on a global scale.

After all groups/students have presented on their chosen country, the project will end with a discussion session about what the students learned. We will address patterns, highlight nations that are in the highest need for aid, and acknowledge our role as US citizens.

OPTIONAL ADDENDUM: As an additional way for the students to share their new knowledge to a broader audience, I would like to put together a video montage of student presentations. Each student would choose 1-2 presentation slides that they think show the most important climate change impacts for the country they chose. With help from students, these presentation slides could be combined with music and turned into a 1-2 minute video that students could share with friends, family, or via social media.

3. Please provide a brief answer to each of the following:

- a. What is it you hope to gain from completing this project? How will it benefit your students?** Climate change is commonly taught throughout the curriculum, not only in ESR classes, but across multiple disciplines (which is great!). But students most often think about the impacts of climate change in terms of how **they** will be impacted. It is important for students to see how other cultures will be impacted, particularly those who may not have the resources to adapt to the changes. I hope that doing a deep dive into learning about another culture will make them feel more connected to those particular people. To realize that their country is not just a piece of land, but a place that holds much culture and history, and a place that is worth protecting. I also want them to have a chance to see that the countries that will likely be the hardest hit from climate change are the ones that have had the least contribution in terms of greenhouse gas emissions. This should become clear to them as they listen to their peers present their findings.

- b. Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain.** Sure! There are many sections of ESR 173 taught throughout PCC each year. Geology also has a class focused on climate change that this could work for. This would also be perfect for a human geography class. It could even be adapted to a business class if you focused more in on the economic aspects/trade changes.
- c. How would you be able to share what you have done with other faculty at PCC?** I could present my project to my SAC and make it available for all ESR teachers to use. I would share this assignment via the ESR and G/GS google drive folders so that anyone teaching those subjects has access to it. I would also happily share to others outside the ESR and G/GS departments upon request. The class I am developing this for also has an OER reading list that is public; I can add a link to this assignment to that reading list for others to use. Maybe we could start a google drive folder for internationalization projects?
- d. Is there anything in your background or experience that will help you to accomplish this project?** I have been teaching about climate change for 12 years, so I know quite a bit about the science behind it, as well as how many areas of the world will be impacted. I know some of the countries that will likely have the greatest impacts, and I know which countries are taking large strides to combat climate change, so I will be able to give suggestions on countries that will be interesting to research. I couldn't tell you how every single country will be impacted though, so this will also be a learning experience for me!

Please email your completed application to: Ron Bekey, ISC Chair, rbekey@pcc.edu by Friday May 15, 2020 at midnight.