



# Application for Professional Development Grant in Internationalization



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

**Name:** \_\_\_\_\_

**Department:** English/Composition

**Campus:** Sylvania

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_  
(number that will work during campus closure)

**Check one:** ☐ FT faculty ☒ PT faculty (part time)

- 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 end of Spring Break 2021 (March 28).

## 1. Title of project

### A Cross-Cultural Comparison of Bicycle Urbanism in Portland, Oregon, with Model Bicycle Cities Around the World

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

**PROJECT SUMMARY:** This collaborative research project will introduce WR 227 (Professional and Technical Writing) students to outstanding models of bicycle urbanism around the world. “Bicycle urbanism” refers to infrastructure like paths and bridges as well as bicycle-friendly public policy such as city-sponsored bicycle maintenance classes.

**STEP 1 A Powerpoint Presentation:** As a first step in the project, students (working in pairs) will choose one city from the list below and research the innovative infrastructure and policies of that city. They will present their findings to the class.

Figure 1: Model Bicycle Cities 2019.

Source: [ArchDaily](#) (An Architectural News Site)

City	Country
Copenhagen	Denmark
Amsterdam Utrecht	The Netherlands
Strasbourg Bordeaux Paris	France
Oslo	Norway
Vienna	Austria
Helsinki	Finland
Bremen Berlin Hamburg	Germany
Bogata	Columbia
Barcelona	Spain
Ljubljana	Slovenia
Tokyo	Japan
Taipei	Taiwan
Montreal Vancouver	Canada

**STEP 2 A Recommendation Report:** As a second step in the project, students will draw on the class presentations to complete a major writing project in the course, a recommendation report that will consider Portland, Oregon's bicycle infrastructure and policies as a case study. The previous research of model bicycle cities worldwide described in STEP 1 will provide students with comparative knowledge of bicycle urbanism that can be used to promote and improve cycling in Portland.

The City of Portland has reached year 21 of a 30 year bicycle plan, which is available to students on the City's website. After becoming familiar with the Bureau of Transportation's goals for 2021, students will problem solve, recommending ways to improve bicycle infrastructure, rider safety, and rider participation in Portland. This phase of the project will include experiential learning. For example, students can attend one of Portland's monthly Bureau of Transportation Bicycle Advisory meetings and take a self-guided tour of Portland's bicycle paths and bridges.

The final recommendation report will integrate students' first hand research in Portland with the collaborative cross-cultural research described in STEP 1. Students will glean ideas from their cross-cultural research and suggest ways these ideas could be implemented to improve Portland's own bicycle infrastructure and policies.

### **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?**

In addition to developing skills in collaboration and research, two key technical writing competencies, internationalization will improve students' critical thinking in the following ways:

- The project will model the practice of looking beyond our own borders for innovative ideas. While Portland is considered one of the best bicycle cities in the US, it is still not considered one of the best in a worldwide ranking, and we can learn a lot from other cities. The strategy of cross-cultural research can be successfully applied to solving all kinds of problems.
- The project will lead students to consider the impact of geography and culture on each city's approach to promoting bicycle urbanism.
- The project will encourage students to view sustainability-related issues like cycling in a global context.

#### **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.**

Yes, this project is replicable:

- Instructors could adapt the idea of a cross-cultural collaborative research project to any course that emphasizes problem-solving, including other composition courses such as WR 115, WR 121, and WR 122.
- WR 227 is a required course for many students, and multiple sections are offered each quarter. Any WR 227 instructor could assign this same bicycle urbanism case study and the collaborative presentation and recommendation report assignments. Each year the Bureau of Transportation will be working on various aspects of Portland's 30-year bicycle plan, so there will be a variety of new plan implementation challenges for the students to study and write about until the plan is complete in 2030.
- The idea of a cross-cultural comparison of bicycle urbanism could be used as a case study topic in many disciplines: business/marketing, paralegal, computer science, engineering, healthcare, and other related fields. For example, urban planners must consider how to publicize the new bicycle policies and city attorneys must consider the legal aspects of locating bicycle paths. Engineers must design the infrastructure and computer science professionals must manage data related to infrastructure planning and usage. Healthcare professionals are concerned with bicycle safety and the health benefits of bicycle commuting.

**c. How would you be able to share what you have done with other faculty at PCC?**

In addition to sharing my project at an ISC meeting, I could:

- add my project to the English Department's Sylvania Collaborative Online Resource shell.
- contact the English Department SAC group that is currently focused on updating CCOGs for WR 227 and ask them to share my project with English Department faculty at the SE, Cascade, Rock Creek, and Willow Creek Campuses.
- record my students' class presentations and share them along with my description of the project/assignment instructions and examples of outstanding student recommendation reports.
- answer faculty questions via email or Zoom.

**d. Is there anything in your background or experience that will help you to accomplish this project?**

I am an experienced technical writing instructor who has taught at PCC since 1994. Although I am hoping to teach this bicycle urbanism project face-to-face, I have taught online, hybrid, and remote versions of WR 227 and can adapt this bicycle urbanism research project to any of those formats.

I will be teaching a bicycle urbanism themed WR 227 Education Abroad course in Portland and Copenhagen during summer quarter of 2022, but I have not yet created the curriculum for this course. I would get a double benefit from the Internationalization Grant because it would allow me to research bicycle urbanism in more depth and apply this research to both a WR 227 course

to be taught this year in Portland and an Education Abroad version of WR 227 in 2022. I have already completed some preliminary research of bicycle urbanism in preparation for the Education Abroad course, which will help me to accomplish this Internationalization project.

I enjoy cycling and am excited about the chance to explore this fun, experiential, good-for-the-planet, local yet globally significant topic with my WR 227 students.

**Please email your completed application to: Ron Bekey, ISC Chair,  
[rbekey@pcc.edu](mailto:rbekey@pcc.edu) by Sunday January 10, 2021 at midnight.**