Introduction

Complex social issue teaching to students' civic engagement are discussed. Designing a course to create a global classroom that fosters an understanding of a transnational approach and social networking tools to engage effectively. The logistics of the project are then presented, including the roles and responsibilities of participants involved in the project. The project was established to promote civic engagement not only among students of different cultures, countries, and language but also with Ph.D. students at the University of South Florida. This paper details a collaborative teaching methodology and research experience in

Abstract

Moldovan students and Moldovan Students

Collaborative Research Opportunities for U.S.

Creating a Global Classroom: Providing
course.

U.S.yd. eral reeey, Learn and Serve America for the faculty course development grant that supported this project.

The authors wish to thank the U.S.yd. Business Center for Ethical Leadership and Civic Engagement and the

- Global social issues
- Research opportunities, non-academic, cooperation, individual and group
- Overcome stereotypes about a privileged American student in terms of
- Compete in another country, across cultures and beyond borders
- Develop oral and written communication skills by working with a
- Cooperation

work virtually, outside homes, outside the country, through on-line

students in Moldova and in the U.S.

The authors expected this collaborative work with students abroad to give

via Skype, e-mail, and Facebook.

Project took place outside of class, technology made it easy for students to meet

of students from U.S. and from UA QED. The bulk of the students work on the

the research papers produced in the course. Each joint research group considered

and to enjoy a celebration event at which each student was presented with a book of

law enforcement officials) to hold a conference to present their research findings;

NCOs and Peace Corps Volunteers) and in Tampa Day (non-profit, professors;

the course of ten weeks, the class met jointly via Skype teleconference six

McLellan's were undergraduates, students enrolled in Women and the Law, Other

Professor Sweeney's graduate students, who were earning MA degrees in

The project focused on groups on joint research projects related to the issue of human

Peace Corps (U.Syd.) and the University of South Florida (USF) could

their Fall 2011 courses, so that students from the University of South Florida ST
community partners and victims of human trafficking expand students’ understanding of the knowledge gained through research and engagement with NGOs. 

The authors emphasize the importance of their research and the need to evaluate the effects of incorporating this experience into their coursework. In particular, they will analyze whether the students’ participation in the videoconference and other interactions between the qualitative review of students’ written assignments and the observation of the qualitative review of students at home and in the classroom shows how they could benefit from solving problems and societal issues, to become more sensitive to local, regional, and global cultural differences. Moreover, this project offered the possibility for both the U.S. and Moldova students to find out about each other’s higher education in this way. The American Studies students did not have to rely solely on books and publications. On the other side, the European students did not have to rely solely on study and research based on common academic requirements and to engage in study and research based on common academic requirements and to engage in study and research based on common academic requirements and to

Students in Moldova specializing in American studies do not have the opportunity to abroad. Thus, this project gave them a unique chance to

Learning and Research

- expand students’ opportunities for using technology in communication,
- foster intercultural understanding through learning and communication
- make students curious and interested in acquiring more knowledge about
- overcome language barriers for those who have not been able to
- inspire students to become actively engaged in preventing and solving study and research
- work with community partners, e.g., NGOs and Peace Corps Volunteers

The authors will use (1) a series of pre- and post-project surveys, (2)
from NGOs in Moldova and in Florida outside of class as well. The project
Moldova addressed the joint classroom. Students worked with representatives
period while the project was underway. Guest speakers from the U.S. and from
introduced joint seminars. Joint class meetings were held 6 times over a 10-week
The instructors selected common readings that were discussed in an

Florida, as students learned during the course of the semester

profoundly affects the lives of men, women, and children in Moldova and in

and more recently, a manual (county) for victims of human trafficking. Florida is

(USC’s Higher Education) Moldova is a well-known source country

students were studying topics related to women and the law. Students at the ASC

rewarding option for collaboration among students in both universities. In addition,

ultimately, they decided that the human trafficking issue would provide a

issues, and others)

Investigations (IAHTI), the U.S. Department of State, Office of Global Women's

Premiere Country, the International Association of Human Trafficking

Moldova (e.g., the Peace Corps, La Strada, Medecins du Monde, Zone Club of

partners and human trafficking experts in Washington, D.C., in Florida, and in

The instructors also spent time during the summer meeting with community

The instructors also spent time during the summer meeting with community

human trafficking in eastern Europe, in Moldova, and in the U.S. The idea of these

conducted research on human trafficking and developed a bibliography on

Inauguration and Learn and Serve America to support this new course. They

be linked together, applied for a faculty course development grant, and secured

The authors brainstormed possible research topics and courses that could

instructors.

make this collaboration enriching and rewarding for both the students and the

work collaboratively. The interdisciplinary and international dynamics would

culture, "Global Citizens," and to provide an opportunity for these students to

Logistics and Project Design

contrast this modern-day slavery.

perceptions on "Global Citizenship" and whether it led to student activism to
important.

Officers and NGOs represented to provide materials and suggestions were also
that facilitated research. The outside involvement of professors, law enforcement
important aspect of the project was the individual and group communication
students developed their findings within their assigned topic in a group research
human trafficking on communities in both Moldova and the United States.

Citing the knowledge and tools to gain a real understanding of the impact of
Council of Europe Convention on Action against Trafficking in Human Beings,
trafficking (C.E., the U.N. Protocol against Trafficking in Persons (2000) and the
trafficking Victim Protection Act (2000) and international responses to human
trafficking, U.S. Protocols and Moldovan anti-trafficking and prostitution law; the
agencies in the U.S., Moldova and Moldova responsible for combating human

"Europe---Provision programs in the U.S., Moldova and in Moldova.

trafficking: prevention programs in the U.S., Moldova and in Moldova.

By developing new and existing human trafficking prevention programs in the U.S., Moldova and in Moldova,

in Moldova and in Moldova; U.S. and Moldovan partners, cooperation with
the following: the role of NGOs and non-profits in combating human trafficking
the benefits of these organizations to present to their classmates at the joint videoconference. The students included
develop a deeper understanding of a single issue which they would then be able
two to three USM students, were assigned an area of focus within which allowed them to

Each group of students, composed of three to four USM students and

prepared.

modern slavery industry, and how trafficking in the U.S. and Moldova can be
of trafficking and how Moldova and Moldova became the multi-billion-dollar
following readings and discussions centered around questions about the root causes
activities about human trafficking and anti-human trafficking laws and
students were given the opportunity to think
important issues. Group discussions were centered around issues related to human trafficking

Throughout the project, all students were expected to gain a well-rounded

The Human Trafficking Research Assignment

Group presentations of each group's research findings at a joint

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more confident communicating with people of a different ethnicity, and had
Moldova considered themselves to be more informed about global politics. A
preliminary review of the data reveals that students in both Florida and
assessments with a colleague from another country.
What was the most valuable aspect of working on an
"Global Citizen" and, "What does it mean to be
We also asked students open-ended questions such as, "What does it mean to be
12. I feel that I can contribute to the global community.
11. I feel that I can influence my own government.
10. I am confident that I can communicate with people of a different culture.
9. Learning about people from different cultures is a very important part of
8. I enjoy having discussions with people whose ideas and values are
different from my own.
7. It is important for nations to recognize differences.
6. I feel comfortable discussing foreign policy.
5. Compliance with global citizen requirements involves all nations.
4. Democracy requires citizens to regularly participate in government.
3. Civic politics plays only a small part in my everyday life.
2. I consider myself informed about global politics.
1. I strongly agree and I feel strongly disagree to ask students how much they
agreed with the following statements:
In the pre-test and post-test surveys we used a 5-point scale (with 5 being
perceptions of "global citizenship."
Students to measure the extent to which this project affected students.
The instrument administered pre-test and post-test surveys to the
Pre-Test and Post-Test Survey Data.
Students who felt confident communicating with people of different ethnicities rose from 77% to 100% at USFR.

Students who believed that democracy requires the participation of all citizens rose from 66% to 84% at USFR; at USFR, 64% felt the figure rose from 38% to 64%.

The project informed about global politics rose from 48% to 64% throughout the course of the program. The percentage of USFR students who considered themselves to be participants in the joint research project.

Greater confidence that they could contribute to the global community after the program.
Two key components of the work in the joint project between NSM and USPS were student reflection papers and journals.

USPS students were there working together outside of class and the papers they wrote reflect this work. Two key components of the work in the joint project between NSM and USPS were student reflection papers and journals.

A graphic shows the percentage of students who responded to the pre-test survey question, "What does it mean to be a global citizen?" and to understand the importance of global cooperation and peace, "What does it mean to be a global citizen?" Students were asked to reflect on their experience working with someone from another country, and were asked to reflect on their experience working with someone from another country.

From 38% to 30% of students who felt they could contribute to the global community.

Global issues stand out in this graphic. Awareness of global issues are in the world and to be understood. What does it mean to be a global citizen?" and to understand the importance of global cooperation and peace, "What does it mean to be a global citizen?" Students were asked to reflect on their experience working with someone from another country, and were asked to reflect on their experience working with someone from another country.

From 38% to 30% of students who felt they could contribute to the global community.
human trafficking. "Yes, it happened."

benefit to people by highlighting some of the issues with the horrors of
I found it to be a very beneficial project and I hope that this book can be of
Our group came together quite well with each person's stories. Overall,
I spoke to Elena on Skype this morning ... I learned that Elena is actually
I made a Facebook group to strengthen the communication between the
I was very surprised and happy about the work Elizabeth has
I have learned more about human trafficking through my
Overall, my thoughts about this assignment are positive. I feel that it was
Students at USP were asked to record their experiences of working
members at USP and LSM. It's

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many issues we have in common." She felt

highlighting. I made us realize once again how small the world is and how
both from Moldova and the US, and even listen to a vision of human
a shorter time we get to see and listen to a variety of NGO representatives
has been amazing. In terms of organization, practice, and feedback. In such
the skills of working with people from a different culture. I think this class
helped us practice our skills of working in a group and most importantly,
foreign American students on a research paper. Second, this group project

lack for us. First of all, it was a great honor and challenge to work with

The human trafficking group project has been a surprisingly unexpected

dark side of our life. Alexey Crewson

understanding the phenomenon of human trafficking and see other side - the

understand the phenomenon of human trafficking who helped us to

groups from different NGOs and other organizations who helped us to

such as human trafficking. But the US has been too. Plus, we had many
classes showed that not only Moldova and East Europe have problems

information and thoughts in my topic of research... Moreover, these

and research meetings via Skype provided me with a lot of new

the students and we are still in contact via Skype. The common classes

students from the United States. I became very good friends with one of

It was very interesting, fruitful and enjoyable to communicate with

China

who are living in another country or even in another continent. - Yulia

your native country and a rather different thing is to work with people

case study. Because it is one thing to work with the students from

effectively. I think it was a useful course, especially now for me and in some

The course brought a new idea of how to learn about global issues more

The students at USM also provided their insights into collaborating with

potential to continue conversation with others on Global topics. - Victoria

culture may be different, but this project gave us common ground, and the

economy and the next step in furthering our education: Our lifestyle and

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As a result of the joint collaboration, students learned about a wide range of issues related to human trafficking: the role of NGOs and non-profits in Moldova and in Moldova; U.S. and Moldovan government agencies in the U.S.; and Moldova's responsibility for Moldova's human trafficking prevention programs. In the U.S., government agencies were also paired with other nations and international agencies and partnerships and coordination with other nations and international agencies and NGOs.

Presentation topics included the conference videos of the students, a book of the student research papers and about an acute social problem. Students were able to build academic oral and written reflections cultural ambassadors and talk to colleagues about the current culture and provided an unique opportunity for students from both countries to serve as partners to work with and form community partners who are working together outside of class as well. Students also had the opportunity to conduct collaborative research with colleagues and the objective of the joint research project on human trafficking was to give students and colleagues to work together.

Reflections on the USFSP-UM Global Classroom

Address this crisis by learning more about this issue of human trafficking through awareness and to engage with community partners. Students also talked about how affecting both countries, provided a means for developing global citizens and cultures and communities to work together on research topics about a major social issue affecting both countries.
Technologies that are free and readily available in the U.S. and overseas

The corner, mainly in the villages, will become well-documented in research and more complex with added global

The survey data revealed that students in both Frolida and Moldova

society.

To design practical solutions for preventing a social problem that affects their

and in the United States. They engaged in international teamwork with the aim

everyday life that has major social and individual impact both in Moldova

and Moldovan students. The students became aware of a social issue that is not prominent in

and the ways both countries are part of it. Through their

students learned about the importance of international cooperation and global

NGO actions as well as regular citizens who should be active and responsive. The

building of practical mechanisms for prevention and solution of human

purposes hidden social issues. They became more aware of the need for systemic

students from both countries become more informed about a less visible and

cooperation with community partners, provided opportunities for the students

The design of the course, with its international collaboration and its
led to activism in combat this modern day slavery.

Civic responsibility derived from the joint research project on human trafficking international cooperation. In many cases, the increased awareness and sense of better understanding of the complexities of human trafficking and of the need for in Florida and in Moldova. Students reported greater global awareness and a

However, the overall experience was a positive one for the students both

added to student stress about the deadlines.

have to compress the timeline of the project due to conflicts in schedule, which issue seemed unrelated to the international component of the project. We did

students approached the project with the same level of dedication, but these

We did experience some challenges implementing this assignment. Not all

technologies to reach out and to collaborate with colleagues overseas.

believe that faculty at other colleges and universities could use these

For students in the U.S. and Moldova to share documents and research, we

connected with colleagues in the U.S. and in Moldova, while Dropbox made it easy
courses, she teaches, are focused on skills-building and civic engagement.

In her role as professor, she has developed courses that emphasize practical skills and knowledge for volunteer activities around the community. She is a member of the Elder Law and Policy Project, which aims to support older adults in maintaining their health and independence.

Dr. Svetlana Shchuka is a well-known researcher who has published widely on the role of Moldova's history within the framework of American studies and American studies within the context of Moldovan history. She has a Ph.D. in History from the University of ulm and a B.A. in History from the University of Tbilisi. Her research focuses on the history of American foreign policy and the role of American universities in shaping Moldovan history.

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