

THE N.C. SCHOLAR OF GLOBAL DISTINCTION PROGRAM



WORLD VIEW



Asia

ACA 122

College Transfer Success

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This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Description of the Module:

This module focuses on learning about the lives of citizens in Asia countries. Students will explore access to, as well as the format and outcomes of higher education in these countries. Students will also research and discuss current events and issues of people living in Asia. An additional component requires students to analyze their role and potential impact of these global events and issues.

Global Student Learning Outcomes:

1. Students will develop intercultural competencies by understanding differences in higher education between the United States and Asia
2. Students will recognize and address issues and events that occur at international and local levels.

Activity 1: What is Higher Education like in Asian Countries?

Objective:

Students will describe aspects of access, format/content, and completion/outcomes of higher education in a country within Asia.

Procedure:

Students will work in groups, researching the state of higher education in their selected country. They are required to obtain the following information:

1. Access: Who attends institutions of higher education? Does gender, ethnicity, income or social factors play a role in who attends these schools? How does access to higher education in this country compare to access in the United States?
2. Format/Content: How long does it typically take to earn a degree from institutions of higher education in this country? What services does the school provide for students? That is, where do students live? Are there social events and/or student clubs provided by the school? What class formats do the institutions offer (face-to-face, online, etc.)? Compare your findings in this section with higher education in the United States? That is, are there any advantages or benefits for students in this country compared to college students in the United States?

3. Completion/Outcomes: Are there ways for students to continue their education? For example, are there medical schools? If women attend, do they have employment opportunities after graduating? Is there a job shortage in this country? You may be able to investigate this by the prominence of remittance in this nation.

Assessment:

Groups will submit a report, which contains details of their research from the 3 required content areas listed above.

Follow-up:

Each group will also give a slideshow presentation to the class, highlighting important findings in this research assignment. In online sections, groups will present their slideshows in a forum.

Resources:

A to Z World Culture – online database/encyclopedia

Credo Reference – online collection of reference materials

International Newspapers

China: "South China Morning Post"

<http://www.scmp.com/frontpage/hk>

India: "The Telegraph"

<https://www.telegraphindia.com/>

Indonesia: "Jakarta Post"

<http://www.thejakartapost.com>

Japan: "Japan Times"

<http://www.japantimes.co.jp/>

Philippines: "Manila Bulletin"

<http://mb.com.ph/>

South Korea: "Korea Herald"

<http://www.koreaherald.com/index.php>

Taiwan: "Taipei Times"

<http://www.taipetimes.com/>

Thailand: "Bangkok Post"

<http://www.bangkokpost.com/>

Vietnam: "Liberated Saigon"

<http://sggpnews.org.vn/>

Activity 2: Increasing Competence of Asian Cultures Through Global Events

Objective:

Students will be able to identify and explain current events and issues in Asia, through presentations and discussions. Students will also contextualize these events and issues with respect to their own lives.

Procedure:

Faculty and staff members associated with international education on campus schedule events involving presentations and discussions with people who have expertise and/or experience with Asian cultures. These events are called passport events.

Students will attend two passport events and obtain attendance stamps on their passport (proof of attendance

document) at the conclusion of each event. Students submit the passport to their instructor for verification. Students will then reflect and analyze their experiences in class during global discussion time or online in the global discussion forum (the latter option is for online sections only).

Global discussion topics will include the following:

- What were you curious to learn about in this passport event?
- How do the experiences and perspectives of others differ from your own?
- How has culture played a role in the hierarchies, inequalities, and opportunities of others?
- How has your place in the world informed and limited your knowledge?
- What problems have been presented and what actions could one take to arrive at an ethical and moral solution?

*Note that passport events may not address every one of these questions.

Assessment:

Students demonstrate their knowledge of current international events through their participation in class during global discussion time or online in the global discussion forum. Students will be graded for accuracy, depth, and understanding of the questions posed above in the procedures section.

Follow-up:

As the course comes to a close, students will provide a final reflection of their cumulative experiences in class during global discussion time or online in the global discussion forum (the latter option is for online sections only).

Resources:

See Activity 1 Resources (page 2)

Activity 3: Increasing Competence of Asian Cultures through Research of Current Events

Objective:

Students will be able to identify and explain current events and issues in Asia, through global research and discussions. Students will also contextualize these events and issues with respect to their own lives.

Procedure:

Students will write two reports about different international current events. Each report must be at least one page in length and follow APA guidelines.

Reports will contain the following details (answers will be at least one paragraph for each prompt):

- Why did you select the article(s)? What were you curious to learn about?
- Provide a summary of the event (at least one paragraph in length).
- How do the experiences and perspectives of people featured in the article(s) differ from your own?
- How has the culture or cultures mentioned in the article(s) played a role in the hierarchies, inequalities, and opportunities of others?
- How has your place in the world informed and limited your knowledge about this event?
- What problems have been presented in the article(s) and what actions could one take to arrive at an ethical and moral solution?

All articles must be cited at the end of the report and citations must be in APA style.

Assessment:

Students demonstrate their knowledge of current international events through their participation in class during global discussion time or online in the global discussion forum. Students will be graded for accuracy, depth, and understanding of the questions posed above in the procedures section.

Follow-up: As the course comes to a close, students will provide a final reflection of their cumulative experiences in class during global discussion time or online in the global discussion forum (the latter option is for online sections only).

Resources:

See Activity 1 Resources (page 2)

Activity 4: Learning about the Experiences of Asian Citizens Pursuing Higher Education in North Carolina

Objective:

Students will understand the challenges and opportunities experienced by Asian citizens who are currently studying at one or more institutions of higher education across North Carolina.

Procedure:

The teacher will reach out to representatives at four-year institutions in North Carolina who work with international students. The teacher and representatives will collaborate to set up and host discussions between the ACA 122 students and Asian citizens who are pursuing a bachelor's or advanced degree. These live discussions will occur using secure video conferencing software and will be recorded for absent and online ACA 122 students to view at a later time. Discussion topics will center around the challenges and opportunities faced by Asian citizens with respect to education. Questions from the first Global Learning Activity (see above) may also be used with this activity.

Assessment:

Students will be assessed in one of two ways: through their engagement level in the live discussion or a written reflection based on the live/recorded discussion. The latter option works best for online course sections.

Follow-up:

A final discussion will be held the last week of class to compare and contrast the experiences of each guest speaker with those of the community college students. For online sections, this discussion will take place in a forum.

Resources:

1. Video conferencing software, such as Zoom or Google Meet.