GLOBAL VIRTUAL FACULTY™ PROGRAM MANUAL

2006-07 EDITION

The manual was developed by the Office of Global Learning at Fairleigh Dickinson University to assist FDU Faculty and Global Virtual Faculty members in the GVF program. Development of the manual was made possible through a grant from the US Department of Education.

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I. INTRODUCTION

At FDU, we believe that global education is much more than having international campuses or exchange programs. It is also a curriculum that enables our students to succeed in a world marked by interdependence, diversity and rapid change. A global education is one that provides knowledge and understanding of culture, language, geography and global perspectives. Most importantly, a global education is one that enables all students, both domestic and international, to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by people throughout the world.

In other words, FDU students learn to understand the particular privileges and disadvantages of their location in North America in a fast shrinking world. This understanding will hopefully enable them to act with responsibility as global citizens.

While the ideal would be to have all students spend at least one semester abroad, this is not practical for all students. Some of our students come from other
countries and hence view their education in the US as an overseas international experience, some cannot afford the experience, and some are not able to travel because of personal and professional commitments. The Global Virtual Faculty™ (GVF) program provides a practical alternative available to potentially every student.

Global Virtual Faculty members represent a cadre of distinguished scholars and practitioners from around the world who partner with FDU faculty to offer their knowledge and experience to students in the online classroom. In this era of ever increasing worldwide human interconnectivity and continued growth of internet possibilities, it is only natural to bring together these technological resources with our commitment to global education by engaging Global Virtual Faculty. The primary role of a GVF member is to bring a global dimension to the learning experience by offering different perspectives and observations to students on the issues under study. The GVF also helps students learn how those issues are taught elsewhere in the world in other academic systems. Such displacements in students' perspectives are essential in the learning process.

II. NOMINATION

Global Virtual Faculty members are nominated by a member of the FDU faculty and/or by another GVF member. Each nominee must complete an application form, provide a current CV, and meet the following expectations:

- Demonstrated intellectual expertise (typically a terminal degree) and/or practical experience and achievement in a relevant field;
- Ability to adapt to the course curriculum and internet delivery;
- Adequate English proficiency;
- Access to appropriate hardware and software applications that allow consistent and effective web-based participation.

Nominations are accepted at all times. However, it is recommended that faculty consider nominating prospective GVF members only if they will be invited into their course.

Once the nomination form is completed, nominations are reviewed by the Program Director, forwarded to the Associate Provost for Global Learning, and the Dean of the College in which the nominating FDU faculty member is based or the CORE Director.
For the purposes of remuneration, the GVF is considered a guest lecturer and is provided an honorarium for participation in accordance with University policy in this regard.

III. SELECTION/PLACEMENT

Assignment of a GVF to a particular instructor/course will only be made with the consent of that course instructor.

Some things to consider when choosing a GVF member:

- Shared vs. Complementary Expertise - Shared disciplinary expertise is often the reason that a FDU faculty member might choose a particular GVF. However, the GVF should not normally replicate the FDU faculty member's knowledge and skills. Though it is understood that while a GVF's formal academic discipline may be similar to that of the FDU faculty, their context and perspective will be different and therefore to this extent merits their participation. An FDU faculty member should not overlook a GVF whose academic background might add value to their course by providing a complementary perspective to the issues under study.

- Historical, Social, Political, and Geographical GVF Context - These may be particularly relevant to the course curriculum being offered by the FDU faculty. For example, if a course is on immigration or labor relations, a GVF could be an immigrant, a lawyer, or trade unionist.

- Faculty References - In order to assist faculty in their preliminary selection of a GVF member, it is recommended that they refer to the GVF member's past participation listing (URL) in order to match the GVF's profile with their own course design. They may also contact the relevant FDU faculty member for a reference.

Placement Process

Faculty may request GVF participation at any time. However, a priority consideration period for requests has been set up to enable faculty to receive confirmation of placement well in advance of the start of the academic year. For fall semester placement, the priority consideration period runs from May 1 – 31, with faculty receiving notification by June 30. For spring semester placement, the priority consideration period runs from November 1 – 30, with notification by December 31.

We welcome all requests and encourage faculty from under-represented disciplines, or those with courses new to the GVF program to submit requests. Because
available placements are limited, GVF member assignments will be based on selection criteria that include the scope of impact on students and the fair and equitable distribution of assignments across colleges and disciplines.

**IV. COURSE DEVELOPMENT**

In preparing a new course there are four primary criteria to consider:

a. Is it to be a lower level or upper level course?

b. Is it to be taught fully online, or as a blended course?

c. How will it include a GVF member?

d. Is it a freestanding FDU course or institutionally co-sponsored?

In addition, two general criteria apply at every stage:

e. Have course-materials and strategies/objectives been designed or maximally adapted for online use?

f. Has the full range of possible on-line resources and potential problems been considered?

**Primary Criteria:**

**a. Lower Level vs. Upper Level Courses**

Beyond differences in content, work-load etc., two issues need particular care: students' time-management and methodological protocols.

With undergraduate courses the greatest problem is likely to be over-ambitiousness, driven by the apparent cornucopia of Web-resources. More material can be made available online, but undergraduates' time and willingness to read do not increase, and overloading may put students off rather than entice them in. It is therefore important that design be formally assessed in terms of students' available study-time. With graduate courses, parameters will be wider but the same criteria applies.

Where research papers are required in undergraduate courses, and in all graduate courses, there may also be issues about the standards of citation and research methodology required (e.g. provision of 'date visited' for cited URLs, use of non-academic sites, use of search-engines).

**b. Fully Online or Blended Courses?**

There is a profound difference between courses which remain anchored to classroom face-time while adding on-line components, and courses intended to operate fully online.

With hybrid courses the major issues are time management (students' overall workload) and strategies to include a GVF member on the course as a fully
informed, participating member. Given that the GVF member will not know what has transpired in the classroom, it is both important that the FDU faculty partner keep the GVF member informed about offline discussions and helpful if they share with the GVF member how classroom sessions are going; provision for at least one virtual-classroom or webcam session is also recommended.

With fully online courses it is extremely helpful if aspects of pedagogy normally founded in classroom contact are in some measure reconstituted, for example by occasional provision of video and audio links. This may seem a luxury, but without some personal sense of other participants, online pedagogy is likely to be inhibited. In courses primarily using asynchronous online techniques, provision for at least one synchronous session is also recommended.

c. Including a GVF member
A GVF member may make available a specific area of scholarly/pedagogic competence or cultural knowledge, or have a broader, non-specific role to represent a distinct point-of-view. It is important that courses be designed with one or the other function clearly in mind.

A GVF member included for a specific area of competence or particular cultural knowledge may be functioning in only one or two course-units or in the whole course. Course designers will find it helpful to clarify:

• what they want or expect from a GVF member;
• how the GVF member’s competence may be deployed to best effect in the available time; and
• what is to be done if a given GVF member is not available—i.e. is a given unit or course designed to be dependent on a GVF member’s input?

A GVF member with a general role (typically on multi-disciplinary courses) will nevertheless probably be most valuable in bringing to bear their particular experience. Designers of courses might therefore consider how to allow an assigned GVF member to contribute as much and as particularly as possible (e.g. setting a category of text rather than making a particular text critical). Issues of political and moral difference are also likely to intrude on pedagogy, and explicit strategies for dealing with them may helpfully be considered in design as much as teaching practice.

Examples:
GVF - Scholar
GVF - Region
GVF - General

d. Institutional Co-sponsorship?
Most courses presently originate at FDU, but as inter-institutional and inter-student on-line contacts increase the levels of collaboration will grow. Joint courses with institutions where GVF members work offer a particularly rich opportunity, but will involve greater complexity. Those interested should contact the Diana Cvitan, GVF Program Director and Rick Isquith, Exec. Director, Global Partnerships.

General Criteria:

**e. Design or maximal adaptation for online use**
One problem in much on-line pedagogy is use of unadapted hard-copy documents—i.e. materials that are created to hard-copy paradigms and posted in the same form they would have in print. This can inhibit online data absorption and retention, and a guide to adapting and designing documents for the Web is provided in Appendix 1.

**f. Online resources and potential problems**
As with word-processing technology, much online technology goes unused. In designing courses one may therefore ask repeatedly whether all available resources have been considered: as a simple example, on-line streaming video may be problematical because of band-width, but streaming audio is rarely so difficult, and sites with historical and contemporary audio materials relating to politics, history, literature, sociology, theology, and philosophy are among the fastest growing categories of website. Lavish real and virtual illustrations of many kinds are also possible as never before.

The converse difficulty is that unlike libraries the Web is not filtered, and it is essential that online teachers be aware of the sites their students may find when searching on key terms or texts. With Shakespeare, for example, searching on *The Merchant of Venice* will in some engines lead rapidly to anti-Semitic or Sho'ah denialist sites; similarly, whitehouse.com was a pornography portal but whitehouse.gov is 1600 Pennsylvania Avenue. Warnings about such potential difficulties need to be given to students well in advance.

**V. INSTRUCTIONAL PRACTICES**

The overarching intention of the GVF program is to access the knowledge and experience of experts around the world as well as the almost limitless Internet resources for teaching and learning, always respecting and enhancing the diverse talents of everyone concerned in the online learning process. The methodology for this program has been crystallized by reference to the "Seven Principles for Good Practice in Undergraduate Education," (see below) especially Chickering and
Ehrmann’s adaptation of those principles to online learning in 1990. Simply put, they are:

- Encourage Contacts Between Students and Faculty
- Develop Reciprocity and Cooperation Among Students
- Use Active Learning Techniques
- Give Prompt Feedback
- Emphasize Time on Task
- Communicate High Expectations
- Respect Diverse Talents and Ways of Learning

Whereas course design is a strategic issue, instructional practice is more of a tactical one. This section offers suggestions from FDU Faculty and GVF Members for concrete activities that one can utilize in the context of a GVF project. These activities have been employed in past courses. Faculty and GVF should feel free to contribute examples of successful practices to our growing resource list for the GVF program community. There are plans to continue the expansion of this listing and make it available online.

**Making students aware of moral/ethical issues from different world views.** In courses where moral reasoning is discussed, have the GVF member pose questions and examples of moral dilemmas from his/her society. For example, in the moral reasoning section of The Global Challenge, the students were asked to think of the dilemma presented in the assignment from a Gandhian point of view and offer their own lives in exchange for the lives of the hostages. This can lead to a debate moderated by the GVF member on whether this was a weak or strong stand, or whether such an action could even be considered as suicide. The students can be reminded of the strength of the non-violent approaches to violence by Gandhi, Martin Luther King Jr., Nelson Mandela and other examples provided by the GVF member.

**Posing problems directly related to course content.** GVF members can offer a problem for discussion based on their location or experiences or can offer their perspectives on a problem posed by the FDU faculty partner. 3 examples:

**International trade of human organs.** Do doctors who are buying human organs (e.g., kidneys, hearts) from other countries to save the lives of their patients have to find out how and from whom the organs were "collected" in the country they come from? There has been a discussion about this because our GVF member from The Netherlands noted that there was a reported incident of a human organ coming from China from an executed prisoner. Apparently, approximately 30,000 political prisoners are executed
in China every year. Some speculate that executions are scheduled and carried out based on the need for organs in the international market. Can we think of a medical code for how to act in these situations?

**Rotavirus.** Rotavirus infection is a virus infection of the digestive tract. It is the most common cause of severe diarrhea in infants and young children in the United States. It occurs worldwide and spreads very easily. Our GVF member from Switzerland provided information regarding a new vaccine developed by the multi-national company Glaxo-SmithKline (GSK). They elected to introduce the vaccine in Mexico where the disease is prevalent rather than in the US. Is this just good business? Good science? Or is GSK taking advantages of looser regulations in developing countries, and then using that data to convince US regulatory agencies? Is this ethical?

**Food products and pharmaceuticals for the Third World.** Our GVF member from The Netherlands asked the students: Are food industries and pharmaceutical industries allowed to sell food and medicines that cannot be sold anymore in the western world because they have been declared unfit for consumption or had passed the ultimate date before which they should be used? What code should be developed internationally to avoid harm to users in the third world countries? Is it allowed at all to use different standards for expiration or consumption because that is supposed to be a way to help poor countries? Famous examples are the dumping of tins of baby powder milk that had been declared unfit for consumption in the western countries for which they were meant. Our GVF member from South Africa queried the students about how the multi-national pharmaceutical industry can or should be convinced to produce cheaper medicines against HIV for Africa.

**Posting "student mugshots" in Blackboard.** On the first day of class, take digital photos of each student holding a placard with his/her name on it. Make sure the photo size and/or resolution setting is low, since you’ll likely create many files whose collective size can add up quickly. Then, post these in a clearly marked folder in a logical place on Blackboard (e.g., "Course Information" → "Student Photos"). The link to each photo should be the last name of the student. These photos will greatly assist the GVF in making a personal connection between individual students and their contributions on Blackboard. Additionally, the act of taking the photos is a great "icebreaker" activity for any class.

**Sending students out onto campus or into the community with digital cameras or webcams.** Tell them to document pictorially their school, their campus life, their
dorm experiences, etc. Or, ask them to document aspects of their society that they view as particularly representative of the region or the country (e.g., photos of gas prices and typical vehicles on the road). These can be posted to Blackboard and used as an "icebreaker" discussion between the students and the GVF member that highlights similarities and differences between the two societies. Note that a GVF member could respond with photos of like materials from his/her society.

Choosing a relevant film for examination by your students and the GVF.
Students are often particularly attracted to movies as a way of learning course material, but these films require thoughtful analysis. A GVF can be particularly helpful giving a fresh interpretation, pointing out subtle points that commonly go unnoticed by an American audience. It can also be rewarding for students to watch a film produced in the GVF member’s country, since the GVF member can give especially insightful commentary.

Analyzing national anthems. Using the information about ethnic/national backgrounds provided by the students in the Chat Room, make groups from sections/nations of the world and ask them to download the national anthem of "their countries." Some possible groups: former British or French or Belgian colonies (you might break this down by areas such as the Caribbean, North Africa, sub-Saharan Africa); second- or third-generation US students from European countries; second- or third-generation Asians (you might break this section down by country such as Korea, Nepal, Indonesia, etc.).

Using archives: films, photos, census materials, etc. Each student is asked to use the links provided by the FDU faculty and the GVF member in searching archives to create presentations appropriate to the course offering. Remember: the GVF member may have access to materials that the FDU professor has overlooked or to which a specially arranged connection is needed. Some uses: depictions of battles; changing images of poverty/children/women’s roles, etc.; visual and sound biographies of important twentieth-century people like Winston Churchill, Georgia O’Keeffe, James Baldwin, etc.

Using similar examples from other geopolitical spaces to value-add the work done on specific assignments. In courses dealing with globalization and the environment, the GVF member can help students identify additional examples and the similarities or differences in the impact of those issues. For example, in The Global Challenge, where students are studying the impact of globalization on the environment, a GVF member from India could have had them "stretch" their work on the Three Gorges Dam in China to the on-going controversy on the Narmada Dam in India and the decade old struggle by individuals and NGOs. Students could be encouraged to look at the different political systems in India and China and how
they were reflected in the quality and quantity of resistance to the dams in those countries.

**Posing jokes.** Mark Twain famously said that humour is like a frog: you can dissect it, but it tends to die in the process. On the other hand a very great deal can be learned about a culture through its humour, especially if one has the courage to set aside overly sensitive political correctness. European and especially British jokes are by prevailing US standards often indecent or sickly unfunny, yet the "sicker" the joke the more revealing it may be, and exchanges of humor illuminate national, racial, gendered, and generational attitudes. As an ice-breaker one GVF member therefore sometimes ask students for good jokes, and as responses come in risk a few more European ones in return, pushing discussion towards who finds what un/funny and why. While religion is not for many US citizens at present a good topic about which to be even mildly humorous, most everything else, including political and moral matters, can often be very interestingly broached via humor, and with a few common-ground laughs about "politricks" and human folly under everyone’s belts, a course that may later challenge political and ethical beliefs in more serious ways is warded against ill-humours.

**Analyzing words.** Use of terminology can be highly problematical. Consider the following pairs: US/American; English/British; Russian/Soviet; Oriental/South Asian. In all cases there are potentially serious political and ideological implications, and with students sensitised to the issue any telling instances that crop up in posts can be picked up. The greater frequency of writing shorter submissions online means that language use can be more productively monitored and chased than in hard copy, and in many intercultural and political issues having consistently to refer to, say, "US citizens" rather than to "Americans" is a key to greater understanding of the continent and the world the USA shares.

**Staging arguments.** The presence of a GVF means that there are two pedagogically authoritative voices present on-line, so once a domestic faculty member and a GVF have established a good working relationship, it is worth their while considering whether they wish always to operate in tandem, or whether they may wish with certain issues or units to stage a contained and civil disagreement about a substantive matter. Off-line the lecture as monologue is normative; on-line there is no need for such monotony to be maintained, and the medieval débat, expounding differences to draw the audience into having to think (not merely record an opinion), is potentially a very useful on-line model.

**Creating glossaries.** In introductory classes to literary studies, students are introduced to literary terminology and genre. In such a course a faculty member can create a list of literary conventions that pertain to the class on hand and
collaborate with the GVF member in my class to create a 1-2 paragraph summary of the definition, history, and application of that term or convention. This list is placed online and becomes a point of quick reference for my students as they study for midterms and finals through the semester. It helps reinforce what they know of literary terminology.

**Creating prep questions.** Prep questions can be created for students to address the literary texts from various angles. Such questions not only help them gain intricate textual knowledge but also complement the analytical training they acquire through their term papers. The GVF member sometimes helps me prepare these questions.

**Contextualizing literary texts.** A third activity concerns the learning of the historical context of literary texts. I post online URL links to various university databases on literary history. My students are expected to read these through the semester and answer questions that I have prepared on it. The GVF member responds to these answers with questions and comments that enhance the learning process.

**VI. TECHNOLOGY**

Technology is at the heart of the GVF experience. The entire program is predicated on virtual communication between a class at FDU and a faculty member (and perhaps others) at a distant location. It is therefore imperative that the proper communication platforms be fully understood prior to a GVF project. Communication problems can sink an otherwise well conceived GVF plan: student project surveys clearly indicate a link between successful communications technologies and a successful overall GVF venture.

Generally speaking, Murphy’s Law applies to the technology of these projects, and anything that can go wrong, will go wrong. Given the limited technological resources of FDU, there may be occasional frustrating delays, but there are often ways around these problems using existing and emerging technologies, and faculty members can be more self-sufficient than they realize. For example, while there are commonly bandwidth and uplink problems with streaming video-clips, these can easily be burned to and distributed on CD. Please be aware also that almost everyone coming to these technologies for the first time feels initially ignorant and embarrassed: don’t be—we are all in the same boat, mentoring with an FDU faculty partner is available, as is assistance and training through the Office of Educational Technology.

There are a number of technological options for how a GVF communication might take place. Each has its own inherent strengths and weaknesses, as described below, but all benefit greatly from a sharper awareness of style than the classroom
demands. In general, take care to keep sentences and paragraphs short, and articulate documents (with headings, rich-text formatting etc.) more thoroughly than is usual in hard copy. Synchronous technologies in particular benefit from detailed planning, to ensure that the actual linked time is fully utilized. It is also critical that before using a new technology for real a dry run be made to identify and troubleshoot potential problems.

**Connection speed.** Internet connection speeds vary considerably among users, especially those in other parts of the world. FDU students are used to having very fast connections, and therefore often forget that sending or posting large files (i.e. > 1 MB) can wreak havoc on dial-up users or those with limited server space.

**Blackboard.** This is a content management system utilized at FDU and at a great many other institutions. It is therefore familiar to a significant segment of faculty and students, and it is, for the most part, a user-friendly technology. Blackboard has a built-in discussion board feature that is especially handy for communication between a GVF and students, and it is easy to post additional documents to the site for everyone to share. It is particularly good at facilitating asynchronous discussions. The key drawback to Blackboard is that an instructor at FDU has no control over access to the site, so that a campus administrator must enroll the GVF in the appropriate course for him/her to utilize Blackboard. This is generally not a major obstacle, unless additional non-FDU participants need access to the course Blackboard site. At present, this is impossible due to EdTech policy. If an FDU faculty member is interested in trying to put his/her FDU students into virtual contact with an entire course at another university, this policy can pose a fatal problem. Faculty interested in setting up student-to-student engagement are advised to use e-mail interaction. Alternatives to the e-mail option are now being developed in the Global Virtual Classroom project.

**Virtual Classroom.** Another useful but temperamental feature of Blackboard is the Virtual Classroom, which provides for synchronous facilitated discussion similar to Instant Messaging. A Java program needs to be downloaded prior to the first session and use of "pop-up blockers" can cause problems. In addition to IM-like communication the Virtual Classroom provides a "White Board" where text or diagrams, presentations or websites can be presented. However, these visuals are not easily modified except to erase and start over.

**Email.** This communications technology has the virtue of being ubiquitous and familiar. Like Blackboard, it is an excellent asynchronous mode of correspondence. One drawback is that use of email for a GVF experience probably requires the establishment of a distribution list, which might be beyond the comfort level of some instructors. A second, more serious issue is that FDU students are notoriously
poor at email account maintenance. Part of this has to do with the fact that students have relatively little server space allocated to their accounts, and the present FDU Webmail interface isn't very user-friendly. (For instance, users need to delete messages twice before space is freed up in their accounts.) As a result, messages don't get through, usually due to accounts' being full. Moreover, students seem to have turned email account problems into the 21st-century version of “the dog ate my homework,” and they are very poor at troubleshooting any email issues that arise.

Although the use of client email software (e.g., Microsoft Outlook) can alleviate many of the troubles described above, it is fairly complicated to set up. The directions for doing so aren't well advertised on the FDU Webpages, and the instructions aren't good, either; see http://isweb.fdu.edu/computing/ol2003.html. Similarly, using Outlook from an off-campus location requires the installation and running of software called VPN client; see http://isweb.fdu.edu/computing/install_vpn.html. Again, this is neither well advertised nor well explained.

**ITV.** Interactive television or ITV brings students and the GVF face-to-face, and therefore can be the most rewarding communications technology. It is, however, probably the most fragile and complicated technology, and requires a great deal of support not only from FDU technicians, but from technicians at the GVF's host institution. (Commensurate facilities at both institutions is also a requirement.) It is, by definition, a synchronous mode of communication, making it difficult to coordinate across vast expanses of time and space. Finally, access to the ITV facilities at FDU is at a premium, requiring significant advanced planning.

**Photos & Webcams.** Because many students and faculty own digital cameras, Webcams and camcorders, it is no longer difficult to create digital objects that are amenable to sharing over the course of a GVF project. Such objects are a wonderful way of personalizing the GVF experience, and convey information that text messages simply can't replicate. Posting or sending photos and video clips back and forth should be, in theory, fairly straightforward, and doing so is merely a subset of Blackboard or emailing. The biggest caveat here is to remember - and to continuously remind students - about the possible problems that large files can cause (see 'Connection speed' above).

**VII. ASSESSMENT**

The primary goal of the Global Virtual Faculty program is to bring a global dimension to the learning experience. The participation of GVF members in the virtual classroom should enable them to offer different perspectives and observations to students on the issues under study and hence open our students'
eyes to how others in the world may approach an issue in ways very different from their own.

FDU faculty and GVF members are encouraged to complete end-of-semester reports providing a summary of the integration of the GVF program into the course. A sample template is available in the appendix: 
http://www.uwstout.edu/tlc/sotltemplateofreport.htm

Using a combination of protocols to elicit student, GVF and FDU faculty perspectives, we assess the effectiveness of each online offering that includes the participation of a GVF member. The goal of this GVF online assessment is to create a longitudinal overview of the successes and difficulties inherent in the program and to provide appropriate feedback to all involved.

VIII. TRAINING

The GVF program brings to the forefront the requirement for specific training addressing difficulties in communication that arise from cultural differences as well as insufficient knowledge of technology. Our training program is so constructed as to address these issues.

We are looking at training in two specific ways: first, training those who can avail themselves of the face-to-face contact programs at the university; second, training those who cannot avail themselves of the facility of in-house programs. While the former would involve the domestic faculty and certain students who are participating in online programs for the first time, the latter would refer to the GVF members and any other resource personnel who are located elsewhere.

Training FDU Faculty and Students

1. Availing themselves of the TNT programs set up by the Educational Technology department.

[Please refer to

2. Faculty partnering with each other

3. Providing links to teaching/training resources on Global Issues Gateway GIG or Webcampus
4. Providing training for Blackboard

5. Providing information on how to write or adapt documents online; such guidance could be made available either on Webcampus or on GIG

6. Creating 2nd- or 3rd-year student partnerships with 1st-year students that will introduce the latter to distance learning, web etiquette, and the GVF program

Training GVF Members

1. Making available online the TNT programs set up by the Educational Technology department


2. Domestic faculty/another GVF partnering the concerned GVF member

3. Providing training for Blackboard

4. Providing links on GIG or Webcampus to online teaching/training resources

5. Explain acronyms (for example, what is TNT, ITV?)

6. Refer to the communication checklist to address communication difficulties arising out of cultural differences

7. Providing GIG or Webcampus information on how to write documents online

8. Using the global scholar-in-residence as a resource for GVF members

9. Providing potential GVF members observation privileges in ongoing webcampus classes that involve participation from a current GVF member

10. Providing a GVF cafe on GIG or Webcampus for brainstorming strategies and sharing solutions to difficulties

IX. COMMUNICATION: A CHECKLIST

This is a checklist which focuses on different kinds of communication between the GVF members, the FDU faculty, and the FDU students. Communication channels are
very important especially in online situations, where the GVF members do not see
the students at all and the FDU faculty do not meet students regularly in face-to-
face classroom situation. The checklist will help establish pre-course, during the
course, and post-course modes of communication between GVF members and FDU
faculty. Since such communication is often student centric, there is a section on
qualitative and quantitative communication expected from the students to facilitate
the smooth and meaningful administration of the course.

Before the course begins, the FDU faculty could check for the following with the
GVF member:

Check whether the GVF is tech savvy

- Need for training if necessary

Check the GVF’s access to appropriate technology

- Internet availability
- Speed of connection
- Access to webcams

Check possibilities of synchronous along with the normative asynchronous
communication. The FDU Blackboard would be available for asynchronous
communication, but if the GVF member had the facility of synchronous
communication available to him/her, this would bring in yet another facet to the
teaching/learning process.

- Video conferencing
- Virtual Classroom

Students being at the heart of the on-line course, communication channels could
break down unless they were briefed regarding the kinds of communication
expected of them during the course. A ‘contract’ between the student, the
FDU faculty, and the GVF member could therefore set out certain ground rules
which would facilitate healthy communication. Such a contract would inform the
student of the kinds of communication expected:

- Determining the number of posts per week
- Maintaining considerations of punctuation, grammar, & diction
- Maintaining factual veracity
Just as a 'contract' between students and faculty would smooth the process of communication, so would an 'understanding' between the FDU faculty and the GVF member. Such an 'understanding' could provide a framework for communication between them:

Understanding between the FDU faculty and the GVF member on the following issues:

- pre-, in-, and post-course consultations between the GVF member and the FDU faculty
- determine number of posts per week both individual + general
- GVF could recommend books, websites, and/or articles
- Convey the days or weeks when the GVF member and the FDU faculty are unavailable
- FDU faculty & GVF are to respond to sensitive situations through private email exchanges with each other and students
- The factual inaccuracies in student postings noted by the GVF member need to be taken seriously by FDU faculty
- FDU faculty are encouraged to give regular feedback to the GVF member on students' responses during the course. Mid-course amendments and better teaching/learning would be the result of such communication.
- FDU faculty is also encouraged to give a summary of the end of the course student evaluations to the GVF. This could result in a better teaching partnership.
APPENDIX 1 : PREPARING & ADAPTING DOCUMENTS TO BE READ ON-LINE

In preparing on-line course materials it is necessary to reconsider all elements of text and layout; technically, the *mise-en-page*, 'putting-on-the-page', must become a *mise-en-écran*, 'putting-on-the-screen'. Many elements are potentially involved and there is great freedom to experiment, but also certain potentially frustrating parameters.

One important difference depends on the exact form in which the document is to be posted on-line. Documents created within or pasted into Blackboard are likely to have standard system formatting applied to them; those posted as attachments or distinct course-materials reached via a link will in general retain authorial formatting.

If you are preparing a document the authorial formatting of which will be retained on line, you may find it helpful to consider the following points:

- Both basic font and any display fonts (for quotations, assignments &c.) are very consequential decisions. The fonts known as 'San serifs' are often more visible on screen than 'serifs', and take colour better. Serifs are the small horizontal bars that appear at the tops and bottoms of some letters: THUS 'TIMES NEW ROMAN' IS A FONT WITH SERIFS, WHILE 'COMIC SANS' IS SANS SERIF: in 26-point, compare F with F.
- Line spacing and page measure may be substantially altered on screen. What matters most is to ensure that clarity is maintained, which will typically require a significantly larger type size and greater spacing than hard copy. Selecting a size significantly larger than you would normally feel comfortable working with, and that seems redundant in composition, may prove very beneficial in the long run.
- Paragraph indentation and section spacing also typically need to be greater than in hard copy.
- With scrolling text shorter paragraphs and more frequent sub-headings are disproportionately helpful to readers.
- Variant fonts, faces (such as *italic*, **bold**, **SMALL CAPS**, **ALL CAPS**), and colours can be used far more extensively than print allows.
- If you ever use colons or semi-colons, it is astonishingly helpful to on-line readers to put a space between as well as after each mark; which then stands out far more clearly: than without spacing.
- References also become far more flexible. Footnotes may be replaced or supplemented by hyperlinks, which can also build in glossaries, biographies, and further reading in a manner more likely to be accessed by students than their hard-copy equivalents.
- Graphic and auditory illustrations &c. may readily be included, scaled, & edited.
• Reading sequence may through page-linking be tightly directed, and exercises or other requirements created as cinch-points—i.e. student may at your pedagogic discretion be obligated to complete a particular response or assignment before being allowed to proceed. Smart pop-ups can also be used to obligate responses at any given point. Those interested in these possibilities should contact EdTech.

Where documents are being written for the course these aspects may be incorporated from the beginning. Where existing documents are being linked or pasted as resources, reformatting should be carefully considered: many document databases (such as Project Gutenberg) make available only a baseline lexical text, with standard minimal formatting, and such documents are not as they stand adequate for undergraduates to read on screen.

The sensible rule to ensure safety is that before any document is approved for posting it ought to have been read by its author/s in web-view (on the pull-down 'View' menu in MS Word), or as actually posted on-line; where authors are inexperienced in writing for on-line readers, it is important, whatever the inconvenience, to have all documents intended for on-line use reviewed by someone with experience.

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