

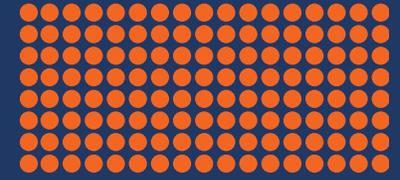
Global Collaborative Education Lab Symposium

Thursday, October 1, 2020



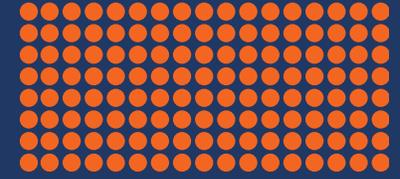
RUTGERS
Global

What is GCEL?



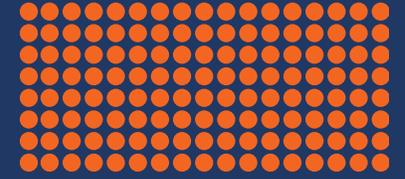
- The mission of the Global Collaborative Education Lab—or GCEL—is to assist faculty in providing access to global experiences through virtual collaboration with partners around the globe.
- GCEL is anchored by Rutgers Global’s commitment to encourage faculty to adopt virtual exchange or global collaborative learning—also known as COIL, or Collaborative Online International Learning.
- GCEL: global.rutgers.edu/global-collaborative-education-lab

Symposium Agenda



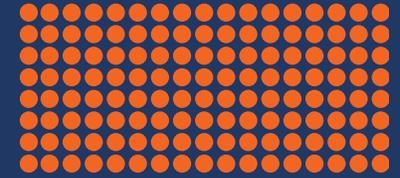
- Part I
 - Introduction to Virtual Exchange and Teaching and Learning with Technology (TLT) Resources
 - Rocio Ruiz (Rutgers Global–Study Abroad)
 - Dena Novak (Teaching and Learning with Technology)
 - Models of “Traditional” Virtual Exchange
 - Mayte Green-Mercado (History, School of Arts and Sciences–Newark, Rutgers–Newark), “Rutgers–Newark Initiative with the University of Huelva, Spain”
 - Laurent Burlion (Mechanical and Aerospace Engineering, School of Engineering, Rutgers–New Brunswick), “DAReTeach (Drone Arenas-based Remote International Teaching)”
 - Haruko Wakabayashi (Asian Languages and Cultures, School of Arts and Sciences, Rutgers–New Brunswick), “Collaborative Teaching with Fukui and Ritsumeikan Universities (Japan)”

Symposium Agenda



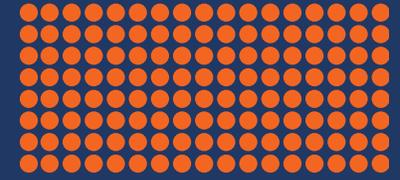
- Part II
 - Models of “Non-Traditional” Virtual Exchange
 - Ulla Berg (Latino and Caribbean Studies & Anthropology, School of Arts and Sciences, Rutgers–New Brunswick), “COVID-19 and Immobility in the Americas”
 - Kyle Farmbry (School of Public Affairs and Administration, Rutgers–Newark), “United States–South Africa Higher Education Network”
- Part III
 - Rutgers Global Opportunities and Resources
 - Johanna Bernstein (Rutgers Global–Programs), “Mandela Washington Fellowship Alumni Database”
 - Lauren Williams (Rutgers Global–Study Abroad), “International University Museum Partnerships”

How does virtual exchange work?



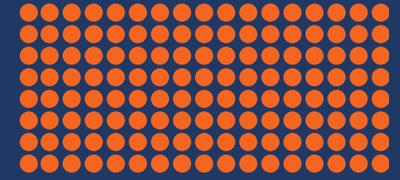
- A Rutgers faculty and a colleague in another country work together to develop a syllabus or part of a syllabus that includes project-based learning activities and assignments.
- The idea is to design 5 to 12 weeks of collaborative work between the Rutgers students and the students at the partner institution.
- The two courses do not need to be the same as long as they complement each other

Why engage with virtual exchange?



- Reflects and reproduces real-world learning experiences in the classroom.
- Expands global learning outcomes and the intercultural competence of students.
- Deepens relationships between Rutgers faculty and their international partner(s).
- When appropriate, leads to future physical mobility among the stakeholders.

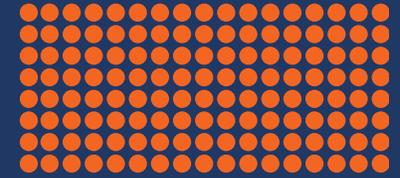
Who are the stakeholders?



- Rutgers faculty
- Faculty at partner institution(s)
- Rutgers students and students at partner institution(s)

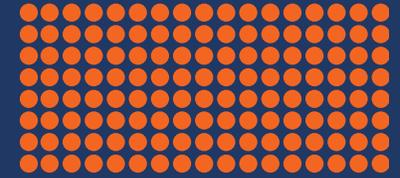
- Rutgers Global
- Teaching and Learning with Technology (TLT), Division of Continuing Studies

How can Rutgers Global help?



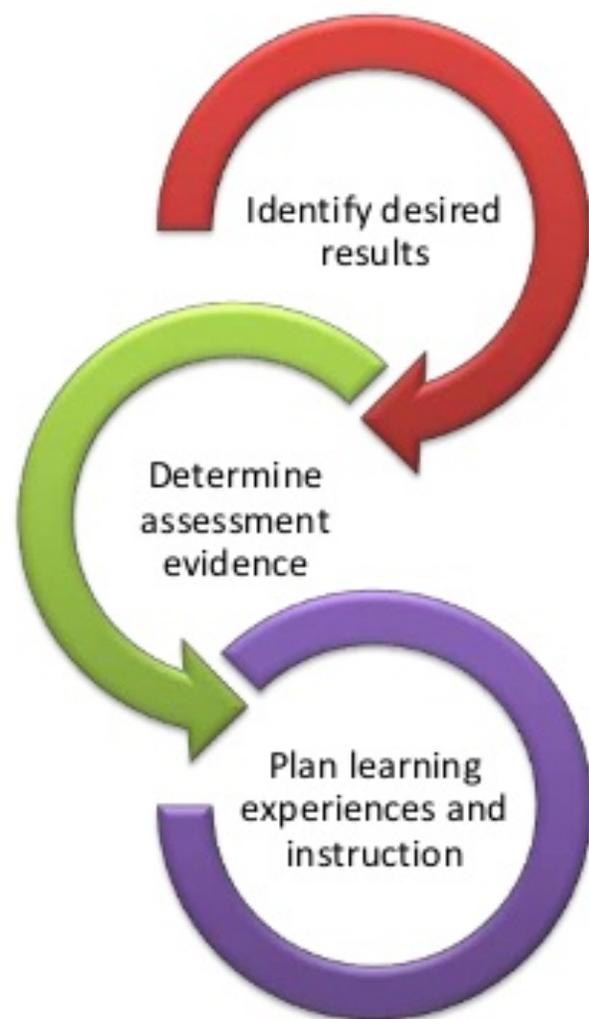
- Help identify a potential colleague at a partner university.
- Provide access to faculty at member institutions of the SUNY COIL Center's Global Partner Network.
- Assist with the design of initial ice-breakers for students to connect.
- Provide resources and ideas on how to introduce different cultural perspectives into the course.
- Once international travel is resumed, assist with planning and organizing an in-person visit/exchange with the students in the partner country. This can mean hosting the international students in New Jersey, or having Rutgers students travel abroad

How can TLT help?



- Assist in course design that highlights specific learning outcomes.
- Provide pedagogical guidance to support instructional decision-making.
- Work collaboratively with faculty to design and develop courses in alignment with specific learning outcomes.
- Guide the selection and use of technology to effectively support learning.
- Connect faculty with additional support services, including educational media production, game research and immersive design, AR/VR, and more.
- Email: oid@docs.rutgers.edu

The Backward Design Process

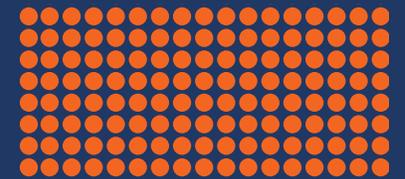


What I want the students to Understand and know and be able to do?

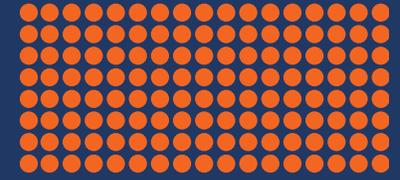
How do I check they have learned?

Which learning activities will lead students to the desired results?

About the course



Syllabus



- Faculty must decide first if only part or all of the course will be co-taught.
- A minimum of 5 weeks of combined coursework and assignments is recommended.
- Faculty must include time for students to connect and work together.



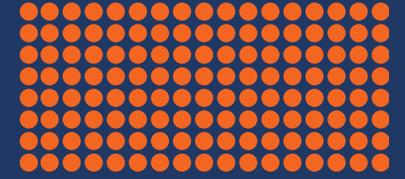
Pedagogical Approaches



	Description
leave time	create a timeline that allows students to become familiar with one another and the technology they will be using
be clear	provide an explanation of the importance of the collaborative work as well as clear guidelines for completing it
model	model collaboration through the teacher collaborative process
monitor	stay present and involved in order to assure that students will engage with one another in a meaningful way
let go	empower students to take charge of the learning process
evaluate	include some form of evaluation at the close of any collaborative event or activity
self-report	require regular documenting of the process – and do it yourself!
require	make the collaborative assignments compulsory
group size	the ideal group size is 2-3 learners on both sides, more than 5 is difficult to manage and 1 to 1 risks not working if/when students are absent or do not participate actively; also try to avoid major imbalances such as 1 to 2+

Successful approaches to online facilitation/moderation.

Icebreakers



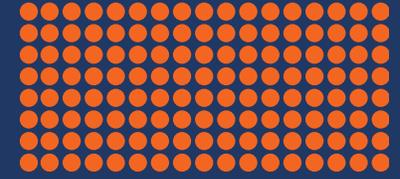
One of the key first steps in Global Collaborative Learning is to develop trust among students. Helping students gain a sense of who they are as people goes a long way towards team building. For many people and cultures, finding something they have in common provides the foundation for trust.

Synchronous or Asynchronous?

English or another language? Both?

Will groups be assigned by faculty? Or will students arrange them?

Cultural Perspectives



- Find out why we need to be aware of and question our biases, prejudices, and preconceived ideas.
- Share your experience with being at the receiving end of, or witnessing the impact of, assumptions and stereotyping.
- Experiment with designing an activity for a virtual exchange course that raises awareness and fosters a questioning mind in your learners with regard to prejudices and stereotyping.

ted talk chimamanda adichie

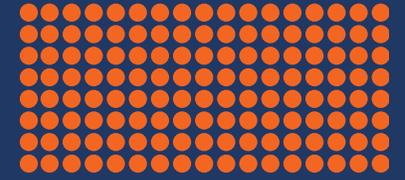
CHIMAMANDA ADICHIE

The danger of a single story | Chimamanda Ngozi Adichie

6,819,773 views • Oct 7, 2009

114K 1.9K SHARE SAVE ...

Developing Cultural Activities



- How will you address intercultural learning through Global Collaborative Learning?
- Develop course assignments that combine the topic of the course and cultural aspects.
- Have students develop “Rules for Collaboration.”

Rutgers-Newark Initiative with the University of Huelva, Spain

Mayte Green-Mercado

Assistant Professor

Federated Department of History

Rutgers-Newark



The Rutgers-
Newark/University
of Huelva Initiative
will include:

1. **Faculty collaboration:** International virtual co-teaching in History.
2. **Study Abroad:** An embedded component for a history course.
3. **Collaboration with inter-disciplinary research groups in both institutions:** Archaeological Field School in Huelva, Spain.



Course Title:

Al-Andalus: Muslims, Christians and Jews in Medieval Spain

400-level undergraduate History course
Taught in the Fall 2020, and future semesters

Course Description: This course explores the history of Muslim presence in the Iberian Peninsula from the Islamic conquest in 711 to the expulsion of the last Iberian Muslims, the Moriscos, in 1609. The land of the three Abrahamic religions, al-Andalus offers an ideal laboratory to examine the entangled relations of Muslims, Jews, and Christians in the Middle Ages, and to test contentious constructs such as identity, *convivencia* (coexistence), conflict, violence, or tolerance. This history is still very much present in contemporary Spanish political discourse, and throughout the course we also examine the ways in which different political groups—especially since the rise of new far right parties in Spain and in Europe—have deployed this history to advance nationalist and nativist anti-immigration and Islamophobic political agendas.



Universidad
de Huelva

Faculty Collaborator and Co-Instructor:

Alejandro García Sanjuán
Professor of Medieval History
University of Huelva

Alejandro García Sanjuán

ESTUDIOS CRÍTICOS DE HISTORIA DE AL-ANDALUS



PERIPECIASLIBROS

La conquista islámica de la península Ibérica y la tergiversación del pasado

Alejandro
García Sanjuán



Marçal Pons **Historia**

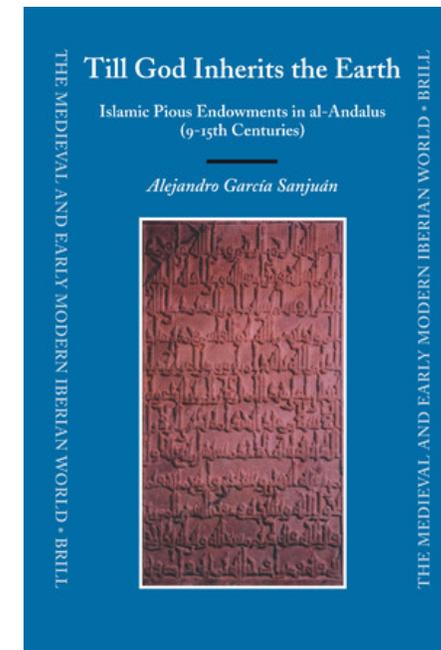
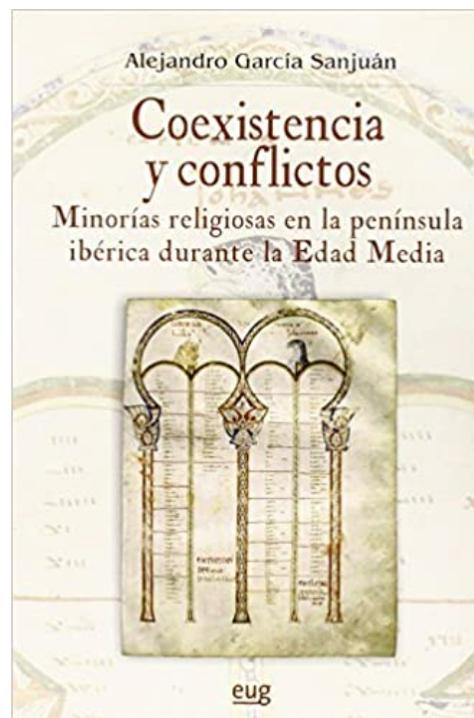
Yihad

La regulación de la guerra
en la doctrina islámica clásica

Alejandro García Sanjuán



Marçal Pons **Historia**

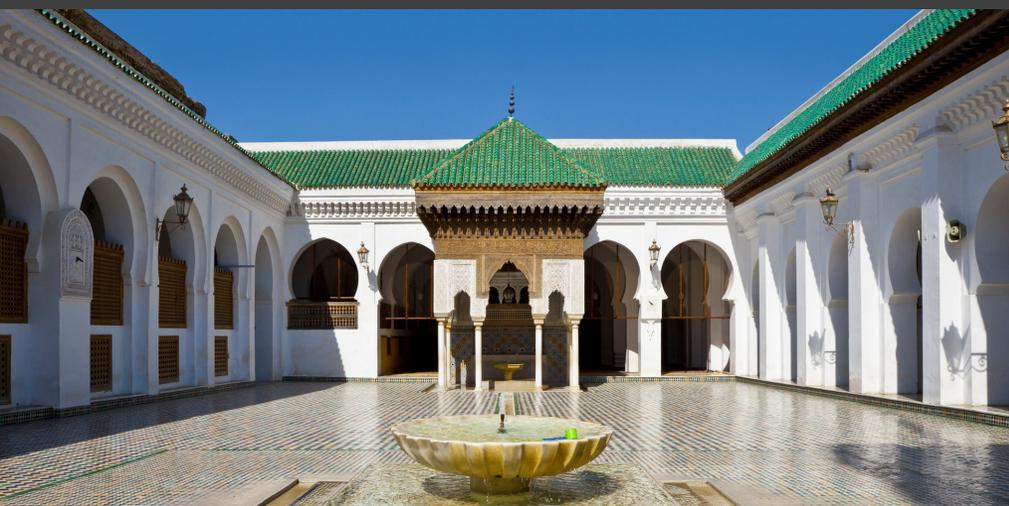


Course objectives:

- Drawing on the areas of research of each instructor, students will learn about the history of Muslim Spain from experts.
- Students will work collaboratively, annotating primary sources using the digital tool **Hypothesis**.
- Students from both sections will meet via **Zoom** to discuss the texts together.
- Students will have the opportunity to engage in conversations about current political and social issues with their peers in Spain.
- Students will create a “Wikilandalus” project. They will work collaboratively to write Wikipedia articles on topics related to the history of Muslim Spain in consultation with the instructors.

Goals and challenges:

- To provide students, many of whom would otherwise not have access, with an international education experience at home.
- To provide the opportunity for faculty and students to participate in international collaborations virtually.
- To provide an intercultural learning experience that will complement the embedded (travel) portion of the course.
- Some challenges include:
 - Aligning the beginnings of the semester in the US and Spain, coordinating course schedules, and adjusting time differences.
 - Integrating different Learning Management Systems so that students can work collaboratively.
 - Planning the embedded portion of the course and coordinating site visits with students in Spain..



Future projects I:
Embedded trip to Spain and Morocco during the Spring break. Rutgers-Newark students will meet and travel with their peers at the University of Huelva.

Upper left: **Patio de los Leones, Alhambra Palace, Granada**
Lower left: **Qarawīyyin madrasa and mosque, Fez, Morocco**
Upper right: **Madīnat Azahrā, Córdoba, Spain**

Future Projects II: Archaeological Field School in Spain: Río Tinto Mines, Province of Huelva, Spain

Proposed Collaborators:

Research Group HUM 838, University of Huelva

Gary D. Farney, History, Rutgers-Newark

Mayte Green-Mercado, History, Rutgers-Newark

Javier Castro Ibaseta, Spanish, Rutgers-Newark

Brian Murphy, History, Rutgers-Newark

Salam Al-Kuntar, Classics and Global, Rutgers-NB

Dylan Bloy, Classics, University of Tennessee. Knoxville

Alejandro García Sanjuán, Medieval History, University of Huelva

María Teresa Aceytuno Pérez, International Outreach and Mobility, University of Huelva

Aquilino Delgado, Museum Curator, Fundación Río Tinto



Future Projects III: Archaeological Field School in Jordan

- Directed by Prof. Salam Al-Kuntar
- Collaborators: Gary Farney and Mayte Green-Mercado
- To focus on archaeological field work and heritage management
- To run consecutively with the Archaeological Field School in Spain
- To include Rutgers and Huelva students
- Run in tandem with a Study Abroad Course on the shared histories of the Umayyad dynasty in Spain and Jordan



RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY



DAReTeach (Drone Arenas-based Remote International Teaching)

Global Collaborative Education Lab (GCEL) Symposium
October 1st, 2020



Prof. Laurent Burlion



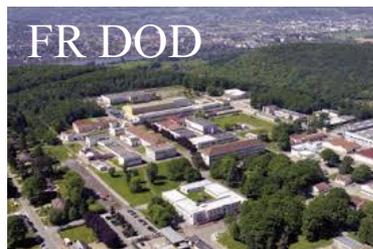
Laurent Burlion, Ph.D (Paris Orsay)



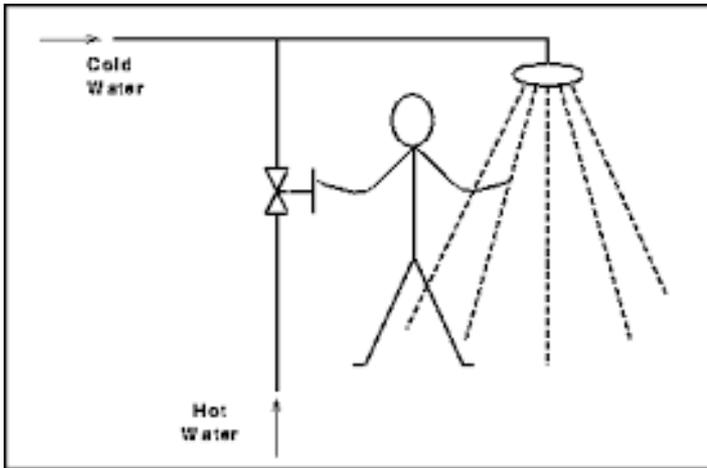
1/2019-present, Assistant Professor at Rutgers (Mechanical and Aerospace department)

**4/2010-12/2018, Research Scientist at Onera, the French Aerospace Lab,
Toulouse, FR**

2/2007, Ph.D, University of Paris Saclay



Main research topic : “Systems design and control”



Self driving car

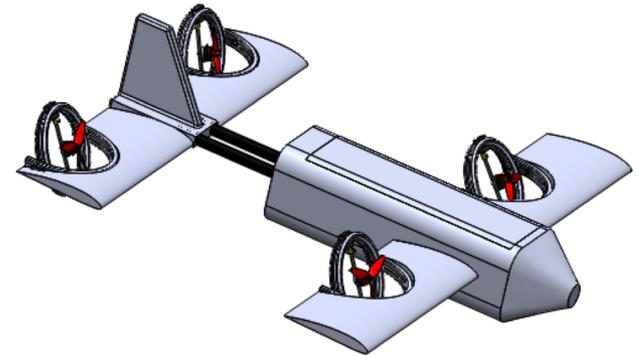


Telesurgery



Mars
Pathfinder rover

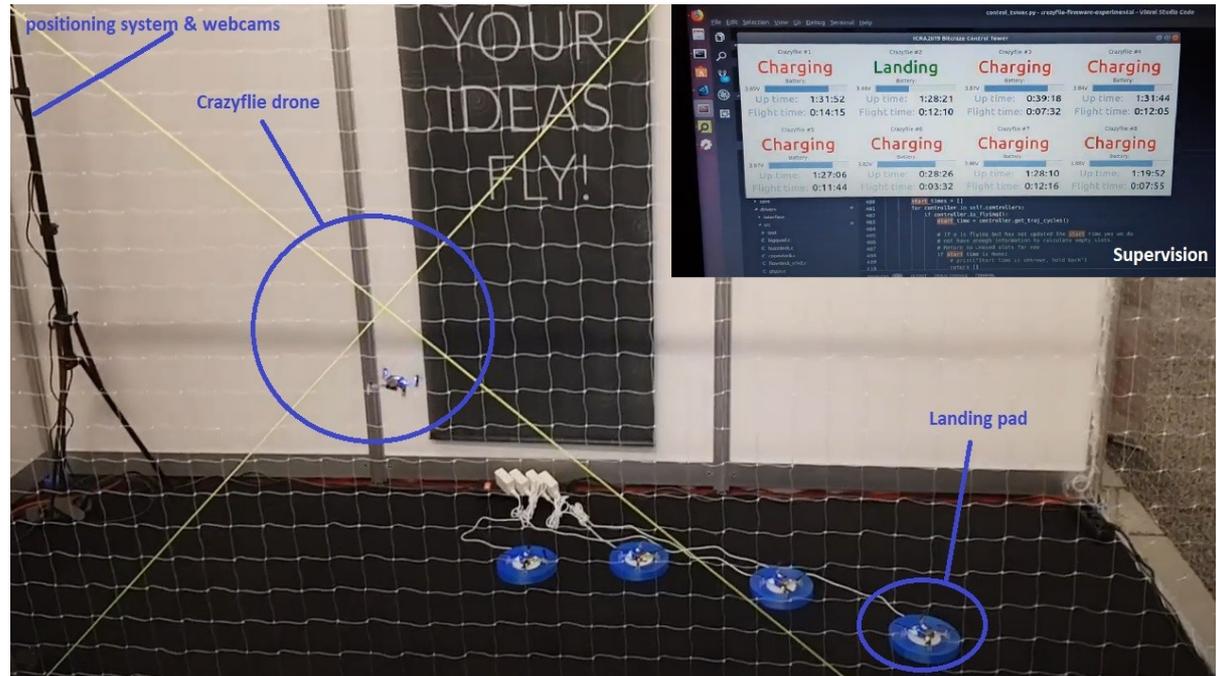
Research ↔ Drones Systems ↔ Teaching



Remote control of drones



Crazyflie drones



Our COIL



FACE Foundation
Supporting French-American Cultural Exchange in Education and the Arts



CentraleSupélec



DroMOOC

A Massive Open Online Course
on Drones
and Aerial Multi Robot Systems



Sylvain Bertrand



Christina Maniu

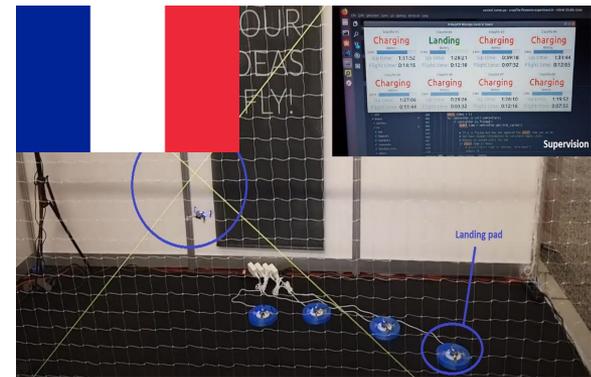
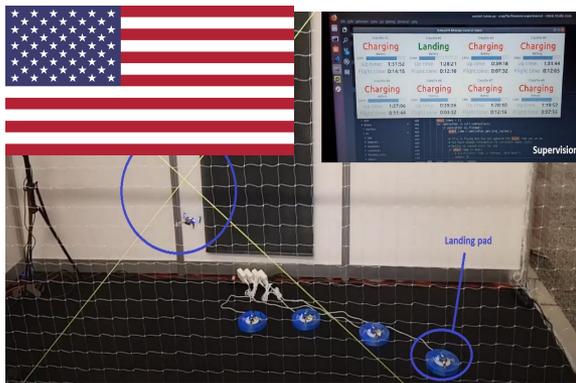
Learning activities

Course:

Courses on the basis of drones will be run in parallel in France and US

Projects:

- Project-Based Learning (PBL) in small tutored “international” groups
- Same experimental setups will be made available in both institutes



Expectations

Technical outcomes:

Students will be able:

- to design the control algorithms of a fleet of distributed and collaborative drones,
- to program, fly and validate these advanced algorithms

Soft outcomes:

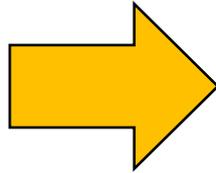
Students will learn:

- to work in an international environment,
- to leverage digital tools for effective remote collaboration and communication,
- to create team synergy,

Validation:

- A final session of interactive posters,
- videos of the students flight experiments.

Technical perspectives



Study abroad



Enrich cultural exchange



POLYTECHNIQUE
MONTREAL



Institut Supérieur de l'Aéronautique et de l'Espace



Collaborative Teaching with Fukui and Ritsumeikan Universities (Japan)

Haruko Wakabayashi

Asian Languages and Cultures

The Universities



- Fukui University (Fukui):
 - Prefectural university of Fukui.
 - First foreign student to Rutgers came from Fukui in 1868.
 - Rutgers alumnus William E. Griffis went to Fukui in 1870 to teach.
 - Academic agreement first established with Rutgers in 1981/ reestablished in 2017.
- Ritsumeikan University
 - Private university in Kyoto.
 - Spring and summer exchange program, hosted by the Political Science Department, since 2000 (?).

Fukui University

- 150th Anniversary of the relationship between Fukui and Rutgers (2020-2022)
- Collaboration with Professor Ryuhei Hosoya, School for Global and Community Studies, Fukui University
- Spring 2020: Honors Seminar “Rutgers Meets Japan” website: <https://sites.rutgers.edu/rutgers-meets-japan/>

The image is a screenshot of a website titled "Rutgers Meets Japan: Early Encounters". At the top, there is a red navigation bar with links for Rutgers.edu, New Brunswick, RBHS, Newark, Camden, Online, Rutgers Health, and Rutgers Search. Below this is the Rutgers University logo and the title "Rutgers Meets Japan: Early Encounters". A dark navigation bar contains links for Home, Our Exhibition, Meiji Prints from Zimmerli, Essays by Griffis' Students, People, Conference, Calendar, and Our Team, along with a search icon. The main content area features a historical black and white photograph of a group of people, including a man in a suit and several children. Overlaid on the photo is the text "Discover historical encounters between Rutgers University and Japan....". Below the photo, the text reads "01:090:295 Interdisciplinary Honors Seminar (Spring 2020) Rutgers Meets Japan: Revisiting Early U.S.-Japan Encounters". A paragraph of text follows, detailing the historical events of 1867 and 1870 involving Kusakabe Taro and William Elliot Griffis.

Rutgers.edu New Brunswick RBHS Newark Camden Online Rutgers Health Rutgers Search

 **RUTGERS** | Rutgers Meets Japan: Early Encounters

Home Our Exhibition Meiji Prints from Zimmerli Essays by Griffis' Students People Conference Calendar Our Team

Discover historical encounters between Rutgers University and Japan....

01:090:295 Interdisciplinary Honors Seminar (Spring 2020)
Rutgers Meets Japan: Revisiting Early U.S.-Japan Encounters

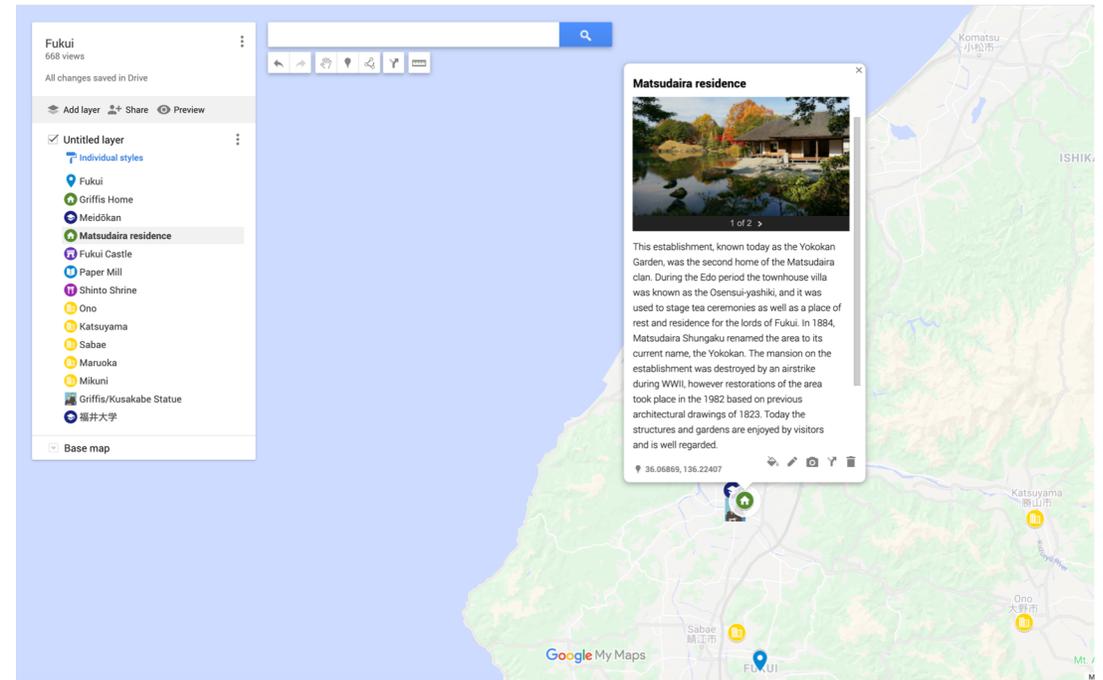
In 1867 Kusakabe Taro, a young samurai from Fukui, Japan, began studying at Rutgers College. Two years later, in 1870, his former tutor, friend, and a Rutgers alumnus, William Elliot Griffis left for Japan to teach English and Science. After a year in Fukui, he moved to Tokyo, where he continued to teach for another two years at Kaisei Gakko, the forerunner of the University of Tokyo. The year 2020 marks the 150th anniversary of two landmark events in the history of Rutgers-Japan relationship: the untimely death of Kusakabe, and his friend Griffis' departure to Japan.

Zoom Meeting with Professor Hosoya's Class in Fukui



Presentation by Rutgers students of their online exhibition, "Rutgers Meets Japan," followed by a discussion in three breakout rooms, each with a faculty and 2 students from Fukui and 6-7 from Rutgers (each room had at least one Rutgers student studying Japanese).

Collaborative map project with the Fukui University students on Google Map.



Fall 2021/ January 2022

- New ALC course, “Rutgers Meets Japan” (under review)
- Collaboration with Prof. Hosoya’s project-based class with a focus on the “first Christmas Party held in Japan” hosted by William E. Giffis.
 - Research at the William E. Griffis Special Collection at the Alexander Library.
 - Zoom meetings with Fukui students.
 - Presentation of the materials on an online platform.
 - Optional: A two-week trip to Japan in January, which includes 5 days in Fukui, as well as visits to universities that have historic connections with Rutgers in Yokohama and Tokyo.
- Goal: To learn about Rutgers’ early relationship with Japan and to share that history with our Japanese counterparts.



Ritsumeikan University (Kyoto)

- Collaborative program since 2000(?).
- “Asia-Pacific Relations in Multi Dimension” (Poli Sci → ALC in Spring 2022)
- Collaboration with Professor Keiji Nakatsuji, College of International Relations, Ritsumeikan University

Past Program Schedule:

	February-March	April	May	June-July
Rutgers	Asia-Pacific Relations in Multi Dimension			2-week Summer Program at Ritsumeikan
Ritsumeikan	4-week Program at Rutgers			

Spring 2021

- Program at Ritsumeikan and “Asia-Pacific Relations” cancelled due to COVID-19.

Proposed Plan for Spring 2021:

	February-March	April	May	June-July
Rutgers	Introduction to Japanese Culture			2-week Study-Abroad at Ritsumeikan
Ritsumeikan	Spring Break	Special Lecture: Asian-Pacific Relations		

Plans for collaborative projects and activities during the month of April, when the two classes overlap. Rutgers students who choose to do the study-abroad in Ritsumeikan in June will attend Prof. Nakatsuji’s class.

- Collaboration with Prof. Nakatsuji's active-learning class with a focus on the "War and Memory in the U.S. and Japan"
 - Group projects on war/disaster memorial sites (Holocaust Museum and 911 Memorial in NYC, Hiroshima Peace Memorial Park, Yasukuni Shrine, etc.).
 - Zoom meetings with Ristumeikan students (discussion on war memory and education).
 - Optional: A two-week trip to Japan in June, which includes participation in Prof. Nakatsuji's class and trips to Hiroshima and Tokyo (Yasukuni Shrine).
- Goal: To share and compare different perspectives through which war and disasters have been remembered, taught, and memorialized in the U.S. and Japan (and possibly China, Korea, and other countries).



COVID-19 AND IMMOBILITY IN THE AMERICAS

Virtual Exchange developed in the context of the project *Covid-19 & (In)Movilidad en las Americas*,
by Soledad Alvarez Velasco (University of Houston) & Ulla D. Berg (Rutgers University)

Please explore the project website: <https://www.inmovilidadamericas.org/>

PROJECT BACKGROUND

- The Covid-19 and (Im)mobility in the Americas project emerged in March 2020 as an effort of migration researchers across the Americas to highlight and share information on the impact of Covid-19 on migrant and refugee populations in the continent.
- We developed a digital archive for this purpose which is accessible here: <https://www.inmovilidadamericas.org/>
- Our current goal is to create a course around this project putting the extensive digital archive on the impact of Covid on migrant and refugee populations to use for teaching purposes.

VIRTUAL EXCHANGE: JOINT COURSE ~ SPRING 2021

- Course title: Covid-19 and Immobility in the Americas
- 200-level course
- **Hybrid model**: Synchronous once a week; asynchronous once a week.
- Course description: The course examines the impact of COVID-19 on migrant mobilities across the hemisphere through themes such as immigration and border control, the right to asylum, detention and deportations, reverse migration, and others. It reviews the historic and contemporary processes and dynamics of migration taking place across the Americas and examines how the pandemic has reshaped and transformed them.

LEARNING GOALS & OUTCOMES

After taking this course students will be able to:

- **Assess** and **explain** the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis of contemporary migratory and refugee movements taking place across the Americas including the causes that triggered those movements and their socio-economic, cultural, and political consequences.
- **Apply** concepts about human and social behavior to particular questions or situations around the impacts of COVID-19 on migrant and refugee populations in the Americas.
- **Compare** migrant, state and social movement responses across national and regional contexts.
- **Collaborate to create** digital content for Online Humanities/Social Science projects

COURSE MATERIALS

The core materials for the course come from the digital archive of the *(Im)Mobility in the Americas and COVID-19* project

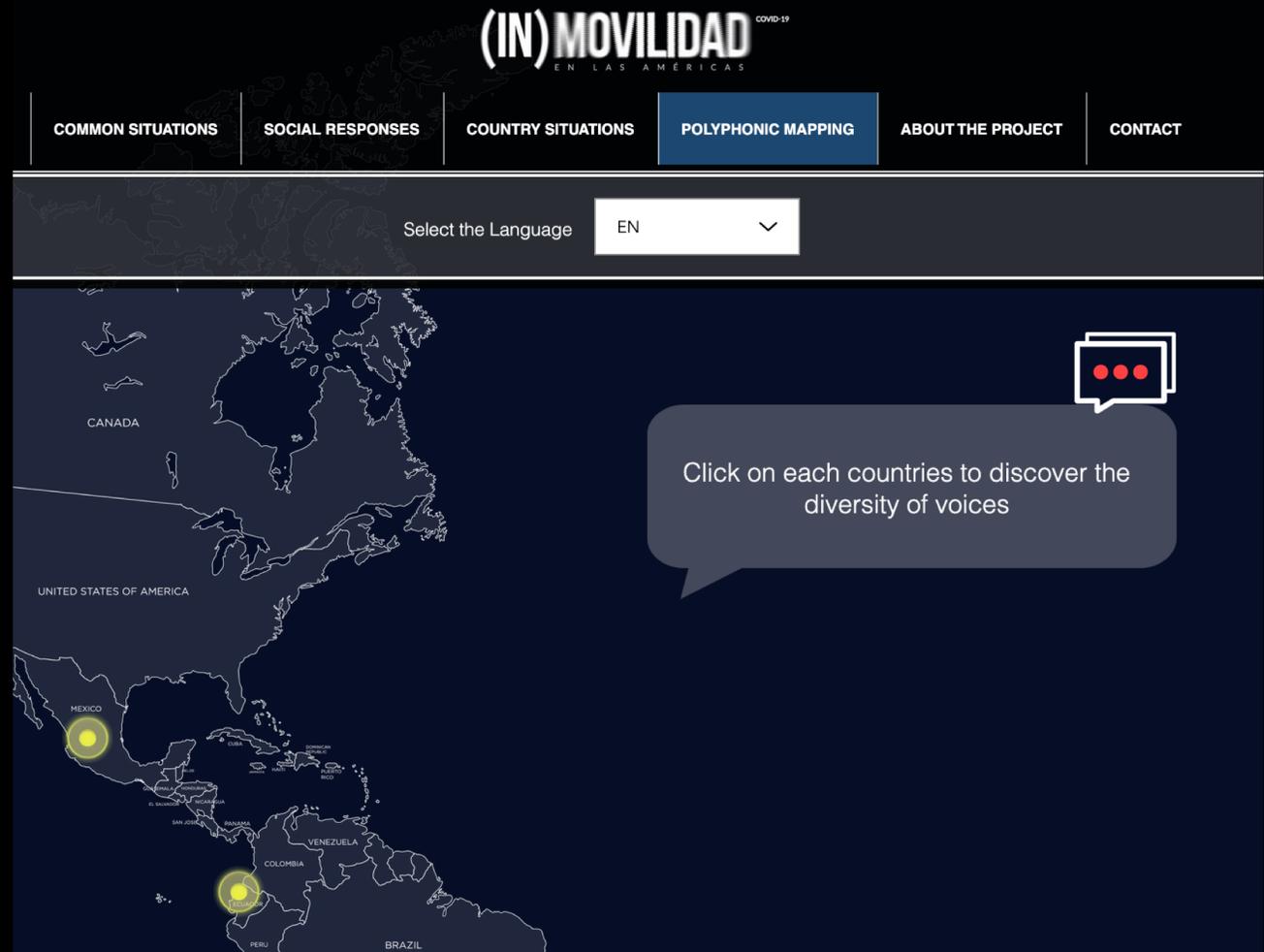
- Country reports on Covid and migration generated by participating scholars.
- Analysis of “common scenarios” generated by participating scholars (currently being reorganized)
- Migrant and asylum seekers’ testimonies (Polyphonic mapping)
- Policy and legal documents
- Ample collection of investigative journalism reports
- Video archive on the site of past events and panels
- Current and ongoing events that students will attend
- Theoretical texts as needed to expose students to different discipline-based theories and interdisciplinary approaches to migration and immobility.

CHALLENGES & LESSONS LEARNED (SO FAR)

- Difficulties coordinating scheduling (participating institutions have different class periods and combination days (+time difference)).
- Long approval time for new courses; will teach under existing course number with sub-title.
- Potential issues incorporating roster from another university into Canvas or Sakai site (add Houston students manually?).
- Rutgers Global—and Teaching and Learning with Technology—have been great in helping to initially discuss learning objectives with us.

FUTURE ACTIVITIES, GOALS & OUTCOMES

- Use lessons learned from the Spring 2021 course to curate free teaching modules on our site.
- The co-teaching could be expanded to other collaborating scholars and institutions affiliated with the project.
- Scaling up! This includes a reorganization of the way we currently manage and update data on the site and development of several components of the site for example, the polyphonic mapping).



(IN)MOVILIDAD COVID-19 EN LAS AMÉRICAS



COVID-19 AND (IN)MOBILITY IN THE AMERICAS:

A CONVERSATION ABOUT A PROJECT UNDER CONSTRUCTION

October 15th 2020, 16h00-18h00 (ET)

PANEL

Luin Goldring, York University
Tanya Basok, University of Windsor
Ulla D. Berg, Rutgers University
Valentina Glockner, Colegio de Sonora-CONACYT
Soledad Álvarez Velasco, University of Houston
Adriana Garriga-López, Kalamazoo College

MODERATOR

Nicholas De Genova, University of Houston

REGISTRATION IS REQUIRED

For more information and to register: [\(link\)](#)

FUTURE EVENTS

(IN)MOVILIDAD COVID-19 EN LAS AMÉRICAS



MAPEO POLIFÓNICO AL AIRE: TESTIMONIOS DE MIGRANTES DURANTE LA PANDEMIA

PARTICIPACIÓN DE:

Alessandra Blanco: DE VENEZUELA, DESDE ECUADOR
Maria Fernanda: DE ANGOLA, DESDE BRASIL
Saúl Rivera: DE MÉXICO, DESDE ESTADOS UNIDOS
Lorena Zambrano: DE ECUADOR, DESDE CHILE

PRESENTACIÓN:

Soledad Álvarez Velasco,
University of Houston.
Ireri Ceja Cárdenas,
Museo Nacional/ Universidad Federal de Rio
de Janeiro

Yolanda Alfaro,
Co-coordinadora del GT Fronteras:
movilidades, comercios e identidades

MODERACIÓN:

Eileen Troux, periodista especialista en
migración

FECHA & HORA:

LUNES 26 DE OCTUBRE
13 hrs (Buenos Aires/ Rio de Janeiro)
11 hrs (Quito/ Houston/ Bogotá)
10 hrs (México)

VÍA PLATAFORMA CLACSO INSCRIBIRSE EN:

CON EL APOYO DE:

WITH THE SUPPORT OF



United States-South Africa Higher Education Network

Kyle Farmbry
School of Public Affairs and Administration
Rutgers University–Newark



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School of Public Affairs
and Administration

Background



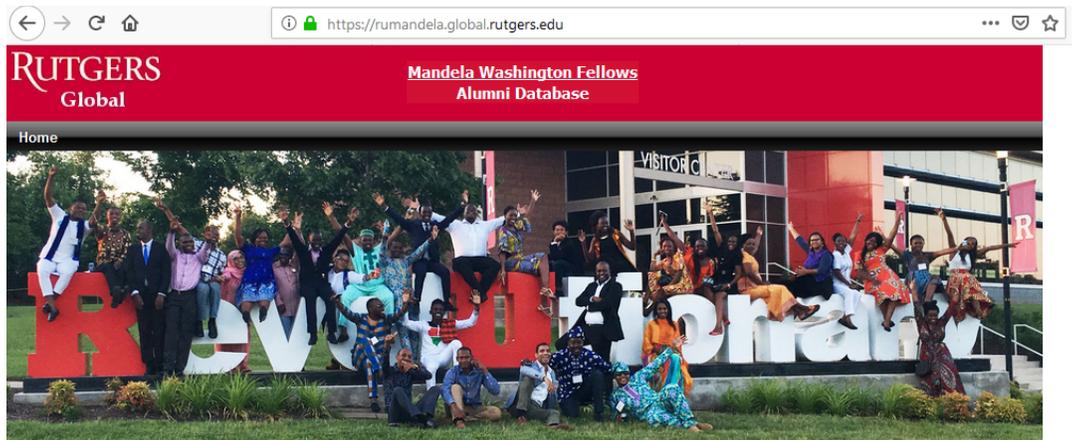
- Founded in April 2016
- Initial support (April 2017) - SA Ministry of Higher Education – Doctoral Pipeline Project
- Secondary support (2018) - U.S. Embassy South Africa – Commercialization
- Two year grant (2020) – U.S. Embassy South Africa

Virtual Elements of 2020 US Embassy Grant



- Feasibility work – virtual exchange on mathematics education
- Feasibility work on partnerships for entrepreneurial education
- Feasibility work on doctoral training/pipeline building collaborations

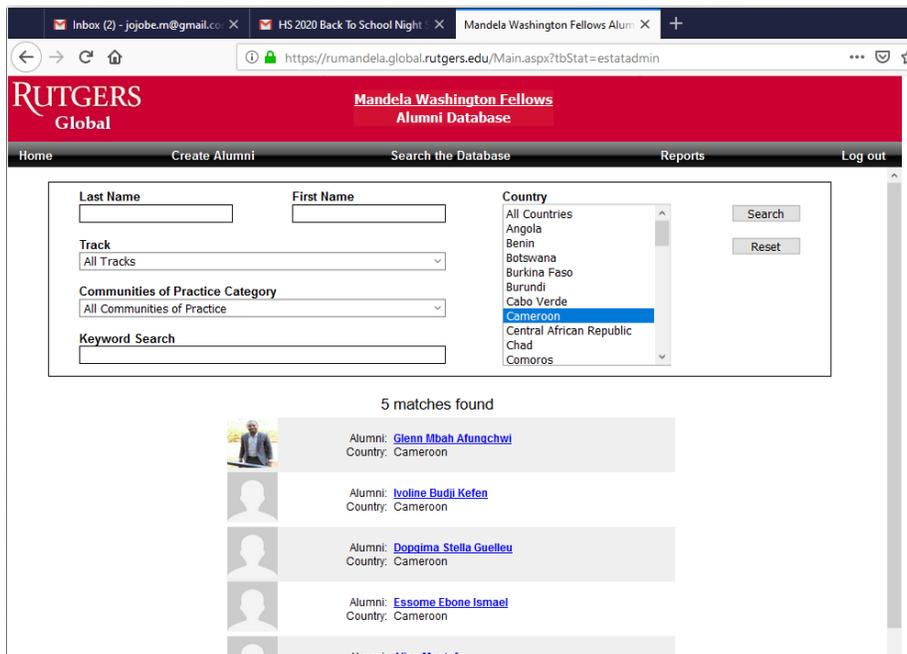
Mandela Washington Fellowship Alumni Database: <https://rumandela.global.rutgers.edu/>



Please login to search the database:

[NetID Login](#)

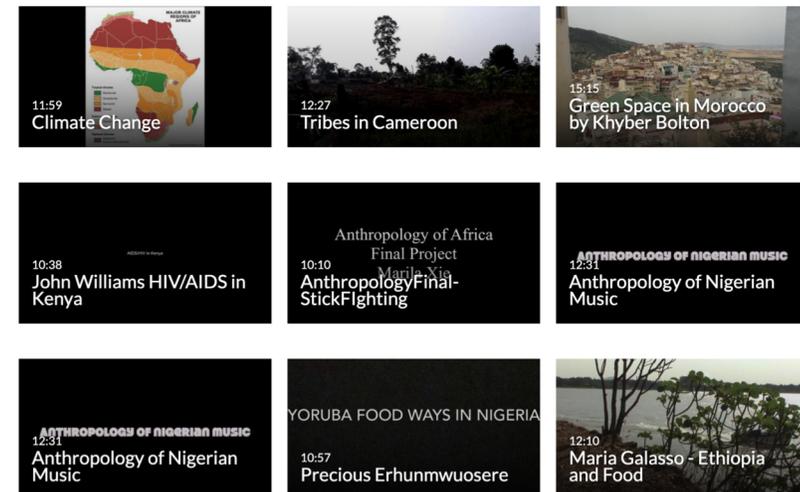
[Alumni Login](#)



Final project videos for Anthropology of Africa Spring 2020, Genese Sodikoff.

- Helped to determine which subset of Fellows would be good to contact.
- Student communicated by email with Fellows.
- Each student produced a video based on their conversations and with some video content provided by the Fellows.

Benefit: This final project now fulfills some of the principles covered in the class such as learning interviewing skills.



International University Museum Partnerships

Museums education programs enable:

- Object-based teaching
- supporting different learning styles
- active and experiential learning opportunities.
- Interdisciplinary learning

Students can be challenged to observe and interpret how different cultural backgrounds can influence experiences of the same artwork or cultural object.

Programming possibilities include:

- lectures and seminars on collections
- Exhibition tours
- workshops by museum professionals

Contact us at ru_abroad@global.Rutgers.edu or lwilliams@Rutgers.edu to discuss being connected to our international university partners.

Example: Ian Potter Museum of Art, University of Melbourne, Australia



POTTER
MUSEUM
OF ART

- Curriculum engagement with the **Department of Nursing, Faculty of Medicine, Dentistry and Health Sciences**
- Collaboration with Masters students
- Engages registered nurses in challenging assumptions about observation and interpretation of what they observe in mental health settings
- Challenges students to deeply explore meaning-making, creativity and core values in mental health nursing

Mental Health Nursing

