



Global Classrooms Initiative

Call for Proposals

January 2017

The Office of International Affairs (OIA) is pleased to announce the third Call for Proposals under the University of Maryland Global Classrooms Initiative.

Global Classroom courses will offer UMD students the opportunity to participate in engaged, significant, and easily accessible credit-bearing international experiences that mirror in process, means, and impact the type of professional interactions that they will encounter upon graduation.

Teams combining students from UMD and partner universities abroad will engage in cross-cultural, project-based, technology-mediated work, aimed at developing global professionals who will make a positive impact.

Background

As a Land Grant institution, the University of Maryland is committed to producing students who are prepared to give back to their communities. In the 21st century, that commitment inevitably reaches beyond our national borders.

OIA fosters this institutional mandate through the cultivation of meaningful international opportunities for students that:

- Offer a competitive professional edge in a challenging economy
- Provide experiences that mirror the kind of work our students will encounter in the future, such as cross-cultural, virtual, and project-based
- Instill habits of mind and action to contribute to the “global good” throughout their lives

The Global Classroom Initiative pursues these goals by leveraging our faculty’s capacity for innovation and excellence in teaching, and our students’ comfort with digital technologies.

General information/ Description

A **Global Classroom** course must be:

- **Cross-cultural:** *offered in collaboration with at least one institution of higher education abroad.*
- **Virtual:** *makes use of digital technologies for teaching and learning.*
- **Project-based:** *focused on projects with real life applicability, addressing current local or global needs.*
Project-based courses also need to be:
 - **Collaborative:** *forming teams of students from all participating institutions, fostering international collaboration and interdependence.*
 - **Impactful:** *producing one or more final deliverables with a plan for their dissemination.*

These three main requirements can be achieved through various combinations of course features. A list of possible variations follows this Call for Proposals. Please note that this list should be regarded as a guide and not as a limitation on your course development. We welcome innovation!

Global Classrooms can be proposed as completely new courses or as revisions of existing ones. Regardless of the status of the proposed course, the grantee assumes all responsibility for obtaining the necessary course approvals to ensure that the course can be offered multiple times.

Expectations

- Each Global Classroom will be delivered at least three times (three different semesters) during the grant period.
- Each Global Classroom will enroll a minimum of 10 UMD students and an equal number from each partner institution.
- Each Global Classroom will involve a minimum of four weeks of international student-to-student interaction. Please note that the four weeks duration is merely an eligibility requirement; the preferred duration of the student-to-student interaction is 10 weeks.
- Each faculty member teaching a Global Classroom will become a Global Classroom Fellow and be included in the Global Classrooms Fellows Program. The program will facilitate training, discussion, and the ongoing emergence and sharing of best practices regarding course development, implementation, management, and assessment.
- Each Global Classroom will produce a set of learning outcomes, some of which will apply to all Global Classrooms and some of which will be discipline specific. At the end of the course, the Global Classrooms students must:
 1. Demonstrate the ability to work effectively in international teams
 2. Identify the challenges and benefits of international teamwork
 3. Be able to articulate commonalities and differences in international perspectives on the subject matter
 4. Identify their own cultural assumptions and reflect on how these shape their attitudes and behaviors
 5. Apply project management and cross-cultural communication techniques to achieve tangible results in the allotted timeframe
 6. Apply discipline specific concepts, theories, and methods to analyze and evaluate situations at home and abroad

Competitive priorities

Preference will be given to proposals that address at least one of the following priorities:

- Target undergraduate students
- Are implemented in partnership with [Universitas 21](#) institutions
- Are implemented in partnership with universities in African, Latin American, or Asian countries
- Involve 10 weeks or more of international student-to-student interaction
- Are jointly taught by faculty from UMD and the partner institutions

Applicant eligibility

Any UMD faculty, from any discipline, regardless of tenure status, is eligible to apply under this Call for Proposals. For team-based applications, key personnel can include UMD graduate students and full time or part time staff, as long as the principal applicant satisfies the eligibility requirement and the role of each additional team member is clearly explained and vital for the success of the project.

Partner institution eligibility

Under the auspices of this Call, “Partner Institution” refers to a foreign, accredited institution of higher education with which UMD or one of its departments, schools or colleges holds a valid international agreement (memorandum of understanding, exchange agreement, academic cooperation agreement, research agreement, etc.)

Please browse the [Global UMD database of international agreements](#) (login required) to identify potential partners or check the status of particular partnerships. Contact [Dr. Joseph Scholten](#) in the Office of International Affairs for any questions regarding UMD’s international agreements. You may also contact [Dr. Raluca Nahorniac](#) in the Office of International Affairs to discuss potential partners for your proposed global classroom.

Duration of the grant

The duration of the grant is of maximum 38 months, starting no sooner than May 1, 2017 and ending no later than June 30, 2020.

Funding

The Office of International Affairs expects to award six grants of \$10,000 each. A departmental contribution of \$2,000 per proposal is required.

The grant will be disbursed in three installments, as follows*:

- Year 1: \$6,000 (to support the development and first offering of the course)
- Year 2: \$3,000 (second offering of the course)
- Year 3: \$1,000 (third offering of the course)

*The funding schedule above assumes three consecutive offerings of a semester course, delivered once per academic year. The installments can be adjusted according to the proposed course delivery schedule. The funding schedule also assumes that a departmental contribution of \$2,000 will be available to the grantee in the third year of the project, to supplement the \$1,000 OIA grant installment. This departmental contribution needs to be scheduled and documented by the end of the entire project period, no later than June 30, 2020.

Project management, technical support, technology and course development advising and assistance are available to the grantees through the Office of International Affairs, other relevant campus services, as well as through the Global Classrooms Fellows Program.

Conditions

The grant can be used to cover salary, travel, technology, access to educational resources, materials, and any reasonable and necessary expenses in support of the project.

By accepting the grant, the successful applicants also commit to joining the Global Classroom Fellows Program, where they can learn, analyze, share experiences, develop best practices, and reflect on the benefits and challenges of implementing the Global Classroom model. The Global Classroom Fellows Program will hold two to three meetings per semester and interact virtually as needed.

Application process

The application process for the third Global Classrooms Call for Proposals has two stages: pre-proposal (deadline February 15, 2017) and full proposal (deadline April 15, 2017).

To start your application process, please:

- Submit your contact information on: <https://go.umd.edu/2017gci-pp-interest> . You will receive an email including your personalized link to the pre-proposal form. You will need to access the form using your UMD credentials. Submit the online form by **February 15, 2017** to be considered for one of the Global Classrooms grants. You can consult an offline copy of the application on <http://ter.ps/gci> .
- Schedule an appointment with Dr. Raluca Nahorniac in the Office of International Affairs: <http://go.umd.edu/raluca-app> . This appointment/ discussion can take place in person, via phone or videoconferencing. The appointment is part of the pre-proposal process, so please make sure it takes place before the **February 15, 2017** deadline.

Selected pre-proposals will be invited to submit a full proposal, including timeline, budget, draft syllabus, letters of commitment from the partner institution and UMD department, as well as detailed descriptions of the proposed projects and other partner organizations. Applicants in this stage are encouraged to work closely with the Office of International Affairs and other campus resources.

Reporting

Successful applicants will submit quarterly progress reports and one final report. All reports will be submitted electronically to [Dr. Raluca Nahorniac](#) in the Office of International Affairs.

Timeline

- Pre-proposal application deadline: February 15, 2017
- Full proposal deadline: April 15, 2017
- Awards announced: April 30, 2017
- Grant start date: May 1, 2017
- Grant end date: June 30, 2020

Additional information

Please address all questions related to this Call to [Dr. Raluca Nahorniac](#) in the Office of International Affairs.

Global Classroom Variations

Possible, but not exhaustive examples of course structures

International	Can be offered in collaboration with one or more partner institutions abroad, in one or more countries.
Project-based	<p>The group projects can be pre-defined by the instructors, defined by students themselves, or defined by external constituencies (e.g. businesses, NGOs, various communities).</p> <p>The student teams can work on different sections of a more complex project or can be assigned distinct independent projects.</p>
Collaborative	<p>The class might include only undergraduate students from both institutions OR only graduate students from both institutions. The pairing of undergraduate students from one institution with graduate students from another is not recommended.</p> <p>Teaching variations:</p> <ul style="list-style-type: none"> - One instructor (at UMD or Partner) and on site facilitators (at UMD and Partner). - Turn teaching – instructors at UMD and Partner teach different “modules” of the course, in sequence. - Joint teaching – instructors at UMD and Partner work together to design, prepare, and deliver the course, collaborating for the entire duration of the course. -
Impactful	<p>Examples of deliverables:</p> <ul style="list-style-type: none"> - Policy papers/ memos - Grant applications - Impact or feasibility studies - Data collection and analysis - Exhibits - Joint performances - Models, procedures, designs, products - Publications - Marketing plans, campaigns, and materials - Business plans <p>The course can include a joint capstone activity, conducted virtually or face to face: symposium, virtual presentation, webinar, project competition, field visit, etc.</p>
Virtual	<p>The virtual component of the course can be hosted by UMD, by the Partner institution, or on a third-party platform. The best solution will be suggested based on the course’s needs and the compatibility between the learning technologies available to partners. The best solution can include a combination of proprietary and free software. The content can be delivered synchronously and/or asynchronously. A combination of asynchronous delivery (similar to the MOOCs) and synchronous project work is preferred.</p> <p>Previous grant recipients have used Canvas for integrated classroom management and content delivery, WebEX or Adobe Connect for synchronous class interactions, and email, Skype, Whatsapp, Google Hangouts, or Facebook for student team interactions. New grantees are encouraged to implement virtual team collaboration tools such as Slack.com for student team interactions and collaborative work.</p>