

responded that it had. When asked about their level of enthusiasm for the course, only 24% of online students (n=29) responded with a high level of enthusiasm, whereas 38% of videoconference students (n=31) responded with a high level of enthusiasm. Nine percent of videoconference students responded with low levels of enthusiasm for the course, as compared with nearly 14% of the online students. Average levels of enthusiasm were higher for online students (68%) and lower for videoconference students (52%). Clearly, course design and other intervening variables may account for differences in enthusiasm for the course.

In response to an open-ended question about the effectiveness of videoconferencing technology, 26 positive responses were noted, as were five negative responses. The majority of positive responses noted "connection to another country," "views from other areas besides that of the teacher," and "different views from other countries." One student also noted "experiencing a different kind of learning and a different environment."

Students responded to an open-ended question about the impacts on their learning within the class as a result of a global videoconference. Again, there were 26 positive responses all related to an exchange of ideas and cultures and five negative experiences. In comparison with 86% of online students (n=29), 94% of videoconference students (n=31) responded that the course increased their understanding of other countries, peoples, and cultures.

Videoconference Creating the Global Graduate

Global issues are coupled with rapid technological advances in the case of the videoconference environment. We should also consider that the average U.S. college student today spends over 3.5 hours per day on multiple digital media, which far exceeds the 39 minutes per day that they spend reading (Oblinger and Oblinger 2005). While clearly nothing replaces the benefits of going on exchange for students and faculty, global videoconference is one tool to enhance the everyday classroom, particularly for students of global and international studies.

Students are bombarded through television, pod casts, and the Internet with issues that transcend their campuses and their states. In International Relations and Political Science, we have the tools to help our students not only navigate the muddled waters of international and global affairs, but to also create a sense

of civic-mindedness that extends beyond their campus and country to the global level. Global videoconference embeds both the instructor and the student in the process of globalization, highlighting all of our roles as global citizens in an ever-changing world landscape.

Notes

1. This connection is free and is provided by an internet protocol (IP) connection. Similar to a phone number, each school can dial the other's IP address and connect in real time with television-quality images.

2. This paper analyzes three years of class surveys, including one year that compared the results of the same class taught online with only Coastal students and one via videoconference between South Carolina and Ecuador, to shed light on theories of globalization and transnational networks taught in our classes every semester. These surveys were distributed confidentially through WebCT software to students outside of class time.

3. The number of mobile students worldwide, meaning those who study outside of their home countries, increased by 41% in the same five-year time period, signaling a major growth in global higher education. (www.uis.unesco.org/ev_en.php?ID=6513_201&ID2=DO_TOPIC)

4. The spring 2004 Globalization class was composed of 18 students, nine from each campus. All students, with the exception of one, were either Political Science or International Relations majors. Although the teacher was bilingual, none of the students at Coastal spoke Spanish. Therefore, all class communication was conducted in English.

References

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Global APSA: An Institutional Perspective

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As the University of Washington prepared for the arrival of Dr. Paul Farmer, a global health doctor and the subject of the campus common book, *Mountains Beyond Mountains* (New York: Random House, 2003), a team of faculty, administrators, and community leaders

promoted ideas of global citizenship both on and off the territorial boundaries of the campus.¹ The book, selected for its resonance with issues of general interest to the campus (interdisciplinary approaches, student engagement, a new global health initiative, the power of ideas, the role of entrepreneurship, and the capacity for non-state actors in world politics to shape agendas), had acquired a following more like a social movement than an administrative initiative. Coffee shops adjoining the campus featured copies of the book, and honors students coordinated and invited faculty members to come to evening discussion sessions. As University of Washington Professor Jonathan Mayer commented, "I have seen this book change careers and change lives."²

Five years following the events of September 11th, the University of North Carolina, Chapel Hill popularized the assigning of a common reading to a large undergraduate population. However, as their campus discovered, discussing contentious issues without fragmenting the campus community can be difficult. Even popular non-fiction books can draw controversy, yet this can be accommodated by assigning a critical reader to accompany the volume, and encouraging student discussions in peer-led reading groups such as FIGs (Freshman Interest Groups) and TRIGs (Transfer Interest Groups).

As the sustainability movement celebrates the 20th anniversary of *Our Common Future*, many campuses will bring together scholars, political leaders, and scientists to discuss the implementation of a global agenda, a discussion initiated by the UN Commission on the environment. Gro Harlem Brundtland's leadership and the committee's work led to the institutionalization of the norm of "sustainable development." Elizabeth Kolbert's *Field Notes from a Catastrophe* (US: Bloomsbury, 2006) provides vignettes documenting how different sites experience climatic change. Assigning the book as a common reading is a promising way to engage a campus-wide conversation around the issue(s) of global warming and climate change; such an assignment is also appropriate for all institutions interested in engaging in a multidisciplinary discussion on how to manage the commons.

Such projects force universities to re-examine their curricula. How and why do institutions of higher education pursue a global agenda? What are the possibilities for other campus communities? Whether "globalization" or "globalism" is new, or old, increasing or decreasing, it has become a part of the institutional agenda of higher education. The pursuit of global studies, incentives provided for faculty to

develop global courses, and the development of technologies suitable for global learning change the way we engage with our students and redefine the boundaries of the classroom.

Students who have participated in global study often chart a course inspired by their learning. University of Washington student Suzanne Jeneby traveled to Kenya on the Mary Gates Endowment Scholarship program and has since founded the East African Center, whose goal is to educate and provide health care to a remote village community. Participants on the University of Washington's Guatemala program, coordinated by an area studies specialist on the faculty, return to the same village year after year to build upon the civic engagement efforts of previous programs. Our global learning has become more than a visit to a site, but a place for active participation. With proper preparation, and a dedicated group of faculty, these efforts are tremendously rewarding for the institution, the individual faculty, and the students.

Although the ways to deliver global education have expanded (including distance learning and e-conference options), many obstacles remain. The perception of costs, credit transfer, and capacity to retain local housing arrangements during a global program are non-tariff barriers to student participation in a vast array of faculty-led, university coordinated study abroad experiences. Shorter visits, with fewer administrative requirements, ease access to global education and permit acquisition of some of the benefits afforded by a lengthier stay. Faculty willingly take on the added burden of coordinating these trips because of the access to familiar sites and the opportunity to have their expenses covered while hosting and introducing a group of students to global learning opportunities. However, among the hundreds of faculty employed at the University of Washington, only a handful undertake the steps required to participate in a study abroad program. And a relatively small percentage of the total student population engages in global study, even though the opportunities have expanded. Only one major in the largest undergraduate college requires global study, even in a so-called age of globalization.

What do students learn on their study abroad experiences? Many institutions have yet to query students about their experience(s). The typical exit survey poses questions about the nature of accommodations, or how well the study abroad office did in coordinating their trip, but fails to incorporate, "What did you learn while studying on this program?" Steps are underway at the University of Wash-

ington to develop a greater perspective on how students become engaged and learn while away from campus.

Political science is well-positioned to play a leading role as campus leaders develop global programs, provide incentives for global classrooms, and direct university resources to meet global priorities. One emerging best practice is collaboration between universities. Part of the University of Washington's agreement with a Norwegian university partner includes student and faculty access to a Norwegian Center in Athens. Norwegian students and faculty, in turn, obtain access to the University of Washington's Center in Rome. This kind of reciprocity, more typical of global trade agreements than institutional partnerships, facilitates enhanced capacity for institutions to maintain and expand global education.

Notes

1. I chaired the committee to select the first common book for the University of Washington as acting dean of undergraduate education, 2005–2006.

2. Interview with Professor Jonathan Mayer, University of Washington, 2006.