BUILDING VIRTUAL CLASSROOMS ACROSS THE GLOBE:
STANFORD’S CROSS-CULTURAL RHETORIC PROJECT

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CCR = Cross-Cultural Rhetoric
Stanford team-based virtual pedagogy

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Methods: Video-Conferences and Collaborative Blogging

Teaching Practices: Connecting students across 5 continents
CCR INTERNATIONAL PARTNERS

USA ★★ SWEDEN ★★ EGYPT ★★ SINGAPORE ★★ RUSSIA ★★ AUSTRALIA
MODELS of Team Set-Up for CROSS-CULTURAL EXCHANGES

- **course**: Regular meetings between two courses during the academic term
- **workshop**: One or two time meetings between classes from two or more institutions
- **class**:
Video-Conference Virtual Learning: Instructor Welcome and model analysis
Video-Conference team analysis
Video-Conference team analysis
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Video-Conference team analysis
Video-Conference collaborative composition: team-based learning
1. Purpose - Selling Swedish merchandise to a Berlin audience by familiarizing it to its audience.

2. Serious audience: Definitely targets German and in particular a Berlin audience. Cultural/educated/metropolitan/mature. The age targeted could be a more young/middle-age crowd. The fact that it is displayed in a museum allows the ad to reach more of the intellectual and historically-aware.

3. Argument: Connection to symbols Germans can relate to on a historical, informational, and emotional level. Relate the product, vodka, which is emotionless, with the emotions that were felt when the wall came down. Celebration and feelings of freedom were felt when the wall came down, and the ad attempts to recreate these feelings through the vodka. Jubilation. Also attempts to remove the negative stigma typically associated with alcohol. Instead of depicting a rowdy, vulgar crowd it portrays the vodka more for socializing purposes than for the typical idea of "getting wasted."

3b. Pathos: Drawing an emotional response through the portrayal of the Berlin Wall as well as a patriotic one through the German flag. (Unification under one flag)

3c. Ethos: Placing the ad in a museum an attempt to relate the Swedish drink to the German audience through knowledge of German culture (flag, wall, language).

3d. Triangular division of the ad with bipolar parts:
   first, the form of product and the wall
   second, the name of product and synonymous meaning of absolut
   third, the place Berlin

And connecting two things that were not initially Swedish vodka and German audience, oppression of the freedom of choice. The wall no longer keeps things out.
Cross-Cultural Blog
A blog for students and teachers participating in the Cross-Cultural Rhetoric project.

Team Cultural Explorers

The past week we had video conferences with two students from Sweden. Ultimately we had a lot of similarities, but also profound differences. We decided our group name was going to be "The Cultural Explorers". This name was representative of our group because we are exploring cultures! We discovered that Western expansion and advertising is seeping into Sweden. For example, American brands are frequently advertised on Swedish TV. It was also interesting to see multiple perspectives because one of the girls was from Lapland and was studying in Sweden temporarily. I also found it interesting that they watched several American television series and listened to American music as well. Our culture has travelled to their country and has become a major icon when they watch our lifestyles in the television shows they watch.
Enables multiple modes of collaboration

Live video of participants

Live Chat

Recording device

Whiteboard for posting PPTs, images, and for collaborative authoring (text and image)
VIDEO CONFERENCE BEST PRACTICES #1
Use wired internet connections, not wireless
Display on large screen to simulate proximity
Use echo-cancelling devices, whether headsets or speaker/microphones
Divide students into small groups, ideally in dedicated learning spaces with acoustic isolation.
Team-Based Blogging Best Practices: Asynchronous Classroom Learning

Video Conference Response

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Janie in Sweden
Our group discussed that there is a big difference between looking at an ad and looking at an ad understanding the flow behind it. We choose for presentation an ad Frida brought in promoting a Swedish bank/insurance company. It featured a farmer-swedish equivalent to the American “orange juice” meeting against a haystack in the middle of a field, taking a well deserved coffee break after a morning of work. To americans, this would've seemed a very unlikely subject for an ad. But apparently, farmers are regarded differently in Sweden. Frida explained that in Sweden, especially, farms are still common and farmers illustrate the important concept of joint, the traditional belief that one should work hard, not promote himself above others, should develop achievements, financial property, and otherwise be modest. The ad works in Sweden because viewers there understand joint, the importance of the humble farmer and what he stands for. Thus any business which can provide the relief and security to such a man appears to be trustworthy and reliable. Featuring the farmer increased the company’s revenue, while appealing to the Swedish ‘non-urban’ feelings of positive ma for farmers who so thoroughly personifies their joints.

Photo Essay Culture Assignment

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April 19, 2008
A Culture of Community Awareness
This blog post is part of a classroom assignment designed to capture a part of Swedish culture. Written by Peter Jorg, Daniel, and John najwyższ.
In any given weekend, the Swedish campus is alive with activity. From picnics near campus parks, to the internationally diverse events, there is a rich variety of activities to engage in on the weekends. Despite the variety, there are also very seldom any need to seek ways to get back to their community. For example, the post-graduates, students participate in Swedish Tea. Tea Party showing solidarity with the fight for Swedish Sweden and Rally for life, a no-ban fundraiser for the American Cancer Society.
Professor Emma of Swedish University spoke at the student organized rally and made memorable statements about Swedish Sweden.

Research Blogging Assignment

Intercultural Communication in the Context of Globalization
This post has been created by Global Learning students from the Lund University, Sweden, for the Stanford-Online-Knowledgeworks exchange. The exchange is aimed at raising intercultural competence and global awareness of students and faculty.

April 19, 2008
International Communication in the context of globalization
This post has been created by Global Learning students from the Lund University, Sweden, for the Stanford-Online-Knowledgeworks exchange. The exchange is aimed at raising intercultural competence and global awareness of students and faculty.

Globalization is not the only thing influencing events in the world today; in fact, there may be a “new” way of understanding globalization. This trend, the latest in the role and the place of international communication, has become an integral part of the global scenario. It is this system.”
THOMAS FRIEDMAN

Intercultural communication between people is an integral attribute of the human society. Development, not a single entity, even the one considered most powerful in political and economic aspect, can meet cultural and aesthetic requests and seeds of the humanized being applied in the world cultural heritage, spiritual heritage of other countries and people. The modern world is developing towards globalization. In this regard, the latest about the role and the place of international communication has become an integral part of the global scenario.
Supporting Instructors: CCR Project Website

Video-Conference materials
Easy link to Blogs
Archive of Resources

The Cross-Cultural Rhetoric Project at Stanford University

VIDEO CONFERENCE: JANUARY 15/16, 2009
Stanford University and Khabarovsk State Academy, Russia

Welcome Video

Video Conference PowerPoint

Instruction Sheet

CCR participant profiles & biographies

Laughing Matters: Humor, Race, Class, and Gender
Instructor: Helle Rytikonen

Kiana Amir-Araghi
My name is Kiana Amir-Araghi and I was originally born in Tehran, Iran, but immigrated to California when I was eight years old. I now live at Stanford but go home regularly as my home is only 15 minutes away. I don’t know how to define myself culturally, as I was raised in both Iran and America by parents whom, though originally Iranian, were raised in Belgium and Italy. I have learned, therefore, to adapt to all cultures and all modes of thought and tradition. Because we have had to immigrate to a foreign country, my family (unies, cousins and grandparents always included) is very close and loving and we are the most important part of each other’s lives.

I am currently a sophomore at Stanford and I am studying English and Communication Studies. I hope to study law but am unsure what I will do after law school. I am very much still figuring my life out. I love reading and I love learning new languages and about new cultures.

Brian Bulcke
Getting To Know Brian Bulcke
Nickname: Bulks or The Incredible Bulk
I would describe myself as a person as: Powerful, Intense, Hardworking
The reason I love football is: The passion behind the game and the brotherhood between players on a team
I pattern my play after: Jevon Kearse and Jack Youngblood
My favorite pre-game ritual is: Du Hast by Rammstein
My greatest athletic moment is: Winning the Canadian National Championship
The teammate I admire the most is: Chris Horn
LEARN MORE ABOUT OUR PROJECT AND COLLABORATE WITH US!

The Cross-Cultural Rhetoric Project
at Stanford University

For more information, please visit ccr.stanford.edu or e-mail us at alfano@stanford.edu or aobrien@stanford.edu

At its heart, CCR believes that we need to connect students in our classes to real audiences - have them present their research, receive feedback on their writing and speeches, and learn about others through real-time video conferences and blogging.

Find out more...