



We are proud to share CLICK case studies and samples of teaching collaborations supported by Gazelle International.

CLICK Project: “(Re)Programming Cultural Awareness”, Spring 2021

University Partners	Waukesha County Technical College, Prepa UDEM (University of Monterrey)
Discipline (Course)	IT/Web Development, Intercultural Competence
Project Summary	Students will work together in teams in order to develop, design and program a personalized website that can be used as an informative tool/travel guide of a specific country (previously assigned). This website should be developed so it can be helpful for Prepa UDEM students (targeted users) who are planning to embark on a study abroad exchange to that destination. The ultimate goal of the website is to provide the student with information that will help them to prepare themselves beforehand to have a successful immersion into the culture resulting in the prevention of cultural shock, cross cultural communication barriers and misconceptions.
Project Length	10 weeks
Technology Tools	Google Classroom, Google Forms, GitHub, JavaScript, Zoom, WhatsApp, Padlet
Team details	Teachers - 1 US, 1 MX Students - 11 US, 15 MX
Objectives	<ul style="list-style-type: none"> ● Collaboration: <ul style="list-style-type: none"> ○ Work across different fields and navigate interdisciplinary group dynamics to create a real-world product and service for students at PREPA or other sites in Mexico ○ Work respectfully and equitably within a small group in order to complete a multi-step project by committing to constant communication with their counterpart

	<ul style="list-style-type: none"> ○ Manage time and deadlines to produce their assignments ○ Able to function effectively within the mutually dependent roles of customer and developer ● Intercultural Competence: <ul style="list-style-type: none"> ○ Use the Hofstede Insights to develop vocabulary consistently in their own work on the project with the teams ○ Demonstrate growth and a better understanding of cultural differences and similarities, stereotypes between Mexico and the target travel site in order to increase student's cross-cultural sensitivity ○ Break stereotypes or misconceptions from Mexico, United States and other countries ● Online Citizenship and Technology <ul style="list-style-type: none"> ○ Design a set of travel-guide websites that will help Mexican highschool students prepare to enter their study abroad site successfully, containing tips and tricks anticipating and navigating their cultural differences and possible cultural-shock during their exchange in US, Germany, France, Canada and New Zealand. ○ Understand and apply appropriate rules for accessibility and privacy in website development.
Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “United in Diversity”, Spring 2021

University Partners	Waukesha County Technical College, ROC Midden Nederland
Discipline (Course)	Global Business, Business/Marketing
Project Summary	Students discussed billboard, social media and television advertising methods in the two countries. They prepared a Pecha Kucha presentation which included the five best advertisements and a discussion of why they were the best. Students submitted written reflections which included: a discussion of the objectives of advertising and benefits of each method; the rules, regulations and best practices for advertising in each country; similarities and differences between US and Dutch advertising cultures; and a summary of what each student learned through the team project.
Project Length	4 weeks
Technology Tools	Zoom, WhatsApp, Email, Pecha Kucha video presentation
Team details	Teachers - 1 US, 1 NL Students - 3 US, 16 NL

Objectives	<ul style="list-style-type: none"> ● Intercultural Competence: <ul style="list-style-type: none"> ○ Develop intercultural communication and teamwork skills ○ Analyze cultural differences in advertising ● Technology and 21st Century Skills: <ul style="list-style-type: none"> ○ Explain research with a Pecha Kucha presentation
Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Défi Gourmand / Gourmet Challenge”, Spring 2021

University Partners	Green River Community College, IUT de Cachan (University of Paris Saclay)
Discipline (Course)	French, English for Engineers
Project Summary	Students conceived, wrote, produced, directed, shot, and edited their own short digital video project. The film was completed with input from all of the members of the team. The final project was a joint French/American video about cooking and food, with the goal of exposing students to the history of food and the cultural perceptions of cooking and buying food. Student teams created their own video project and engaged their creativity within an international context. The project allowed great flexibility: the video could be a cooking show, a documentary, a narrative film, and in any style they liked.
Project Length	10 weeks
Technology Tools	Zoom, Whatsapp, Google Docs, Google Classroom, Discord, WeTransfer
Team details	Teachers - 1 US, 1 FR Students - 19 US, 9 FR
Objectives	<p>Collaboration, Project and Time Management</p> <ul style="list-style-type: none"> ● Work respectfully and equitably within a small group in order to complete a multi-step project ● Demonstrate the ability to create a cooking show proposal, goals, purpose, plan, outline (or script), film and create a final cut. ● Manage time and deadlines to produce their assignments across time zones ● Learn to work autonomously <p>Intercultural Competence and Online Citizenship</p> <ul style="list-style-type: none"> ● Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication ● Demonstrate a positive attitude towards cultural and linguistic diversity in on-line communication

	<p>Effective Use of Technology</p> <ul style="list-style-type: none"> ● Demonstrate proficiency in 4-5 technological tools
Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Reading Neil Gaiman’s *Neverwhere*”, Spring 2021

University Partners	Tunxis CC, IUT Cachan (Paris Saclay)
Discipline (Course)	British Literature II, English
Project Summary	Two English courses worked together virtually in international teams on analyzing a novel. They read, discussed, and completed a group capstone project on the novel "Neverwhere" by Neil Gaiman. The teamwork not only enhanced their understanding of the novel but also helped them develop critical thinking and intercultural interactions. Due to disruptions from Covid, the instructors simplified the plans, and moved to whole class discussions on the novel. Students completed posts and responded to classmates on 3 posts.
Project Length	13 weeks
Technology Tools	Google Classroom
Team details	Teachers - 1 US, 1 FR Students - 16 US, 25 FR
Objectives	<p>Communication:</p> <ul style="list-style-type: none"> ● Gain confidence and improve communication skills. <p>Collaboration:</p> <ul style="list-style-type: none"> ● Respectfully and skillfully interact with partners abroad. ● Improve interpersonal awareness and collaboration with other visions, cultures, and ideas. <p>Intercultural Competence:</p> <ul style="list-style-type: none"> ● Understand behaviors and communication patterns. ● Learn from exchanges, whether successful or unsuccessful, frustrating or fulfilling. <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Understand how local and virtual environments influence each other. ● Develop critical thinking regarding intercultural relations, contemporary issues in society, and different cultures. <p>Discipline-Specific Skills:</p> <ul style="list-style-type: none"> ● Develop one’s knowledge about relevant literary genres, history, and aesthetics as to apply them to critical readings of the text. ● Improve synthesis skills during discussions and activities. ● Write an essay reusing the ideas, vocabulary, and complex structures seen in class and structure ideas according to a specific outline.

Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.
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CLICK Project: “iGen Global Banking”, Spring 2021

University Partners	Housatonic CC, IUT Sceaux (Paris Saclay)
Discipline (Course)	Marketing, English for Business/Marketing
Project Summary	International teams of students in the US and France designed a financial institution that could best serve global, cross-cultural college students. After planning products, services, and pricing, they collaborated on a live video presentation using PowerPoint to share their plans with other student groups and instructors.
Project Length	9 weeks
Technology Tools	Zoom, SurveyMonkey, WhatsApp, Google Classroom, Google Docs, Google Meet, PowerPoint
Team details	Teachers - 1 US, 1 FR Students - 15 US, 21 FR
Objectives	<p>Collaboration:</p> <ul style="list-style-type: none"> • Work respectfully and equitably within a small group in order to complete a multi-step project. • Demonstrate ability to help the group manage time and deadlines to produce their assignments across time zones. <p>Intercultural Competence and Online Citizenship:</p> <ul style="list-style-type: none"> • Demonstrate a positive attitude towards cultural and linguistic diversity in online communication • Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication. <p>21st-Century Skills:</p> <ul style="list-style-type: none"> • Show appropriate use of information resources. • Demonstrate proficiency in 4-5 technological tools (Zoom, WhatsApp, and Google Docs, PowerPoint, for example) in order to build a project within an international team. • Show an effective and accurate use of language and technology. <p>Discipline-specific skills:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of marketing and financial institutions and managing your own finance.
Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Impact of National Cultures in Web Design”, Spring 2021

University Partners	Northwestern CT CC, IUT Sceaux (Paris Saclay)
Discipline (Course)	Business/Marketing, Business/Marketing
Project Summary	In international teams, students in two business classes analyzed the websites for Sony, Red Bull, Victoria's Secret, Hilton, Lancôme and Louis Vuitton. Together, they identified best practices, made comparisons between websites, and offered recommendations for improvement and presented their findings in a final presentation.
Project Length	11 weeks
Technology Tools	Facebook Private Group, WhatsApp, BlackBoard Collaborate, Zoom, PowerPoint
Team details	Teachers - 1 US, 1 FR Students - 12 US, 10 FR
Objectives	<p>Collaboration and Online Citizenship:</p> <ul style="list-style-type: none"> • Work effectively in a cross-national team, managing time zones and international communication technologies to produce a final team project <p>Communication:</p> <ul style="list-style-type: none"> • Be able to understand different terminology used across countries <p>Intercultural Competence:</p> <ul style="list-style-type: none"> • Determine and analyze the differences between effective practices in website design in France and the US • Improve the current website with the improvement recommendations, comparing best practices in the host country and other countries
Highlights	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Yes! Oui! Done Deal. Affaire Conclue”, Fall 2020

University Partners	Housatonic CC, IUT Cachan (Paris Saclay)
Discipline (Course)	Business and Entrepreneurship, English for Engineering, Management and Communication
Project Summary	International student teams navigated time zones and technologies to create a collaborative business project and designed a global product or service launch. For the capstone project, students pitched their launch ideas to the other teams.
Project Length	11 weeks
Technology Tools	Zoom, WhatsApp, Google Classroom, Google Drive, Youtube
Team details	Teachers - 2 US, 2 FR

	Students - 6 US, 6 FR
Objectives	<ul style="list-style-type: none"> ● Collaboration: <ul style="list-style-type: none"> ○ Cooperate in a team on collaborative writing such as email, digital communications, report writing, and social media ● Intercultural Competence: <ul style="list-style-type: none"> ○ Engage in cross-cultural learning by recognizing, respecting, and reflecting on cultural norms ● Online Citizenship: <ul style="list-style-type: none"> ○ Use verbal communication skills to make presentations, differentiate cultural communication norms, and resolve conflict ○ Recognize the value of cross-cultural team collaboration to create, manage, and present projects and ideas ● 21st Century Skills: <ul style="list-style-type: none"> ○ Summarize, analyze and evaluate primary and secondary research for content and validity ● COVID-19-specific Skills: <ul style="list-style-type: none"> ○ Undertake international projects for intercultural competence development in a period when almost all travel abroad is prohibited
Highlights	Ran a CLICK project through the changes to online teaching in the COVID-19 crisis.

CLICK Project: “E3: Engineering Expertise Exchange”, Fall 2020

University Partners	Middlesex CC, Polytech Paris Saclay
Discipline (Course)	Introduction to Engineering, English for Engineers (Masters)
Project Summary	The US and French students interviewed one another to decide on their teams, discussing different fields of engineering and what the French students did in their companies during their apprenticeship. In international teams, students created a script for a presentation based on a topic that interested the team and ample research on that topic. For the capstone project, students recorded a video or talking PowerPoint to share their research with the other teams and reflected on how each team member helped one another in the collaboration.
Project Length	11 weeks
Technology Tools	Blackboard Collaborate, WhatsApp, linkr Education, YouTube, Google Drive
Team details	Teachers - 1 US, 1 FR Students - 20 US, 20 FR
Objectives	<ul style="list-style-type: none"> ● Communication as Engineers: <ul style="list-style-type: none"> ○ Apply principles of engineering theory and oral communication skills to make explainer videos together in groups

	<ul style="list-style-type: none"> ○ Apply principles of engineering theory and written communication skills to write, review, and comment on the blogs on various engineering topics ● Collaboration: <ul style="list-style-type: none"> ○ Work respectfully and equitably within a small group in order to complete a multi-step project ○ Demonstrate ability to help the group manage time and deadlines to produce their assignments across time zones ● Online Citizenship: <ul style="list-style-type: none"> ○ Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of online communication ○ Demonstrate a positive attitude towards cultural and linguistic diversity in online communication ● 21st Century Skills: <ul style="list-style-type: none"> ○ Demonstrate proficiency in 4-5 technological tools: linkr Ed, Zoom, WhatsApp, Google Docs, in order to build a project within an international team
Highlights	Ran a CLICK project through the changes to online teaching in the COVID-19 crisis.

CLICK Project: “The French-American Film Connection”, Spring 2020

University Partners	Middlesex Community College, Connecticut, USA University of Paris Saclay, IUT Cachan, France
Discipline (Course)	Film Club, English for Mechanical Engineers
Project Summary	In international teams, students chose a topic and wrote, filmed and edited a short film accessible to English and French audiences (3-8 minutes).
Project Length	11 weeks
Technology Tools	Zoom, WhatsApp, Google Classroom, Microsoft Teams, Youtube
Team details	Teachers - 2 US, 1 FR Students - 7 US, 5 FR
Objectives	<ul style="list-style-type: none"> ● Produce a joint French/American final short film project ● Collaboration <ul style="list-style-type: none"> ○ Works respectfully and equitably within a small group in order to complete a multi-step project ○ Demonstrates the ability to create a film proposal, goals, purpose, plan, outline (or script), film and create a final cut. ○ Manage time and deadlines to produce their assignments across time zones ● Online Citizenship

	<ul style="list-style-type: none"> ○ Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication ○ Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication ● Effective Use of Technology <ul style="list-style-type: none"> ○ Demonstrates proficiency in 4-5 technological tools: Zoom, Whatsapp, Google Docs, and other defined software applications in order to build the project with an international team.
Highlights	<ul style="list-style-type: none"> ● Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “International Banking”, Spring 2020

University Partners	Housatonic Community College, Connecticut, USA University of Paris Saclay, IUT Sceaux, France
Discipline (Course)	Business/Marketing, English for Business/Marketing
Project Summary	Students worked in international teams to perform a SWOT (strengths, weaknesses, opportunities, threats) analysis on an international bank. They completed a preliminary grid with the information they obtained. Then, they surveyed other students to find out what potential consumers are looking for in a bank. Finally they gave a presentation as the main component of the capstone project. The presentation included their findings from the surveys they conducted as well as recommendations to improve the bank.
Project Length	4 weeks
Technology Tools	Zoom, WhatsApp, Google Classroom, Google Suite, Survey Monkey
Team details	Teachers - 1 US, 1 FR Students - 14 US, 19 FR
Objectives	<ul style="list-style-type: none"> ● Demonstrate ability to use SWOT analysis, survey methods and also analyse data and act on results; ● Show evidence of appropriate use of technologies for cross-country team work including Google-classroom, google docs, google-forms, WhatsApp, Zoom/Skype, power-point/slides ● Demonstrate ability to communicate complex ideas in English to different audiences; ● Demonstrate ability to work in a cross-national, cross-cultural team; ● Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of communication

	<ul style="list-style-type: none"> • Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication
Highlights	<ul style="list-style-type: none"> • Running a Click project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Impact of National Cultures in Web Design”, Spring 2020

University Partners	University of Paris-Saclay, IUT Sceaux, France Northwestern Connecticut Community College, Connecticut, USA
Discipline (Course)	Business/Marketing, Business/Marketing
Project Summary	In international teams, students analyzed the websites for McDonalds, Starbucks and Disney World. They identified best practices, made comparisons between websites, and offered recommendations for improvement.
Project Length	6 weeks
Technology Tools	Facebook Private Group, WhatsApp, Zoom
Team details	Teachers - 1 US, 1 FR Students - 4 US, 6 FR
Objectives	<ul style="list-style-type: none"> • Determine and analyze the differences between effective practices in France and the US • Ameliorate the current website with the improvement recommendations, comparing best practices in the host country and other countries • Be able to understand different terminology used across countries • Work effectively in a cross-national team, managing time zones and international communication technologies to produce a final team project
Highlights	<ul style="list-style-type: none"> • Ran a Click project through the change to online teaching in the COVID-19 crisis.

CLICK Project: “Communicating in Color: Artists and Engineers”, Fall 2019

University Partners	University of Paris-Saclay, IUT Cachan, France Tunxis Community College, Connecticut, USA
Discipline (Course)	Art English for Electronics and Electrical Engineering
Project Summary	Students worked in cross-national teams and created a color-related question that they wanted to explore, ideally with an international focus. Then they designed

	and carried-out an experiment to answer their question.
Project Length	12 weeks - full semester
Technology Tools	Linkr Education, Zoom, Whatsapp, Google Docs, Prezi
Team details	Teachers - 1 FR, 1 US Students - 25 FR, 20 US
Objectives	<ul style="list-style-type: none"> ● Produce a final “color project” that demonstrates how artists and engineers use color in different cultural and professional settings. ● Collaboration <ul style="list-style-type: none"> ○ Works respectfully and equitably within a small group in order to complete a multi-step project ○ Demonstrates ability to help the group manage time and deadlines to produce their assignments across time zones ● Online Citizenship <ul style="list-style-type: none"> ○ Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication ○ Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication ● Effective Use of Technology <ul style="list-style-type: none"> ○ Demonstrates proficiency in 4-5 technological tools: LinkR Ed, Zoom, Whatsapp, Google Docs and possibly Prezi, in order to build a project within an international team.
Highlights	French teacher planned to visit US teacher in March 2020. US Teacher planned to visit French teacher in Summer 2020. *Both canceled to due COVID-19

CLICK Project: “Working like an International Engineer: Connecticut and France”, Fall 2019

University Partners	University of Lorraine, IUT Nancy-Brabois, France Norwalk Community College, Connecticut, USA
Discipline (Course)	Mechanical Engineering (all sides) CT- Introduction to Engineering FR - Third semester course
Project Summary	Students identified a current problem that engineering could solve, eg. how to keep your coffee hot or stop your phone charging cable from breaking. Teams worked on designing and testing a solution to their chosen problem using engineering principles and methods.
Project Length	12 weeks - full semester
Technology Tools	Linkr Education, Zoom, email, Facetime, paper log book in the classroom

Team details	Teachers - 2 French, 1 US Students - 6 French, 17 US
Objectives	In completing this project, students will demonstrate how engineering principles can be used to solve real-world problems <ul style="list-style-type: none"> • Demonstrate the ability to work in a cross-national team and to communicate complex ideas • Rationalize and present solutions to problems using technology and knowledge from business humanities, social sciences, mathematics and science disciplines
Highlights	<ul style="list-style-type: none"> • Three all-teams, whole class synchronous meetings to review, critique project progress and final designs • French students acted as design consultants, supporting the CT students' design and fabrication efforts • Design and build solutions to day to day problems

CLICK Project: “Communications in Global Logistics”, Fall 2019

University Partners	University of Lyon, IUT Lumiere France Naugatuck Valley CC, Connecticut, USA
Discipline (Course)	English - Logistics & Transport (Elise) Communications (Amy)
Project Summary	Present Zara's supply chain as business model in a joint presentation or video
Project Length	6 weeks FR/8 weeks US
Technology Tools	Slack, Google Drive, Google Slides, video recording, iMovie, Skype,
Team details	Teachers - 1 FR, 1 US Students - 16 French, 25 US
Learning Objectives	<ul style="list-style-type: none"> • Be able to identify and analyze a supply chain process • Be able to use problem-solving methods • Choose appropriate data visualization • Be able to make a presentation using correct communication tools and vocabulary • Utilize technology for collaborative group meetings and data sharing
Highlights	Use of edited video to create introductions and create cultural exchange for team members

CLICK Project: “Data and Cross-Cultural Collaboration”, Fall 2019

University Partners	University of Lorraine, IUT Nancy-Brabois, France Northwestern CT Community College, Connecticut, USA
Discipline (Course)	Quality Control, BioTech Industry (Jérôme) Statistics (Crystal)
Project Summary	Teachers shared quality control data and students performed statistical analysis
Project Length	10 weeks
Technology Tools	EdModo, video
Team details	Teachers - 2 FR, 1 US Students -12 French, 8 US
Highlights	<ul style="list-style-type: none"> • All students (US and French) participated in a live chat after they posted a video “Getting to know you”, October 2019 • Crystal’s students asked a series of questions related to the data (on Edmodo): they posted videos • French students recorded their answers (on Edmodo) too. • New live chat: Crystal’s students presented their findings to French students. December 2019 • Next step: April 2020 we’ll visit Crystal and some of her students with our 4 students next April.

CLICK Project: “Entering the US: Testing the Market for French Business”, Spring 2019

University Partners	University of Normandie, IUT Caen, France Middlesex Community College, Connecticut, USA Asnuntuck Community College, Connecticut, USA
Discipline/Course	Entrepreneurship; Business Marketing, Global Business
Project Summary	Connecticut “consultants” helped French entrepreneurs test the feasibility of market entry into the US for three different businesses.
Project Length	8 weeks
Technology Tools	Linkr Education, Google Docs, WhatsApp, Zoom, PowerPoint
Team Details	Teachers - 1 FR, 2 US; Students - 8 FR, 12 US
Highlights	<ul style="list-style-type: none"> • One Connecticut teacher and several Connecticut students joined the “Disruptor” summer camp in Caen, France, in June 2019 • The food truck and “test kitchen” businesses were the most likely to succeed in Connecticut

CLICK Project: “Global Understanding of Antibiotic Resistance in the Soil”, Spring 2019

University Partners	University of Lorraine, IUT Nancy-Brabois Northwestern CT Community College, USA, Connecticut
Discipline/Course	Microbiology and Statistics; Languages - English and French
Project Summary	Hypothesis setup, field sampling, statistical analysis of FR & CT soil for antibiotic resistance and reporting of results
Project Length	8 weeks
Technology Tools	Linkr Education, Google Docs, WhatsApp, Zoom, PowerPoint, microscopes, slides, reagents
Team Details	Teachers - 2 FR, 2 US; Students - 27 US; 46 FR
Highlights	<ul style="list-style-type: none"> • 3 CT teachers visited FR partner; 1 FR partner visited CT • Sent field research results to Tufts University PARE program (Prevalence of Antibiotic Resistance in the Environment); used global protocols for data collection, analysis and reporting • Student testimonial: “I learned [...] how everyone can work together regardless of where they live and their primary language. It was obvious throughout the project just how much the French students enjoyed working with us, as we did with them, to expand our knowledge on antibiotic resistance. I thought it was a great experience, especially when we compared plate counts and shared our data between US and France soil.”

CLICK Project: “Global Manufacturing: Designing a ‘Babyfoot’ Game for the US Market”, Spring 2019

University Partners	University of Lorraine, IUT Nancy-Brabois, France Norwalk Community College, Connecticut, USA
Discipline/Course	Mechanical Engineering (both sides)
Project Summary	Teams shared design, build and testing of table-top soccer “babyfoot” game with cost and time controls of manufacturing process (branded “ <u>Team Fortis</u> ”)
Project Length	12 weeks - full semester
Technology Tools	Linkr Education, Google Docs, WhatsApp, Zoom, PowerPoint, CAD, 3D printers, “real tools” screwdrivers, saws
Team Details	Teachers - 2 FR, 1 US; Students - 10 FR, 6 US

Highlights	<ul style="list-style-type: none"> • Three synchronous meetings to review, critique project progress and final designs; built a physical table-game • 1 Connecticut student joined “Team Fortis” in France, <u>Carousel week</u> engineering competition with cross-national teams
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CLICK Project: “Understanding Cultural Differences in Media through Digital Communication”, Spr 2019

University Partners	La Salle University, Mexico DF Middlesex Community College, Connecticut, USA
Discipline/Course	Communications Modern Languages (Elementary Spanish)
Project Summary	Teams analyzed the differences in media (movies, television, magazines, etc.) communication with a focus on the cultural differences between the U.S. and Mexico
Project Length	11 weeks
Technology Tools	Private Facebook group, WhatsApp, Zoom Synchronous final award ceremony, Moodle/Blackboard only for final graded work upload
Team Details	Teachers - 1 Mexico, 1 US; Students - 15 Mexico, 11 US
Highlights	<ul style="list-style-type: none"> • Bi-lingual English and Spanish • Team videos as final assignment • Final synchronous meeting with college leadership from both campuses

CLICK Project: “Clear Messages, Complex Topics: Health and Technology”, Spring 2018

University Partners	IUT-Lannion, University of Rennes 1, France Asnuntuck Community College, Connecticut, USA
Discipline /Course	English as a Second Language (Network Management) France English (English 101), Health Sciences (Bio/Chem capstone)
Project Summary	Teams used technology to produce a clear message about a controversial health topic in a long blog post for friendly, skeptical and professional audience Selected appropriate sources in health and technology
Project Length	4 weeks
Technology Tools	Google Docs, Skype, WhatsApp, Padlet
Team Details	Teachers - 2 FR, 2 US; Students - 23 FR, 26 US

Highlights	<ul style="list-style-type: none"> ● Team of 4 teachers designing and leading project ● French teachers of English observed “live” teamwork ● Used “France 24”, French platform in English focused on French science, tech innovation news and breakthroughs
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CLICK Project: “Expression through Digital Media”, Fall 2017

University Partners	La Salle University, Mexico, DF Middlesex Community College, Connecticut, USA
Discipline/Course	Communications (Contemporary Themes, 3 rd year) Modern Languages (Elementary Spanish)
Project Summary	Teams developed final videos on contemporary topics Joint research on topics & writing scripts in Spanish
Project Length	4 weeks
Technology Tools	Private Facebook group, WhatsApp, Zoom Synchronous final award ceremony, Moodle/Blackboard only for final graded work upload
Team Details	Teachers - 1 Mexico, 1 US; Students - 11 Mexico, 10 US
Highlights	<ul style="list-style-type: none"> ● Bilingual English and Spanish ● Team videos as capstone project completely in Spanish ● Elementary Spanish class far exceeded normal results ● Completed despite earthquake disruption mid-term