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**CLICK Project: “Yes! Oui! Affaire conclue / Done deal!” Fall 2021**

<b>University Partners</b>	IUT Cachan, Université Paris-Saclay, Paris, France Housatonic Community College, Connecticut, USA
<b>Discipline (Course)</b>	English for Electrical Engineers/Business and Finance
<b>Project Summary</b>	Students worked in international teams comprised of students in the United States and France. They navigated time zones and technology to create a collaborative and entrepreneurial business project. Each team designed a global product or service to launch and pitched to the class.
<b>Project Length</b>	8 weeks
<b>Technology Tools</b>	WhatsApp, Google Classroom, Zoom
<b>Team details</b>	Teachers - 2 FR, 2 US; Students - 6 FR, 6 US
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Summarize, analyze and evaluate primary and secondary research for content and validity</li> <li>● Use verbal communication skills to make presentations, differentiate cultural communication norms, and resolve conflict</li> <li>● Cooperate in a team on collaborative writing such as email, digital communications, report writing and social media</li> <li>● Engage in cross-cultural learning by recognizing, respecting, and reflecting on cultural norms</li> <li>● Recognize the value of cross-cultural team collaboration to create, manage, and present projects and ideas</li> </ul>

<b>Highlights</b>	<ul style="list-style-type: none"> <li>• Successful repeating project three years running</li> </ul>
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### CLICK Project: “United in Diversity” Fall 2021

<b>University Partners</b>	Waukesha County Technical College, Pewaukee, Wisconsin, USA ROC Midden Nederland, Netherlands
<b>Discipline (Course)</b>	Global Business/Business + Marketing
<b>Project Summary</b>	To prepare for an international team project in cross-cultural advertising methods, aesthetics, and regulations, students researched billboard, social media and television advertisements in the US and the Netherlands. In teams, students created Pecha Kucha presentations based on their findings comparing cross-cultural similarities and differences and demonstrating the most effective advertising methods they found.
<b>Project Length</b>	4 weeks
<b>Technology Tools</b>	Zoom, YouTube
<b>Team details</b>	Teachers - 1 ND, 1 US Students (First Run) - 10 ND, 12 US Students (Second Run) - 17 ND, 13 US
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Develop cross-cultural communication and teamwork skills</li> <li>• Analyze cultural differences in advertising</li> <li>• Explain research with a Pecha Kucha presentation</li> </ul>
<b>Highlights</b>	<ul style="list-style-type: none"> <li>• Instructors ran the project twice with different students during Fall 2021</li> <li>• Successful repeated project</li> </ul>

### CLICK Project: “OuiCommunicate” Fall 2021

<b>University Partners</b>	Harper College, Palatine, Illinois, USA IUT de Blois, Tours University, France
<b>Discipline (Course)</b>	French language/English language
<b>Project Summary</b>	Students were paired up or put into groups of 3 after an initial personal video presentation (French or English) on Go React (even teachers). The students were encouraged to record their sessions on Go React for others to watch or for us to evaluate. Discussion subjects were varied and were not mandatory. Discussions were in French or in English, depending on the pair. For the French Club, subjects were pre-planned and often illustrated with slide presentations. Contrary to its name, the French Club was

	uniquely held in English.
<b>Project Length</b>	8 weeks
<b>Technology Tools</b>	GoReact, Microsoft Office, Blackboard, Whatsapp, email
<b>Team details</b>	Teachers - 1 FR, 1 US; Students - 7 FR, 10 US
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate Intercultural Maturity/awareness:             <ol style="list-style-type: none"> <li>a. Demonstrate the ability to interpret issues from more than one cultural perspective.</li> <li>b. Recognize individual and cultural differences and demonstrate an ability to communicate and interact effectively and respectfully across cultures in the target language.</li> <li>c. Identify and critique instances of cultural stereotyping and show empathy and respect for differences in culture, worldviews, and viewpoints.</li> </ol> </li> <li>2. Demonstrate increased use of communication skills in the target language and improve listening skills and adjust responses to level of speaker             <ol style="list-style-type: none"> <li>a. Increase enunciation, slow speech and use vocabulary appropriate for your target/partner</li> <li>b. Acquire and put into practice new vocabulary in a second language; ACTFL standards (presentational, interpretive, and interpersonal communication skills)</li> </ol> </li> <li>3. Demonstrate knowledge of world geography.             <ol style="list-style-type: none"> <li>a. Identify Blois/ Centre Val de Loire on a map of France and identify Chicago/Illinois on a map of the United States</li> <li>b. Learn about other points of interest in the area</li> <li>c. Understand time zones</li> </ol> </li> <li>4. Demonstrate workforce skills             <ol style="list-style-type: none"> <li>a. Prepare to enter the workforce by honing application and interview skills</li> <li>b. Intergenerational cooperation and teamwork</li> <li>c. Adaptability to other people and/or modifications (changes)</li> </ol> </li> <li>5. Demonstrate 21st century skills (teamwork technology use)             <ol style="list-style-type: none"> <li>a. Improving proficiency in collaborative online tools</li> <li>b. Demonstrating proficiency in current technologies including MS Office (Word, PowerPoint, or equivalent).</li> <li>c. Manipulating sound and image files</li> <li>d. Collaboration, adaptation, and time zones</li> </ol> </li> </ol>

<p><b>Difficulties encountered / future recommendations</b></p>	<ul style="list-style-type: none"> <li>- It was almost impossible for students to meet during the week because of the 7 hour time difference. Meetings happened on weekends in general.</li> <li>- While everyone was polite to talk with, some students (FR) stated that they quickly used up small talk conversation subjects and didn't really know how to bridge the gap.</li> <li>- Groups of 3 were impossible to manage. Groups of 2 only.</li> <li>- Tech challenges to record, or simply to remember to record.</li> <li>- French Club late on Friday nights - perhaps advancing by 1 hour or choose a different day.</li> </ul>
<p><b>Highlights</b></p>	<p>The students from the French 205 Conversation Course at Harper College made great personal connections with the students from France. Harper students invited the French students to join our weekly <b>French Club</b> and to participate in our virtual International Week panel discussions. Several students from Blois participated in the French Club meetings. This really added to the intercultural experience for all students but especially because the French Club has members who were not part of the CLICK project. The International Week programs were open to all students and faculty on Harper's campus, so the contributions by the students in Blois also contributed to the linguistic and cultural knowledge of students who are taking another language or who are not yet language students. It was thrilling to have students ask to continue meeting with their counterparts in another country next semester too. Perhaps one of the top highlights was getting to spend several hours together in person visiting and planning our project for next semester over a long lunch at a French restaurant in Chicago face to face. We had pictures taken of us together, OuiCommunicate was live and not virtual at the end of the current project with Blois and Palatine coming together. How wonderful!! Absolutely! I couldn't say it better.</p>

**CLICK Project: “E<sup>3</sup>: Engineering, Expertise, Exchange” Fall 2021**

<p><b>University Partners</b></p>	<p>Polytech Paris-Saclay , University Paris -Saclay ,France Middlesex Community College, Connecticut USA</p>
<p><b>Discipline (Course)</b></p>	<p>Engineering</p>
<p><b>Project Summary</b></p>	<p>Students worked together in small teams to research, script, and produce explainer videos detailing a particular engineering concept. Final projects</p>

	spanned a variety of concepts including the ins and outs of jet engines, Maglev trains, machine learning, concrete, and household appliances.
<b>Project Length</b>	11 weeks
<b>Technology Tools</b>	Linkr Ed, Zoom, Whatsapp, Google Docs, Discord
<b>Team details</b>	Teachers - 1 FR, 1 US; Students - 8 FR, 11 US
<b>Objectives</b>	<p>Collaborate:</p> <ul style="list-style-type: none"> <li>• Work respectfully and equitably within a small group in order to complete a multi-step project</li> <li>• Demonstrate ability to help the group manage time and deadlines to produce their assignments across time zones</li> </ul> <p>Be respectful online citizens</p> <ul style="list-style-type: none"> <li>• Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of online communication</li> <li>• Demonstrate a positive attitude towards cultural and linguistic diversity in on-line communication</li> </ul> <p>Use technology effectively</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in 4-5 technological tools: LinkR Ed, Zoom, Whatsapp, Google Docs and possibly Discord, in order to build a project within an international team.</li> </ul> <p>Communicate as Engineers</p> <ul style="list-style-type: none"> <li>• Apply principles of engineering theory and oral communication skills to make explainer videos together in groups</li> <li>• Apply principles of engineering theory and written communication skills to write, review, and comment on the blogs on various engineering topics.</li> </ul>
<b>Highlights</b>	<ul style="list-style-type: none"> <li>• The project is appreciated by the students, having the opportunity to do something new and rewarding as they watch their ideas unfold.</li> <li>• Cultural exchanges seem just as important as engineering topics in their discussions and students are still in touch after the project has finished.</li> <li>• Working closely with a teaching partner, even virtually, builds a unique bond, mutual respect and encourages new horizons.</li> </ul>

**CLICK Project: “Let's Talk! When Psychology Goes Wrong” Fall 2021**

<b>University Partners</b>	Waukesha County Technical College, Pewaukee, Wisconsin, USA Universidad de Monterrey Prepa, Monterrey, Nuevo León, México
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<b>Discipline (Course)</b>	Psychology, Ethics
<b>Project Summary</b>	Student teams were each assigned an infamous psychology case to research. Each team produced a collaborative podcast project investigating the ethical parameters and outcomes of different psychology experiments.
<b>Project Length</b>	8 weeks
<b>Technology Tools</b>	Zoom, Google docs, Google Meet
<b>Team details</b>	Teachers - 1 MX, 1 US; Students - 12 MX, 12 US
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop communication skills-verbal and written</li> <li>2. Develop a new mindset about cross cultural exchange and identify common/universal experiences             <ol style="list-style-type: none"> <li>a. to achieve cross cultural exchange the road is via common universal experiences</li> </ol> </li> <li>3. Increase Self-management-impression management, time management, stress management, respectful attitude (soft skills)</li> <li>4. Increase/Enhance Relationship with/and engage with diverse populations-teamwork/collaboration, conflict management (collaboration)</li> <li>5. Utilize several technology tools (Zoom, Google docs, Google Meet, Flipgrid, Wakelet)</li> </ol>
<b>Highlights</b>	<ol style="list-style-type: none"> <li>1. The opportunity to co-design a learning experience, allowed for us teachers to have great moments of collaboration, creativity, empathy, and critical thinking.</li> <li>2. Students were appreciative of their communication skills. Overall, the experience gave them the confidence needed to communicate in a foreign language.</li> </ol>

### CLICK Project: “Global Topics” Fall 2021

<b>University Partners</b>	Waukesha County Technical College, Pewaukee, Wisconsin, USA ROC Midden Nederland, Netherlands
<b>Discipline (Course)</b>	Communications + English Comp/Business + Marketing
<b>Project Summary</b>	International student teams researched and presented on intercultural similarities and differences between their respective cultures. Each team selected a specific cultural topic to investigate and presented their findings via Pecha Kucha presentations.
<b>Project Length</b>	4 weeks

<b>Technology Tools</b>	Google Drive (Docs, Slides, Forms) Survey Monkey, Facebook, Whatsapp, Zoom, Glimpse, YouTube
<b>Team details</b>	Teachers - 1 ND, 1 US; Students - 21 ND, 15 US
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate competent use of technology for professional communication</li> <li>• Overcome cultural differences to promote deeper understanding of basic surface culture (e.g., popular culture, food, lifestyle, etc.) and mid-level functions of culture (e.g., language, norms, symbols)</li> <li>• Navigate cross-cultural interactions effectively through flexibility and tolerance for other ideas/views</li> <li>• Identify areas for common ground by utilizing effective interpersonal communication techniques (e.g., active listening, use of confirming/respectful language, clear verbal/nonverbal cues, etc.)</li> <li>• Develop greater appreciation for diverse ways of approaching problems and situations</li> </ul>

#### CLICK Project: “Security and Awareness” Fall 2021

<b>University Partners</b>	Waukesha County Technical College, Pewaukee, Wisconsin, USA ROC Midden Nederland, Netherlands
<b>Discipline (Course)</b>	Psychology/Cybersecurity
<b>Project Summary</b>	International student teams researched the differences between European and American legislation in technology privacy and security in social media. Then teams were given case studies posing security/privacy issues and were tasked with recommending and presenting cross-culturally informed solutions to these problems.
<b>Project Length</b>	4 weeks
<b>Technology Tools</b>	LinkR Ed, Zoom, Whatsapp, Google Docs, and Discord
<b>Team details</b>	Teachers - 1 ND, 1 US; Students - 2 ND, 10 US
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Present resolution for case study that addresses personal privacy and security issues in technology across cultures.</li> <li>• Collaboration – 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</li> <li>• Online Citizenship - Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line</li> </ul>

	<p>communication; Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication</p> <ul style="list-style-type: none"> <li>• Effective Use of Technology - Demonstrates proficiency in 4-5 technological tools: LinkR Ed, Zoom, Whatsapp, Google Docs and Discord, in order to build a project within an international team.</li> </ul>
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### CLICK Project: “(Re)Programming Cultural Awareness”, Spring 2021

<b>University Partners</b>	Waukesha County Technical College, Prepa UDEM (University of Monterrey)
<b>Discipline (Course)</b>	IT/Web Development, Intercultural Competence
<b>Project Summary</b>	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.
<b>Project Length</b>	10 weeks
<b>Technology Tools</b>	Google Classroom, Google Forms, GitHub, JavaScript, Zoom, WhatsApp, Padlet
<b>Team details</b>	Teachers - 1 US, 1 MX Students - 11 US, 15 MX
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Collaboration: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Work respectfully and equitably within a small group in order to complete a multi-step project by committing to constant communication with their counterpart</li> <li>○ Manage time and deadlines to produce their assignments</li> <li>○ Able to function effectively within the mutually dependent roles of customer and developer</li> </ul> </li> <li>• Intercultural Competence: <ul style="list-style-type: none"> <li>○ Use the Hofstede Insights to develop vocabulary consistently in their own work on the project with the teams</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 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</li> <li>○ Break stereotypes or misconceptions from Mexico, United States and other countries</li> <li>● Online Citizenship and Technology             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Understand and apply appropriate rules for accessibility and privacy in website development.</li> </ul> </li> </ul>
<b>Highlights</b>	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

**CLICK Project: “United in Diversity”, Spring 2021**

<b>University Partners</b>	Waukesha County Technical College, ROC Midden Nederland
<b>Discipline (Course)</b>	Global Business, Business/Marketing
<b>Project Summary</b>	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.
<b>Project Length</b>	4 weeks
<b>Technology Tools</b>	Zoom, WhatsApp, Email, Pecha Kucha video presentation
<b>Team details</b>	Teachers - 1 US, 1 NL Students - 3 US, 16 NL
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Intercultural Competence:             <ul style="list-style-type: none"> <li>○ Develop intercultural communication and teamwork skills</li> <li>○ Analyze cultural differences in advertising</li> </ul> </li> <li>● Technology and 21st Century Skills:             <ul style="list-style-type: none"> <li>○ Explain research with a Pecha Kucha presentation</li> </ul> </li> </ul>

<b>Highlights</b>	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.
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### CLICK Project: “Défi Gourmand / Gourmet Challenge”, Spring 2021

<b>University Partners</b>	Green River Community College, IUT de Cachan (University of Paris Saclay)
<b>Discipline (Course)</b>	French, English for Engineers
<b>Project Summary</b>	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.
<b>Project Length</b>	10 weeks
<b>Technology Tools</b>	Zoom, Whatsapp, Google Docs, Google Classroom, Discord, WeTransfer
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 19 US, 9 FR
<b>Objectives</b>	<p>Collaboration, Project and Time Management</p> <ul style="list-style-type: none"> <li>• Work respectfully and equitably within a small group in order to complete a multi-step project</li> <li>• Demonstrate the ability to create a cooking show proposal, goals, purpose, plan, outline (or script), film and create a final cut.</li> <li>• Manage time and deadlines to produce their assignments across time zones</li> <li>• Learn to work autonomously</li> </ul> <p>Intercultural Competence and Online Citizenship</p> <ul style="list-style-type: none"> <li>• Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication</li> <li>• Demonstrate a positive attitude towards cultural and linguistic diversity in on-line communication</li> </ul> <p>Effective Use of Technology</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in 4-5 technological tools</li> </ul>
<b>Highlights</b>	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

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

<b>University Partners</b>	Tunxis CC, IUT Cachan (Paris Saclay)
<b>Discipline (Course)</b>	British Literature II, English
<b>Project Summary</b>	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.
<b>Project Length</b>	13 weeks
<b>Technology Tools</b>	Google Classroom
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 16 US, 25 FR
<b>Objectives</b>	<p>Communication:</p> <ul style="list-style-type: none"> <li>Gain confidence and improve communication skills.</li> </ul> <p>Collaboration:</p> <ul style="list-style-type: none"> <li>Respectfully and skillfully interact with partners abroad.</li> <li>Improve interpersonal awareness and collaboration with other visions, cultures, and ideas.</li> </ul> <p>Intercultural Competence:</p> <ul style="list-style-type: none"> <li>Understand behaviors and communication patterns.</li> <li>Learn from exchanges, whether successful or unsuccessful, frustrating or fulfilling.</li> </ul> <p>21st Century Skills:</p> <ul style="list-style-type: none"> <li>Understand how local and virtual environments influence each other.</li> <li>Develop critical thinking regarding intercultural relations, contemporary issues in society, and different cultures.</li> </ul> <p>Discipline-Specific Skills:</p> <ul style="list-style-type: none"> <li>Develop one’s knowledge about relevant literary genres, history, and aesthetics as to apply them to critical readings of the text.</li> <li>Improve synthesis skills during discussions and activities.</li> <li>Write an essay reusing the ideas, vocabulary, and complex structures seen in class and structure ideas according to a specific outline.</li> </ul>
<b>Highlights</b>	Ran a CLICK project through the change to online teaching in the COVID-19 crisis.

### CLICK Project: “iGen Global Banking”, Spring 2021

<b>University Partners</b>	Housatonic CC, IUT Sceaux (Paris Saclay)
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<b>Discipline (Course)</b>	Marketing, English for Business/Marketing
<b>Project Summary</b>	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.
<b>Project Length</b>	9 weeks
<b>Technology Tools</b>	Zoom, SurveyMonkey, WhatsApp, Google Classroom, Google Docs, Google Meet, PowerPoint
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 15 US, 21 FR
<b>Objectives</b>	<p>Collaboration:</p> <ul style="list-style-type: none"> <li>• Work respectfully and equitably within a small group in order to complete a multi-step project.</li> <li>• Demonstrate ability to help the group manage time and deadlines to produce their assignments across time zones.</li> </ul> <p>Intercultural Competence and Online Citizenship:</p> <ul style="list-style-type: none"> <li>• Demonstrate a positive attitude towards cultural and linguistic diversity in online communication</li> <li>• Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication.</li> </ul> <p>21st-Century Skills:</p> <ul style="list-style-type: none"> <li>• Show appropriate use of information resources.</li> <li>• 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.</li> <li>• Show an effective and accurate use of language and technology.</li> </ul> <p>Discipline-specific skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of marketing and financial institutions and managing your own finance.</li> </ul>
<b>Highlights</b>	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**

<b>University Partners</b>	Northwestern CT CC, IUT Sceaux (Paris Saclay)
<b>Discipline (Course)</b>	Business/Marketing, Business/Marketing
<b>Project Summary</b>	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.
<b>Project Length</b>	11 weeks
<b>Technology Tools</b>	Facebook Private Group, WhatsApp, BlackBoard Collaborate, Zoom, PowerPoint
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 12 US, 10 FR
<b>Objectives</b>	<p>Collaboration and Online Citizenship:</p> <ul style="list-style-type: none"> <li>• Work effectively in a cross-national team, managing time zones and international communication technologies to produce a final team project</li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>• Be able to understand different terminology used across countries</li> </ul> <p>Intercultural Competence:</p> <ul style="list-style-type: none"> <li>• Determine and analyze the differences between effective practices in website design in France and the US</li> <li>• Improve the current website with the improvement recommendations, comparing best practices in the host country and other countries</li> </ul>
<b>Highlights</b>	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**

<b>University Partners</b>	Housatonic CC, IUT Cachan (Paris Saclay)
<b>Discipline (Course)</b>	Business and Entrepreneurship, English for Engineering, Management and Communication
<b>Project Summary</b>	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.
<b>Project Length</b>	11 weeks
<b>Technology Tools</b>	Zoom, WhatsApp, Google Classroom, Google Drive, Youtube
<b>Team details</b>	Teachers - 2 US, 2 FR Students - 6 US, 6 FR
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Collaboration: <ul style="list-style-type: none"> <li>○ Cooperate in a team on collaborative writing such as email, digital communications, report writing, and social media</li> </ul> </li> <li>• Intercultural Competence:</li> </ul>

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

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

<b>University Partners</b>	Middlesex CC, Polytech Paris Saclay
<b>Discipline (Course)</b>	Introduction to Engineering, English for Engineers (Masters)
<b>Project Summary</b>	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 an engineering or current 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.
<b>Project Length</b>	11 weeks
<b>Technology Tools</b>	Blackboard Collaborate, WhatsApp, linkr Education, YouTube, Google Drive
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 20 US, 20 FR
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Communication as Engineers:             <ul style="list-style-type: none"> <li>○ Apply principles of engineering theory and oral communication skills to make explainer videos together in groups</li> <li>○ Apply principles of engineering theory and written communication skills to write, review, and comment on the blogs on various engineering topics</li> </ul> </li> <li>● Collaboration:             <ul style="list-style-type: none"> <li>○ Work respectfully and equitably within a small group in order to complete a multi-step project</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Demonstrate ability to help the group manage time and deadlines to produce their assignments across time zones</li> <li>● Online Citizenship:             <ul style="list-style-type: none"> <li>○ Create/contribute to empathetic and meaningful interaction by building on the cultural and linguistic diversity of online communication</li> <li>○ Demonstrate a positive attitude towards cultural and linguistic diversity in online communication</li> </ul> </li> <li>● 21st Century Skills:             <ul style="list-style-type: none"> <li>○ Demonstrate proficiency in 4-5 technological tools: linkr Ed, Zoom, WhatsApp, Google Docs, in order to build a project within an international team</li> </ul> </li> </ul>
<b>Highlights</b>	Ran a CLICK project through the changes to online teaching in the COVID-19 crisis.

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

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

	<ul style="list-style-type: none"> <li>● <b>Effective Use of Technology</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
<b>Highlights</b>	<ul style="list-style-type: none"> <li>● Ran a CLICK project through the change to online teaching in the COVID-19 crisis.</li> </ul>

**CLICK Project: “International Banking”, Spring 2020**

<b>University Partners</b>	Housatonic Community College, Connecticut, USA University of Paris Saclay, IUT Sceaux, France
<b>Discipline (Course)</b>	Business/Marketing, English for Business/Marketing
<b>Project Summary</b>	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.
<b>Project Length</b>	4 weeks
<b>Technology Tools</b>	Zoom, WhatsApp, Google Classroom, Google Suite, Survey Monkey
<b>Team details</b>	Teachers - 1 US, 1 FR Students - 14 US, 19 FR
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate ability to use SWOT analysis, survey methods and also analyse data and act on results;</li> <li>● 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</li> <li>● Demonstrate ability to communicate complex ideas in English to different audiences;</li> <li>● Demonstrate ability to work in a cross-national, cross-cultural team;</li> <li>● Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of communication</li> <li>● Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication</li> </ul>
<b>Highlights</b>	<ul style="list-style-type: none"> <li>● Running a Click project through the change to online teaching in the COVID-19 crisis.</li> </ul>

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

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

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

<b>University Partners</b>	University of Paris-Saclay, IUT Cachan, France Tunxis Community College, Connecticut, USA
<b>Discipline (Course)</b>	Art English for Electronics and Electrical Engineering
<b>Project Summary</b>	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.
<b>Project Length</b>	12 weeks - full semester
<b>Technology Tools</b>	Linkr Education, Zoom, Whatsapp, Google Docs, Prezi
<b>Team details</b>	Teachers - 1 FR, 1 US Students - 25 FR, 20 US

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Produce a final “color project” that demonstrates how artists and engineers use color in different cultural and professional settings.</li> <li>● <b>Collaboration</b> <ul style="list-style-type: none"> <li>○ Works respectfully and equitably within a small group in order to complete a multi-step project</li> <li>○ Demonstrates ability to help the group manage time and deadlines to produce their assignments across time zones</li> </ul> </li> <li>● <b>Online Citizenship</b> <ul style="list-style-type: none"> <li>○ Creates/contributes to empathetic and meaningful interaction by building on the cultural and linguistic diversity of on-line communication</li> <li>○ Demonstrates a positive attitude towards cultural and linguistic diversity in on-line communication</li> </ul> </li> <li>● <b>Effective Use of Technology</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
<b>Highlights</b>	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**

<b>University Partners</b>	University of Lorraine, IUT Nancy-Brabois, France Norwalk Community College, Connecticut, USA
<b>Discipline (Course)</b>	Mechanical Engineering (all sides) CT- Introduction to Engineering FR - Third semester course
<b>Project Summary</b>	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.
<b>Project Length</b>	12 weeks - full semester
<b>Technology Tools</b>	Linkr Education, Zoom, email, Facetime, paper log book in the classroom
<b>Team details</b>	Teachers - 2 French, 1 US Students - 6 French, 17 US
<b>Objectives</b>	In completing this project, students will demonstrate how engineering principles can be used to solve real-world problems <ul style="list-style-type: none"> <li>● Demonstrate the ability to work in a cross-national team and to communicate complex ideas</li> </ul>

	<ul style="list-style-type: none"> <li>● Rationalize and present solutions to problems using technology and knowledge from business humanities, social sciences, mathematics and science disciplines</li> <li>● Use appropriate technologies to manage the project with on-time, quality final deliverables</li> </ul>
<b>Highlights</b>	<ul style="list-style-type: none"> <li>● Three all-teams, whole class synchronous meetings to review, critique project progress and final designs</li> <li>● French students acted as design consultants, supporting the CT students' design and fabrication efforts</li> <li>● Design and build solutions to day to day problems</li> </ul>

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

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

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

<b>University Partners</b>	University of Lorraine, IUT Nancy-Brabois, France Northwestern CT Community College, Connecticut, USA
<b>Discipline (Course)</b>	Quality Control, BioTech Industry (Jérôme)

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

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

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

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

<b>University Partners</b>	University of Lorraine, IUT Nancy-Brabois Northwestern CT Community College, USA, Connecticut
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<b>Discipline/Course</b>	Microbiology and Statistics; Languages - English and French
<b>Project Summary</b>	Hypothesis setup, field sampling, statistical analysis of FR & CT soil for antibiotic resistance and reporting of results
<b>Project Length</b>	8 weeks
<b>Technology Tools</b>	Linkr Education, Google Docs, WhatsApp, Zoom, PowerPoint, microscopes, slides, reagents
<b>Team Details</b>	Teachers - 2 FR, 2 US; Students - 27 US; 46 FR
<b>Highlights</b>	<ul style="list-style-type: none"> <li>• 3 CT teachers visited FR partner; 1 FR partner visited CT</li> <li>• 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</li> <li>• 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.”</li> </ul>

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

<b>University Partners</b>	University of Lorraine, IUT Nancy-Brabois, France Norwalk Community College, Connecticut, USA
<b>Discipline/Course</b>	Mechanical Engineering (both sides)
<b>Project Summary</b>	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> ”)
<b>Project Length</b>	12 weeks - full semester
<b>Technology Tools</b>	Linkr Education, Google Docs, WhatsApp, Zoom, PowerPoint, CAD, 3D printers, “real tools” screwdrivers, saws
<b>Team Details</b>	Teachers - 2 FR, 1 US; Students - 10 FR, 6 US
<b>Highlights</b>	<ul style="list-style-type: none"> <li>• Three synchronous meetings to review, critique project progress and final designs; built a physical table-game</li> <li>• 1 Connecticut student joined “Team Fortis” in France, <u>Carousel week</u> engineering competition with cross-national teams</li> </ul>

**CLICK Project: “Understanding Cultural Differences in Media through Digital Communication”, Spr 2019**

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

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

<b>University Partners</b>	IUT-Lannion, University of Rennes 1, France Asnuntuck Community College, Connecticut, USA
<b>Discipline /Course</b>	English as a Second Language (Network Management) France English (English 101), Health Sciences (Bio/Chem capstone)
<b>Project Summary</b>	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
<b>Project Length</b>	4 weeks
<b>Technology Tools</b>	Google Docs, Skype, WhatsApp, Padlet
<b>Team Details</b>	Teachers - 2 FR, 2 US; Students - 23 FR, 26 US
<b>Highlights</b>	<ul style="list-style-type: none"> <li>• Team of 4 teachers designing and leading project</li> <li>• French teachers of English observed “live” teamwork</li> <li>• Used “France 24”, French platform in English focused on French science, tech innovation news and breakthroughs</li> </ul>

**CLICK Project: “Expression through Digital Media”, Fall 2017**

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