Cross-Cultural Rhetoric Project
online tutorial

**TOPIC**: What types of activities can classes participate in as part of a CCR exchange?
CCR makes possible two types of activities:

1. Blog Exchanges

2. Video-Conference Connections
With blogging, students can post writing and images about their cultures, identities, and ideas about issues in the world:

A Peek into Dorm Life at Stanford

This blog is part of a Photo Essay Assignment designed to capture the dorm life of Stanford students. Written by Shafiah Tandon, Jesse Scroggins, Andrea Zy, Charly Agalo.

For incoming freshmen, college can be a daunting experience. Seniors from high school suddenly find themselves on the bottom of the social totem pole, privacy is impossible, and the workload feels draconian at best. Easing the adjustment from high school life to college life is key to ensuring success at Stanford. Teenagers must cope with shared bathrooms, so-called “quiet hours,” lounge liveliness, and alluring dining halls all the while juggling 18-hour reading and 749P papers. This guide will help students prepare these challenges and ease their transition to the next chapter of their lives.

Inside a dorm bathroom.

One aspect of college life that prospective freshmen tend to dread is the common bathroom. Often, bathrooms like the one pictured above, are crowded. Students must overcome the embarrassment of having their neighbors in the same messy state. Students must also pick up the habit of wearing “shower slippers” so as to avoid the slippery, slimy floor of dorm showers. Although common bathrooms are regularly cleaned, they never seem to stay clean. Toothpaste stains, paper towel balls, and hair strands are permanent decorations in dorm bathrooms.

Of course, Stanford isn’t all fun and games. Every once in a while we like to pretend we are students and get down to our books. Stanford’s 59 libraries have 8.5 million volumes of books and 59 million pages of unpublished materials, and each is equipped with great study rooms. But none of these study rooms come close to the
They can respond to the posts of students from around the world:

One way of getting around:
The poverty stricken streets of Cairo are usually packed with cars, but once in a while, actually quite often, you can find carts slowly making their way through the traffic. Most Egyptians use cars, public mini-buses, or taxi to get around the city, but within the smaller local districts they use carts pulled by donkeys to get from one place to another as well as to deliver items across short distances. In this way, the poverty of the streets is reflected in the economy of the city.

Indifference:
The girl in the picture represents the Egyptian majority. Sitting, in poverty, in solitude, despite the fact that she is surrounded by so many people. Everyone around her is indifferent to her condition, minding their own business. Perhaps this picture doesn’t only represent Egypt but also, humanity in general. Humans by nature are to an extent selfish beings and we are all one way or another alone.

Egypt

Sweden
With Blogging, students can also post writing on research projects and get feedback from others about work in progress:

Conflicts of Tradition and Modernity in Uzbekistan: Madina’s Research Topic

April 20, 2008

During my half a dozen travels to the Republic of Uzbekistan in the last ten years I have witnessed the reality of the rampant “Americanization” that Rice-Cole describes in the bit article, “In 2000 Years, Will the World Remember Disney or Plato?” Families that never before had one telephone, now have one cell per member of the household. Women who used to wear long, beautiful, flowing dresses and headscarves, now dress in American and European fashions. The alphabet has changed from Cyrillic to Latin. Mentalities have changed: young girls who ten years ago would have pictured themselves as mothers and housewives now dream of medical school (a definite improvement). I would like to use images as a medium to explore how some of these changes came about, to study how images are a reflection and a vehicle of change.

The advertisement below, for instance, utilizes a Western advertising technique, using a celebrity to promote a product (an intentional misuse of editorial). TM, the ad is also attempting to develop the actress into a cultural icon as actors often are in the West. The ad reads, “Nasiba Abdulilava, the actress of the people of the Republic of Uzbekistan.” This statement provided much laughter from its Uzbek audience and立刻 shared by many in the audience.

This ad is taken from a popular Uzbek website, see (http://public.ui Arizona.edu/articles/sa3.html). Among other functions, this site serves as a forum to discuss life and change in Uzbekistan. I am hoping to find similar sites with commentaries of Uzbek people to be able to discover to what extent such sites are effective. I also
With blogging, students learn to write for diverse audiences, develop multimedia literacy, practice collaboration skills, and acquire intercultural competencies:

Cross-Cultural Blog
A blog for students and teachers participating in the Cross-Cultural Rhetoric project.

MARCH 09, 2009

Cross Cultural Leadership Rhetoric - Chris, Mel, Simon

Привет!
Мы студенты из Стенфордского Университета в США и мы очень рады иметь возможность с вами общаться!

Hello, students from Khvaborsk and Oerebro!

This is Chris, Melissa, and Simon and we’re from Chicago, Los Angeles, and South

Stanford students blog with students in Russia & Sweden
For more on blogging activities, see the CCR New Partners Page Blogging Tutorial

1. Blog Exchanges
CCR also makes possible video-conference connections for students across the world or across the country:

2. Video-Conference Connections

Laptop

Desktop computer & large screen monitor
CCR offers Polycom for class-to-class video-conferences:

TV hosting Polycom connection: Stanford & Russia
CCR offers Marratech hosting on individual computers or group stations (better pedagogy):

Desktop/laptop computer stations hosting Marratech connections: Stanford & Australia
CCR recommends Marratech connections for the versatility of technological communication options:

- Connection can be recorded for later playback
- Chatroom interface for text-based communication
- Central frame for shared documents that can be uploaded ahead of time or created together in real time
- Windows show all participants in the video conference session
With video-conference sessions through Marratech software, students meet in small groups to analyze texts and learn about cultures different from their own:

Stanford students video-conference with students in Egypt
With video-conference sessions, students can meet face-to-face, talk, listen, present ideas, and compose texts collaboratively:
For more on video-conference activities, see the CCR New Partners Page Video Tutorial

For technology details on video-conference best practices, see the CCR New Partners Page TECH Tutorial
CCR offers combined blogging and video-conference activities:

1. Blog Exchanges

2. Video-Conference Connections
CCR provides class accounts on the CCR blog for students to post group projects or post reflections after video-conferences:

Blog Response to Video Conference

Collaborative Blog post on Cultural Texts
CCR provides support for blog writing used with class-to-class Polycom video-conferences

Group Blog Posts posing potential questions
In background of Stanford-Russia polycom video-conference
CCR also hosts a Facebook group for students and teachers to keep in touch, share photos and reflections.
For teachers, CCR provides pedagogical support in developing lesson plans and posting materials on the CCR website:
Contact us with questions or to join as a new partner

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