



Fall 2006

International Business Education

Outreach Initiatives for Grades K-12

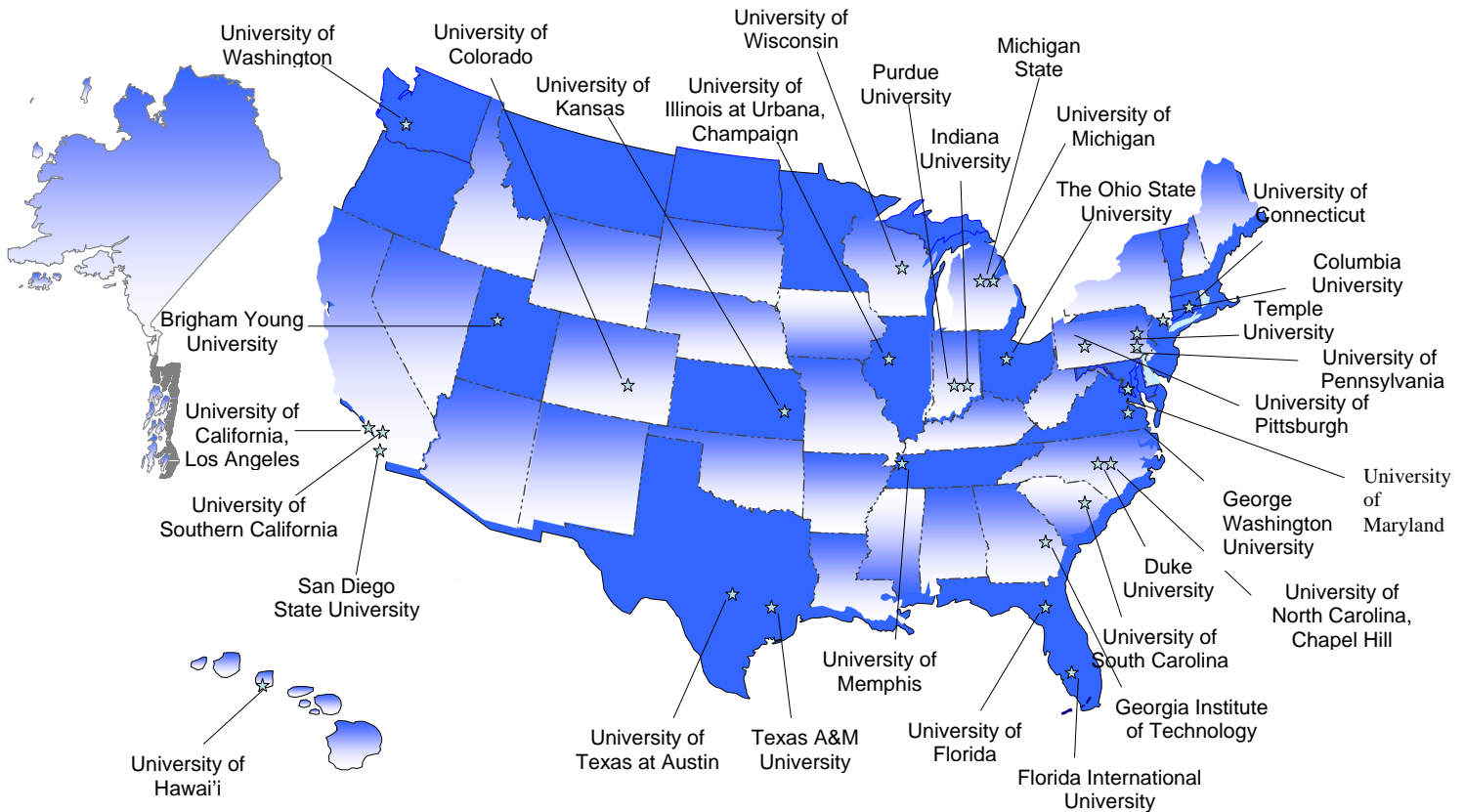
*Centers for International
Business Education (CIBERs)*



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CIBER Universities



The Centers for International Business Education and Research (CIBERs) were created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965, the CIBER program links the manpower and information need of U.S. business with the international education, language training, and research capacities of universities across the U.S. Thirty-one universities designated as CIBERs serve as regional and national resources to business, students, and academics. Together, the CIBERs form a powerful network focused on improving American competitiveness and providing comprehensive services and programs that help U.S. businesses succeed in global markets. Additional and updated information about Faculty Development Programs, Conferences, Papers, etc. can be found at <http://ciberweb.msu.edu>. Program Administrator: Susanna Easton, IEPS, U.S. Department of Education, 190 K Street NW, Sixth Floor, Washington, D.C. 20006-8521; Phone: (202)502-7628; E-mail: susanna.easton@ed.gov; <http://www.ed.gov/about/offices/list/oie/iegps>

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Introduction

The Centers for International Business Education (CIBER) Program was created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education (under Title VI, Part B of the Higher Education Act of 1965), the CIBER program has linked the manpower and information needs of U.S. business with the international education, language training, and research capacities of universities throughout the United States. The programmatic requirements of the legislation mandate that every Center provide a comprehensive array of services and that funded Centers will

- ◆ Be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
- ◆ Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- ◆ Provide research and training in the international aspects of trade, commerce, and other fields of study;
- ◆ Provide training to students enrolled in the institution or institutions in which a center is located;
- ◆ Serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
- ◆ Serve other faculty, students, and institutions of higher education located within their region.

Outreach Initiatives for Grades K-12

The K-12 activities of the CIBER network encompass a variety of initiatives designed to infuse international issues into pre-college educational programs. Included are a wide range of projects and programs of differing formats for elementary, middle and high school students and teachers. Projects range from the development and dissemination of broad-based curriculum guidelines and curricular materials to the development of more focused in-depth topical guides. Delivery formats include training workshops and summer institutes for students and teachers, student and academic speakers, and implementation of student-directed projects. Nearly all activities include partnerships with community organizations, local school districts, businesses, and/or state agencies.

The subject matter ranges from general themes of global interdependence to more discipline-focused activities in the arenas of foreign language, social studies, business, and economics. CIBER efforts appear to have the most extensive reach at the high school level; however, CIBERs are increasingly partnering with local middle and elementary schools, colleges of education, world affairs councils, and other organizations to extend programming reach to younger ages.

The following pages detail current and planned K-12 outreach programs for most of the thirty-one CIBERs. Contact information for each CIBER is included in an index at the back of this report. This directory is available on-line through the national CIBER website: *CIBERWeb* at <http://ciberweb.msu.edu>.

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CIBER: _____ Brigham Young University _____

K-12 Teacher Training in International Economic Issues

Many students develop interest in international business issues prior to enrollment in college. Inclusion of international economic and management issues in K-12 curricula will help spawn student interest in the U.S. economy and awareness of international management issues. To help reach this objective, K-12 teacher recertification courses will be offered by BYU CIBER that help teachers update their skills with regard to critical cross-cultural and international economic issues. Two courses per year will be conducted: one for K-6 teachers, the other for 7-12 teachers. Courses will include information dissemination and pedagogy.

Galicia Utah Globe Project

The BYU CIBER will collaborate with the Galicia Utah Globe Project to incorporate a business component into local public high schools' Spanish immersion programs. This will be achieved as students from Utah high schools team with students from high schools in Spain to learn business skills and information about managing an import/export business. Throughout the semester guest speakers will introduce business ideas. At the project's conclusion, companies and students from each country will present their import/export ideas to the students in the other country via a videoconference in the foreign language. This project is an excellent way for high school students to deepen their business and foreign language skills, and solidify their interest in pursuing education and careers in international business.

CIBER: _____ Columbia University _____

The K-12 Initiative: Training the Language Trainers. In 2006-10, a small number of New York City Public High School language teachers will be invited to join leading policy and business school students at Columbia in the one-week January CIBER Intensive Advanced Business Language Program. By training these local language trainers, public school students will learn about international business through enhanced foreign language studies in their own classrooms.

Model UN Globalization, Trade, Finance and Development Curriculum. The CIBER will develop a new trade policy simulation in cooperation with the United Nations Association of the United States of America (UNA-USA), a non-profit organization coordinating Model UN Programs worldwide. CIBER faculty will conceptualize the program and produce curricular materials to be used worldwide by high school and college students participating in the Model UN programs.

New York International Business Essay Contest. The Columbia CIBER will develop an essay competition on international business topics targeting 11th and 12th grade high school students in the New York City region. Designed to foster a global mindset, heighten awareness of international business issues, and influence an international business track, this initiative will be a joint project between Columbia Business School faculty, MBAs, and students from some of New York City's leading secondary schools.

CIBER: _____ Duke University _____

CIBER K-12 Consortium: Building on the CIBER K-12 Consortium initiated by Duke CIBER during the last grant cycle, the CIBERs at Duke, UNC-Chapel Hill, San Diego, Connecticut, Memphis, Florida International, Kansas, Ohio State, and Purdue will serve as a national

clearinghouse of IB related educational materials geared to the K-12 classroom. Consortium members are tasked to explore innovative ideas promoting global education and language learning, particularly of the less commonly taught languages. In 2006-2010, Consortium members will meet annually or semi-annually to share best practices, teaching materials and professional development programs designed for K-12 educators. CIBERweb, hosted by MSU CIBER, will continue to be the online depository of these materials.

Global Business Preparatory Program (GBPP): The Duke and UNC-CH CIBERs are developing the Global Business Preparatory Program (GBPP) to provide domestic and international internships to high school students. The GBPP is a part of the North Carolina statewide action plan under an umbrella organization called North Carolina in the World (NCIW) to increase student knowledge and skills about the world and the promotion of global education.

The program links classroom education and real business practices to highlight the international nature of the North Carolina economy and underscores the importance of international education and language acquisition in a globalized world.

Duke and UNC CIBERs are forming a small steering committee made up of businesses and K-12 educators to explore and design the GBPP that would benefit all parties involved (ie. how the program would be valued, what would work, and how companies would benefit). In the Fall of 2006, we plan to have our first steering committee meeting and begin piloting student internships with one or two selected schools in regional areas.

CIBER: Florida International University

Workshop for K-12 Spanish Teachers on October 7, 2006

- This workshop will take place at the MARC building, room 145, on the Florida International University Campus from 9am to 5pm Saturday October 7.
- Follow up activities will be offered on line for Broward and Palm Beach County Teachers (activities TBD)
- In service points will be awarded by Broward County Schools and Palm Beach County Schools if approved.

The goals of the workshop will be to provide K-12 Spanish Teachers with supplementary Spanish language materials that they can use to train their students in the specialized vocabulary of Spanish for Business such as the terminology of banking, accounting, human resources, import-export business, real estate, office management and sales.

Materials will be provided to teach cross cultural situations that may develop in the business world when interacting between the predominant English speaking business world and the Spanish speaking world. Teachers will receive general information about the business world in Spain and Latin America, the economies of the Spanish speaking countries, both Spain and Latin America, and information about how to teach basic business writing skills such as letters and other documents. Materials will be adapted from a vast source of books published both in Spain and the USA which the conference organizers have collected for previous workshops. Information as to how to adapt these materials to web based course, how to use various videos and CD's in the classroom will also be provided.

We have put together a group of conference presenters from the academia and private sector. Faculty from Florida International University, Georgia Tech and the U of Puerto Rico, who have taught Spanish for Business both to natives and non native speakers, will develop the course and materials and specialist in Latin America will talk about the economy and marketing strategies. Participants will be shown how to adapt materials both to native and non native students and how to present these materials to all levels of Spanish language proficiency students.

CIBER: George Washington University

Summer Institutes for Language Teachers and Advanced Language Speakers

1) Language Immersion: Business Russian - Russian Business

GW-CIBER invites K-16 teachers of Russian to participate in a day-long immersion in Russian with a focus on Russian business today. Participants will interact with government and business representatives, as well as with experts in the field of Russian media and culture. Workshop participants will learn how to apply and expand their language with an eye towards a business setting.

2) GW-CIBER Business Languages is also collaborating with the National Capital Language Resource Center (NCLRC) on two Summer Institutes, and scholarships will be available specifically for K-12 participants:

Using Linguafolio for Documenting Language Proficiency

This two-day workshop is for language teachers at all levels who want to learn how to use Linguafolio as an ongoing formative assessment in their classes. Directed by learners, Linguafolio is based on the European Language Portfolio and was developed through a transatlantic dialogue. The National Council of State Supervisors for Languages is currently developing a national model for implementing LinguaFolio in the US. LinguaFolio encourages multi-lingual working opportunities for individuals in the US. Candidates for positions in multinational companies may be able to transfer their Linguafolio data to a European Language Passport.

Video Production for Teachers of Foreign Languages

This four-day workshop for K-16 language teachers provides hands-on instruction in producing video interviews with native speakers of the target language. Teachers of language for business can develop topic-specific videos using local resources (contact us in advance to let us know your language and level; we are located near the World Bank, the State Department and many embassies). Participants will learn effective camera and sound techniques, simple post-production procedures, and the process of placing the final video on a cassette, on disk, or on the web.

CIBER: Georgia Institute of Technology

Languages for Business and Technology

GT CIBER is currently involved in multiple "Language for Business and Technology" (LBAT) pedagogical workshops for high school language teachers (German, French, Spanish, and Japanese), based on the extensive experience garnered by our GT foreign language professors in the LBAT summer intensive programs.

Specific Examples: Japanese Language Teachers' Workshop at Clemson University; Goethe - GT language workshop on "Standards; German and the WWW" for high school teachers: FLAG French language workshop on web-based teaching methods. This is an activity that has roots in the early 1990s when CIBER was first funded. It has expanded and our language faculty is working closely with the Georgia Department of Education's Language Division.

International Business (IB) Pilot Program with North Fulton Magnet High School

This City of Atlanta public school system international business (IBP) magnet program is administered by North Atlanta High School's Center for International Studies (Dr. Fruttiger, director). Over 90 students enroll annually and the program is recognized as an international trade literacy national model. Upon completion, students receive an international business program diploma along with their high school diploma. In Phase V, we focus on two areas: GT CIBER will participate in curriculum design with Georgia Tech faculty as curricular advisors; assist in the design of a standardized web-based testing program for the IBP diploma; and foster a Model High School International Business Program.

Business Spanish and Portuguese Course Development at South Gwinnett High School

GT CIBER has been instrumental in providing funding and access to training for the development of new Business Spanish and Business Portuguese at South Gwinnett High School. Training for the foreign language staff who will be implementing this initiative has been organized and arranged by our sister CIBER at the University of South Carolina.

Web Page/Foreign Language Competition for Georgia High School Students

GT CIBER sponsors a Web Page/Foreign Language Competition for Georgia High School Students every other year. This includes GT CIBER granting small stipends to encourage winners of the competition to spend parts of their summer overseas in intensive language programs (the awards are supplemented with funding from various overseas summer language schools). The prize for Georgia High School students is awarded following a week-long Francophonie Celebration in Atlanta.

Georgia Council on Economic Education

GT CIBER has established and strengthened partnership with the *Georgia Council on Economic Education*. This partnership allows us to reach further into the school systems of Georgia and share the CIBER knowledge base with Georgia teachers. The Council's mission is to help teachers teach economics. Two thousand teachers go through Council's programs every year. CIBER is primarily concerned with the international business and economic dimension of this mission. CIBER continues to team up with the Council in co-organizing short teacher training workshops focused on globalization and economic education; assist in releasing select teachers for the workshops; assisting in international economic lesson planning through the use of the virtual Global Education Clearinghouse website. Other CIBER outreach educational programs will be made available, free of charge, to Council-sponsored teachers.

CIBER: Indiana University

National: International Studies Summer Institute

For the past four years, the IU CIBER has collaborated with other I.U. centers, many of them Title VI National Resource Centers, to provide the economic and business-oriented content and methodology presented in this intensive, two-week workshop for high school teachers from throughout the U.S. and abroad. The interdisciplinary institute attracts a range of teacher

participants committed to learning in some depth about the latest issues and problems presented by today's global environment, and taking that learning back into the classrooms for the benefit of their students.

From July 8-22, 2006, participants joined with Institute faculty, Indiana University professors, and nationally prominent speakers to explore such diverse topics as globalization, international trade, global environmental change, populations at risk, and conflict resolution. The Institute embodies two major goals. The first focuses on academics: teachers are encouraged to apply critical thinking and problem-solving skills to a wide range of global problems through a variety of area studies and interdisciplinary perspectives. Second, the Institutes offers a "taste" of University life to teachers, providing a "welcome back" to college life. Teachers experience the vast resources available at IU (such as the Area Studies National Resource Centers, the IU Library system, international and regional outreach programs, distance-learning technology, etc.) during the two-week program. They also significantly expanded their network of colleagues with a similar interest in and commitment to teaching international.

In summer 2006, thirty-one teachers from eight states (Indiana, Louisiana, Maryland, New Hampshire, North Carolina, Ohio, South Carolina, and Tennessee) and twelve foreign countries (Bolivia, China, Georgia, India, Japan, Nepal, Nigeria, the Philippines, Sri Lanka, Taiwan, Thailand, and Turkey) participated in the *International Studies Summer Institute for Grade 7-12 Teachers*.

Regional/State: Indiana in the World

The middle and high school international curriculum materials that the I.U. CIBER helped develop in the late 1990s, *Indiana in the World*, remain in great demand by teachers today. In fact, in light of the recent adoption of a new high school requirement – a course entitled History and Geography of the World - the I.U. CIBER decided that an updated, indeed upgraded, version is now needed. CIBER is working with I.U.'s Center for the Study of Global Change and the I.U. Center for Social Studies and International Education to develop the new *IIW*. As with the earlier edition, copies will be distributed to all middle and high schools, public and private, in the State of Indiana. While a hard copy version will be made available, much of the new *IIW* will be web- and DVD-based, which will allow for more rapid updating in the coming years.

Indiana Capitol Forum

IU CIBER co-sponsors this lively program for high school teachers and students, the Capitol Forum on America's Future. One of eleven states to participate, the forum engages teachers and students in a multi-stage examination of key issues in today's global environment. First, teachers from twenty schools participate in a professional development workshop to guide them in integrating Capitol Forum international issues into ongoing curriculum. Returning to the classroom, teachers engage students in similar investigations, discussions and projects, organized around key topics. In 2005-06, these included trade, immigration, terrorism, and the environment.

Following the in-class application through the first semester, student representatives from each participating class are selected to attend a full-day session at the State Capitol. This state-wide forum includes clarification and refinement of the students' views on the issues, as well as interaction with elected officials and policymakers. The day culminates in a balloting activity

that, in the past, has involved registering support for one of four alternative visions of America's role in the complex international environment over the next few years.

CIBER: Michigan State University

World Languages Day 2007

April 21, 2007

MSU invites hundreds of high school students, teachers, administrators, and parents to campus to explore a world of languages during the third annual World Languages Day on April 21, 2007. Free to all participants, this annual event focuses on the experiences that languages offer, and highlights the opportunities available for language study at MSU. Participants choose from dozens of sessions ranging from "Bollywood dreams: Discover India through Hindi Cinema" and "*Banane!* How to speak French using food vocabulary" to "The sword and Zen: An introduction to Iajutsu." Sponsored by over 15 different campus departments and units including MSU-CIBER, this event draws students, teachers, and parents from all over Michigan. More information can be found at: <http://clear.msu.edu/wld>.

Summer Workshops for 2007

Every summer since 1997, MSU's Center for Language Education and Research (CLEAR) has offered professional development workshops along with MSU-CIBER as a co-sponsor. Teachers of all levels, especially K-12, from all over the country (and internationally) have come to Michigan State University's campus for these practical, informative and timely courses. The range of workshop topics includes both skills-based workshops and sessions on how to incorporate technology into the language classroom. The summer 2007 offerings have not yet been determined, but updated information will be published at <http://clear.msu.edu/clear/professionaldev/summerworkshops.php>.

Onsite Workshops 2006-2007

Onsite workshops bring members of CLEAR's professional development staff to K-13+ institutions across the country with MSU-CIBER's co-sponsorship. Workshop topics include both methodology and technology-related areas, and are tailored to the host institution's specific needs and requests. More information about onsite workshops can be found at: <http://clear.msu.edu/clear/professionaldev/onsiteworkshops.php>.

Critical Incidents and Intercultural Communication in Business

Although intercultural communication should be central to business language education because it serves as the context within which all aspects of international business take place, it is not a significant component of most business language programs. A need exists for cultural learning components for business language courses that are based on a solid foundation in intercultural communication. MSU-CIBER and MSU-CLEAR's Introductory Business Language CD-ROM German includes videotaped interviews with American business professionals (in English) who have had significant interactions with the target culture. These interviews provide case studies based on intercultural communication theory. Following the "critical incident" framework of Richard Brislin and colleagues, students navigate the cultural waters of business environments through activities inviting critical reflection and alternative explanations of behaviors. MSU CIBER and CLEAR propose to create business culture learning materials for Korean, Chinese and Russian using an earlier template.

Intercultural Communication and Business Language:
Cultural Interviews with Korean Executives

An important contribution to developing cross-cultural awareness in the business environment are the web-based “Cultural Interviews with Latin American and Spanish Executives,” developed at UT-Austin. This template includes streaming video cultural interviews in the FL with foreign executives, who discuss cultural issues of importance to those preparing to work in the target culture. Vocabulary activities are supplemented with oral communication tasks that help prepare non-native speakers at a variety of proficiency levels. MSU-CIBER and CLEAR will collaborate with UT-Austin’s CIBER on *Cultural Interviews with Korean Executives*.

Modules for Interactive Multimedia Education and Assessment

In its third funding cycle, with the help of MSU-CIBER, CLEAR developed an online program, called MIMEA, to provide students with video clips of natural, unscripted conversations in various target languages. The clips are accompanied by transcripts, questions pertaining to the language and culture in the clip, language notes explaining any grammatical or dialectal points raised, and culture notes. MIMEA is currently available on CLEAR’s website in Arabic, Chinese, German, Korean, and Vietnamese. It can be used both for independent learning and as an assessment tool, and fills a gap associated with many other forms of assessment, namely, the assessment of pragmatic and socio-cultural knowledge. Based on the success of the current MIMEA project, CLEAR will extend the project to other languages in the upcoming year. For further information visit: <http://clear.msu.edu/teaching/online/mimea/>.

Business Language Packets for High School Spanish, German, and French

MSU-CIBER partners with CLEAR in developing and maintaining this series of packets on business-related topics that was developed for advanced high school language learners. While "business language" courses have proliferated at the college and university levels for the past 25 years, the interest in business language has not been as vigorous at the high school level. Those who teach business language in post-secondary settings have been invigorated by the natural compatibility of business-related topics with students' interests in careers and the world of work. It seems only natural, therefore, that high school students would be equally attracted to the content presented in business language classrooms. For more information, check out: <http://ciber.msu.edu/research/> or http://clear.msu.edu/clear/store/products.php?product_category=print.

Language for Business and Economics: Internet Sourcebooks

While the Internet Sourcebooks for French, German, Spanish, Japanese, and Korean were originally developed to be resource sites for students taking business French, German, Spanish, Japanese, and Korean at the University level, CLEAR and CIBER are currently promoting them for use as well with the high school business language packets described above. For more information, visit <http://clear.msu.edu/> or CLEAR’s online resources site, http://clear.msu.edu/clear/store/products.php?product_category=online where there is also a link to the Sourcebooks.

CIBER: Purdue University

Many of Purdue CIBER K-12 activities are done in partnership with the Indiana Council for Economic Education (ICEE). They incorporate pre-service as well as in-service K-12 programs in economics education, including international economics concepts. General economics education programs encompass grades K-12 and most programs with a specific international focus are intended for teachers in grades 4-12.

Activities are primarily ongoing as part of the regular, yearly programming of the Indiana Council for Economic Education (ICEE) and are an important component of the 2006-2010 CIBER K-12 outreach agenda. Programs focus on general topics of economics education, and events take place regularly on subjects related to international economics as part of for-credit as well as non-credit graduate programs. Each summer, with support from Purdue CIBER, the ICEE sponsors intensive, three-hour graduate-credit workshops for K-12 teachers that cover a variety of economic concepts and teaching methods. Workshops include sessions in which local business, labor, and agricultural leaders serve as respondents or speakers. These graduate credit programs take place at twelve University Centers – all part of the ICEE network – throughout Indiana. In recent year, CIBER funds have supported a graduate credit workshop that focused entirely on international economics.

Purdue CIBER's primary role is to provide funding for ICEE programs. However, CIBER sometimes also provides speakers for specific programs, when appropriate. Funding supports teacher training in economics/international economics as well as curriculum materials designed for K-12 teachers and students. These have been developed by the National Council on Economic Education (NCEE), parent organization of the ICEE, as well as by the ICEE and the Indiana Department of Education (IDOE).

Teacher-tested economics curriculum materials with an international focus as listed below provide teachers with specific lessons that they can use with their students. In keeping with ICEE/NCEE philosophy, these creative curriculum materials are non-partisan, focusing on the basics of economics and giving middle and high school students the intellectual tools to make rational economic and public policy decisions: *Trading Around the World* (ICEE); *Indiana in the World* (IDOE, ICEE, CIBER); *Focus: International Economics* (NCEE); *Focus: Economics Systems* (NCEE); *Economies in Transition* (NCEE); and *EconEd Link* (web-based lessons – see www.ncee.net). In 2007, ICEE will rewrite and update the popular and very effective *Trading Around the World* publication for middle school students. The newest addition to this growing list of excellent materials is the 2006 NCEE curriculum: *Focus: Globalization*. This very relevant -and needed - publication will be distributed in dedicated teacher-training problems on this critical topic. ICEE is also finalizing the development of an *Entrepreneurship* poster to introduce Indiana students and teachers to the basic steps in developing a business. In entrepreneurship training programs, there is usually an emphasis on getting fledgling entrepreneurs to consider international as well as domestic markets.

ICEE continues to develop elementary curriculum products, such as *Half-Pint Economics* and *Pint-Size Economics*. In addition, ICEE continues to place books with an international focus on its popular *KidsEcon Posters* web site (www.kidseconposters.com - click on Literature Connection). Teachers will find lessons giving specific economics-focused questions they can ask their students. Examples of books include *The World is a Supermarket* (which stresses international specialization and interdependence), *Follow an Ice Cream Cone Around the World* (which explains how the ingredients for ice cream come from many different countries), and *Tools*, (a book .for primary students which shows how people in different countries use many kinds of tools to produce goods and services.)

CIBER: San Diego State University

The SDSU CIBER has developed an extensive array of outreach activities to support K-12 partnerships across San Diego and Southern California. As a result, we receive more prepared

and better-informed students enrolling in SDSU's International Business Program. More importantly, however, our outreach activities inform an emerging generation of students about the many benefits of learning languages, exploring different cultures, and experiencing the infinite impact of a study period abroad. By reaching back into the academic pipeline that begins in kindergarten and continues to and through SDSU, we develop in the next generation enthusiasm, curiosity and concern for what lies within and beyond our borders.

High School Spanish Language Exam

The *Examen internacional de negocios en español* (EXIGE) is an international business exam developed by the San Diego World Trade Center and the SDSU CIBER. Designed at first for undergraduate business and MBA students, the SDSU CIBER developed in 2004 an exam specifically for HS students of Spanish entitled the *EXIGE Básico*. The exam, which will be field tested soon, covers cultural geography, basic business terminology, and business culture in a multiple-choice format. In the future, HS students who pass the exam will receive an achievement certificate from the World Trade Center. We invite all CIBERs to field test the *EXIGE Básico* and to become an EXIGE test center.

International Economic Summit

The International Economic Summit (IES) is a standards-based **World Trade Simulation Program** designed to help high school students understand the benefits of trade and explore the controversies associated with globalization. The project provides training for high school economics teachers to help students acquire basic world economic concepts within the framework of international trade. CIBER will collaborate on campus with Professor Elsie Begler, Director of SDSU's *International Studies Education Project*, to sponsor the IES. Additional partners include the *Federal Reserve Bank of San Francisco* and *Sempre Energy*. This ten week program for teachers and students culminates with an international trade simulation that challenges student teams to achieve the goals of their "country's" strategic plan. This program will be offered annually beginning Fall 2006.

Workshops for Business French Faculty and Teachers

In collaboration with the *Quebec Trade Office* and the *Canadian Consulate of Los Angeles*, SDSU CIBER hosts a **Workshop for Business French Faculty and Teachers**. This program is designed to help French language instructors, of all levels, incorporate elements of Quebec's economy and business practices into their teaching curriculum.

CIBER: The Ohio State University

Career and Technical Schools IB Certificate Program for H.S. Students:

In partnership with the Eastland-Fairfield Career and Technical Schools (EFCTS) of Franklin County, located at Gahanna Lincoln High School in Gahanna, Ohio, the OSU CIBER is working in an advisory board member capacity with the director of the EFCTS-IB Certificate program. High School students from throughout eastern Franklin County who are interested in the International Business Certificate program commit two years. This two year program provides a unique opportunity for students in the Eastland-Fairfield district to study international trade, marketing, and business management practices from a global perspective. In each year, the program focuses on the business, cultural, and language aspects of a given region. The curriculum is combined with guest speakers, field trips, and professional mentorship's to help

students understand global cultures and the effect they have on the world economy. The coursework is integrated with business-related writing, reading, communication, and even conversational Japanese. They also will visit with Japanese owned companies in Columbus (or their Ohio clients and customers) and will study various aspects of the Japanese culture and history which have business or professional implications. During the summer of 2006, four students experienced traveling in Japan which included accommodations in the home of a Japanese family, job shadow opportunities, and a connection with a Japanese school. The OSU CIBER has involved two people as Advisory Board members for the program, and the Fisher College of Business has offered tours and lectures to the students group. The OSU CIBER members have provided important connections for the instructors and students to use for various projects and enrichment activities. Discussion continues about taking the program into other career and technical centers within Ohio.

CIBER: Temple University

[Virtual Language and Linguistic Center](#): This virtual language and linguistic center is housed on Temple CIBER's website and provides resources for K-16 teachers in the region on local resources and networking opportunities through listservs as well as national resources for teaching business languages and faculty development opportunities. Prominent researchers from across the nation are invited to present on specific topics of interest to the greater Philadelphia region's K-12 teachers as well as Temple University's language and linguistics faculty. Faculty development workshop topics include business language pedagogy, critical pedagogy, technology for language teaching, the use of film and media in language teaching, and assessment of bilingual children's phonology.

[Temple University World Languages Day](#): Temple World Languages Day is a program developed in 2000 to celebrate National World Language Month. Designed and hosted by Temple University Foreign Language Departments and co-sponsored by Temple CIBER, the intent of the program is to reinforce the values and opportunities that come with language learning at the university level and to promote understanding through communication among peoples and cultures.

Geared toward junior and senior high school language students and teachers, sessions cover topics such as Developing Language Skills through Study Abroad, Leveraging Career Development with Foreign Language, and Innovative Uses of Technology in the Language Classroom. Participants have an opportunity to observe mini-language classes taught by Temple language faculty.

All program topics are developed from a student-centered approach. Temple undergraduate students serve as hosts and present wherever possible, giving high school students an "inside look" at university programs, faculty, and activities.

The World Languages Day program was the recipient of the *Bringing the World to Pennsylvania Award* in 2006 by the Pennsylvania Council for International Education.

[Global-Ready Graduates Focus Groups](#): A major goal of Temple CIBER is the preparation of global-ready graduates. An inescapable corollary of such a goal is organizational re-design: preparing agile, creative, inter-culturally competent people is extremely difficult in schools and colleges whose designs embody the assumptions of 19th century mass-production. Consequently, Temple CIBER, with the assistance of DeSales University and Northwestern Lehigh School

District, will organize a series of monthly discussions around the concepts of the globally-competent graduate and the globally-competent institution, involving leaders of school districts, Intermediate Units, colleges and universities, business, and government in eastern Pennsylvania.

The participants will develop working definitions of global competence essential for individuals and for educational institutions to succeed in a flat world of globalized innovation and international, intercultural supply chains and other strategic relationships. Further, the participants will discuss the systematic re-engineering of K-12 and postsecondary curricula and pedagogy consistent with the aforementioned definitions and global requirements. Finally, using Bill Gates' recent speech on the irrelevance of the American high school to the emerging world as a guide, they will critique the School Code of Pennsylvania of 1948 as amended and federal educational policy to identify provisions that retard innovation that supports global competence.

The goal of these discussions is to create a model of a systemic, vertically-integrated set of K-grad school programs and strategies designed to produce global-ready graduates. The outcomes will be both structural and programmatic: (1) an ongoing regional network of educators, leavened with appropriate representatives from government and business, and (2) a major foundation proposal for system redesign.

[PA CIBERs-MAGPI Gigapop K-12 Internet 2 Project](#): This proposal is to create a state-wide collaboration among Temple CIBER, Penn CIBER and Pitt CIBER to develop and deliver academic content and experiential learning modules via the Internet 2 throughout middle and high schools, meeting state education goals as well as outreach goals of the Federal U.S. Department of Education's program.

This proposal builds on the expertise and experience of the MAGPI-Gigapop group at Penn delivering education content to K-12 school systems throughout the state and beyond and the foreign language and international business expertise and networks of the three CIBERs in Pennsylvania.

Resulting efforts will be distributed through a variety of means. Reports, document references and streaming video of activity modules will be archived. A "Best Practices Guide to Successful Integration of High Speed Videoconferencing in Globalization and Foreign Language Education in K-12 Schools" will be made available for web distribution and will also offer insight in regards to educational applications for others.

Specifically, the three CIBERs will showcase this project and Best Practices Guide as a tool for other CIBERs to use as a model with K-12 school systems in their states.

CIBER: Texas A&M University

SCHOLASTIC ASSISTANCE IN GLOBAL EDUCATION (SAGE): The Scholastic Assistance in Global Education (SAGE) program is conducted by the Texas A&M University CIBER to advance the economic, geographic, political, and cultural knowledge of teachers and their students—helping them understand the great challenge that globalization poses to this nation. SAGE provides K-12 teachers with knowledge, skills, and teaching materials to help prepare their students for living and working in a global economy and a world that is becoming increasingly technologically and culturally integrated.

The SAGE web site, <http://sage.tamu.edu>, was created to assist both students and teachers by providing access to a wide variety of information. The web site provides curriculum development and guides focusing on economics, social studies, and global cultures as well as screened links to other educational sources on the web.

The Texas A&M University CIBER has provided administrative and financial support for the SAGE Program since it began in 1990. SAGE is a service provided to the educational community by the Mays Business School at Texas A&M University. The TAMU CIBER works in partnership with the Texas A&M College of Education and the International Center in the Bush Presidential Library Complex.

SAGE is needed because of the overwhelming evidence that many Americans are not well informed about the great challenges facing this country as a result of powerful new economic, technological, and geopolitical challenges stemming from the rapidly increasing degree of integration between the U.S. economy and the world economy. Many of America's classroom teachers are not properly prepared to teach about global affairs.

SAGE is designed specifically to address this problem. The *International Awareness* outreach component of the SAGE program alerts teachers that assistance is available and will advance their awareness that the international components of the curriculum are vitally important to their students. The *Training and Materials* component of SAGE—made readily available via the Internet—provides assistance in the form of concise, targeted, and interesting learning modules and classroom-ready teaching materials. Having easy access to these knowledge modules and internationally oriented educational materials and resources available on the SAGE web site prepares K-12 social studies teachers to teach the international component of their classes. The SAGE web site makes it possible to reach beyond the educational limitations of textbooks and other traditional educational material. Using SAGE does not require any additional expenditure by the local school district or by the teachers. In addition to the information directly accessible on the web site, SAGE identifies other web sites that are educationally sound and provides links to these sites according to grade level, types of courses, and educational standards. The fact that the educational material on the SAGE web site is free to anyone with access to the Internet should make it very popular among school district administrators as well as teachers and students.

TEXAS A&M INTERNATIONAL CENTER OPPORTUNITIES FOR K-12 TEACHERS AND STUDENTS: The Texas A&M CIBER collaborates with the International Center in providing the World Room Educational Programs at the George Bush Presidential Library Complex on the Texas A&M University campus. The mission of the World Room Programs is to be a primary resource for reliable, timely information on international subjects, including geography, current world affairs, global science and technology related issues, cultural awareness, international leadership, and world history. The World Room provides K-12 teachers with workshops on current international topics in order to promote better global understanding. Teaching resources such as lesson plans and Internet resources are available on this Web site, <http://worldroom.tamu.edu>.

The World Room Fellows Program, for 3rd, 6th, 9th, and 10th graders, promotes better global understanding by introducing students to different cultures and international issues through interactive activities. Pre-service teachers have the opportunity to acquire hands-on teaching experience by delivering the World Room Signature Programs to local school classes. Participants must commit to delivering at least four World Room Signature Programs over the

course of nine months. World Room Fellows not only gain experience in a classroom environment, but also learn how to infuse cultural diversity into their chosen field of teaching.

The World Scholar Challenge Project for Students in grades 6-12 provides opportunities for students anywhere in the state to participate by completing the activities posted on the web site. Choosing from the suggested themes [The Weight of Numbers, Economic Networks and Exchange, Uses and Abuses of Power, The Haves and Have-Nots, Finding Identity, Spiritual Life and Moral Codes, Science, Technology, and the Environment] the students develop a comprehensive unit of investigation. The investigation can relate to history, geography, economics, philosophy, literature or government and must include at least four of the six continents in the study. Challenge projects can be class projects, group projects or individual projects.

CIBER: University of California at Los Angeles

Summer Institute for High School Economics Teacher

July 2007 (exact dates TBD)

UCLA CIBER, in partnership with the UCLA History-Geography Project at the Graduate School of Education and Information Studies, will again offer a 5-day summer training program on globalization and international economics for high school teachers. The program is designed to adhere with the State of California guidelines for economics learning. The focus is on content and instructional strategies that teachers can use in their classrooms. Participants will interact daily with noted faculty in the fields of Economics, Management, and Geography. Classroom-tested curricular material will be shared as well as reference material to enhance their knowledge of economics.

2007 UCLA Mock Trial Institute

June 24 – 30, 2007

www.specialprograms.ucla.edu/mocktrial

Led by Gonzalo Freixes, J.D, a UCLA faculty member and Coach of the UCLA Mock Trial Team (2004 and 2005 Collegiate Mock Trial National Champions), this 6-day institute is designed to give high school students an introduction to the legal system and provide them the needed skills to successfully participate in a mock trial competition. During the Institute, member of the UCLA Mock Trial Team will serve as student counselors, assistant in workshops, and will help lead mock trial demonstrations.

Students enrolled in the institute will attend classes and workshops on topics including: direct and cross examination techniques, exhibits and impeachments, objections and rules of evidence, and witness portrayal. Where germane, cases and issues of international nature will be part of this curriculum.

In addition, students will hear from experts on the law and judicial system, visit the UCLA Law School, and go on relevant fieldtrips to such locations as the Federal Courthouse and the F.B.I. Crime Lab in downtown Los Angeles.

Riordan Scholars Program

October 2006 – May 2007

<http://www.anderson.ucla.edu/x1325.xml>

The Riordan Scholars Program targets college bound 10th, 11th, and 12th grade high school students who are interested in learning about business and developing leadership skills. Scholars attend eight monthly Saturday seminars at the UCLA Anderson School of Management. Program activities and services include:

- Lectures by top UCLA Anderson faculty, including MBA-level coursework
- In-depth team-based exploration of the stock market
- Special guest speakers from the corporate and academic community
- SAT Prep workshops
- Individualized College Action Plan counseling
- Professional development workshops including resume writing, interviewing techniques, and public speaking
- Personal mentors who are current UCLA Anderson MBA students and Riordan Programs alumni
- Corporate visits to local companies
- Internship and scholarship opportunities

Global Business Week

UCLA Summer Extension

Summer 2007-2010

Professors Robert Spich of CIBER/UCLA and Gonzalo Freixes, J.D, have proposed to offer a summer Global Business Week, through the UCLA Summer Session Program, a course for high school students on the UCLA Campus. This would be an intense week of classes, visits and projects all focused on international business and management issues. The program would use a variety of faculty from across the campus and outside the campus where special expertise is needed. The students would earn a certificate of attendance at the end of the program. Summer courses of this type can attract up to 40 students per session. If successful, multiple sessions might be offered in one summer.

CIBER: University of Colorado at Denver

Denver Center for International Studies

The CU CIBER is working with the Denver Center for International Studies (DCIS) to develop joint initiatives for 6-12 grade students being served by DCIS. DCIS is a new foreign language magnet school serving Denver Public School District where students have the opportunity to become fluent in Russian, Chinese, French, Spanish, Japanese and/or Italian, and graduate with a diploma in international studies. In the 2006-07 grant year, CU CIBER will send one DCIS language faculty member to a business language FDIB, host an international business speaker to address the DCIS student body, and work on articulation arrangements for these students to enter foreign language and international business related programs at the University of Colorado at Denver and Health Sciences Center.

Model UN Program

The CU CIBER partners with Colorado's Model UN High School Program. CU CIBER will host an international business lecture for this group of students. The topic will be identified by the host high school.

Global Health Connections

The Global Health Connections Program, begun in Colorado with 10 high schools, 32 teachers, and over 2250 students, is rapidly expanding to other states and to other countries. Students develop a health outreach project focusing on community health needs in a middle or lower income nation; teachers oversee the project teams and international school partnerships; community health and energy professionals serve as mentors to foster students' understanding of scientific research design and necessary infrastructure that must be coordinated to impact communities; Rotary clubs develop school participation and help raise funds. This four year old program begins in the fall semester and culminates with a competition in December. CU CIBER has lent its support to the fall 2006 competition to focus some projects on renewable energy and its international business implications with mentors from the National Renewable Energy Lab.

CIBER: University of Florida

States in the Global Economy

Interpreting globalization in regional terms is critical for engaging student interest at the high school level. Combining business expertise in regional economics and in international business, UF CIBER is developing a broadly applicable set of state materials that will enable secondary school teachers to answer the question "What does 'globalization' mean for my state?" Input and review will be provided by the US Department of Commerce's Regional Economic Analysis Division and by high school teachers,

Outputs of the program are four-fold: (1) a "global state-scan" based on federally collected data available for all states, including not only direct international trade-related numbers, but also demographic changes and shifts in the industrial/occupational composition of the state's employment that reflect globalization impacts; (2) teacher instructions for reading the state-scan to identify globalization issues of particular significance to the state; (3) lesson plans for general modules that the "read" in (2) might map into—e.g., global movement of labor, outsourcing, regional economic integration; (4) resources for high school teachers to obtain state-specific examples to complement (3). Program development will begin in late 2006, with testing and implementation extending to 2010.

IB Component for High School Summer Journalism Institute

High school newspaper editors, yearbook editors, writers, photographers, broadcasters and web designers each year attend a six-day summer institute offered by the University of Florida College of Journalism and Communications. The Institute features guest speakers and hands-on preparation of news videos and online newspapers. An IB module was introduced as part of the instructional component of the 2005 program, and a graduate student served as a consultant to assist the high school students pursuing IB topics. As part of this program, faculty and students in the College of Journalism and Communications also produced a CD-ROM ("Reporting on International Business in a Globalized World") with program materials and additional IB resources for the students to take back to their home high schools to serve as an ongoing

reference and to share with other students. An online evaluation of this IB module was also conducted at the conclusion of the workshop, and these data will be analyzed to provide input and suggestions for future workshop topics and instructional modules.

Presentations/Resources on Latin American Business Markets for High School Classes

- IB Presentations at Buchholz Academy for Entrepreneurship: UF CIBER partnered with the Center for Latin American Studies (CLAS) to sponsor a series of lectures on “The Brazilian Market” at the Academy for Entrepreneurship at Buchholz High School in Gainesville. A total of 50 students attended the lectures which covered topics from economics, social studies, language and geography in the context of the development of the Brazilian market.
- Latin American Business Environment Report: Prepared annually by CIBER Associate Director, Dr. Terry McCoy, the report will be sent to Florida high school Business Academies and economics instructors. It provides a comprehensive examination of business conditions in Latin America, including text discussion of topical issues, tabular presentation of recent statistics and area-specific analyses for the 20 largest markets in the region.
- Curriculum Resource Library: UF CIBER helps to support CLAS in maintaining a Curriculum Resource Library that contains more than 500 items for teachers to borrow, free of charge. Items include scholarly books, curriculum guides and lesson plans, videos, posters, CD-ROMs, etc. Teachers across the nation utilize this Resource Library.

Development of IB Modules for High School Courses

UF CIBER is currently developing modules for high school economics, social studies, and other related courses that will expose students to international concepts and business practices. The material will be piloted and revised in the 2005-06 academic year at the Academy of Finance in Buchholz High School in Gainesville, Florida, and in Hawthorne High School in Hawthorne, Florida. The former targets scholastically high-performing students in a National Academy Foundation program that includes a 4-year sequence of challenging business-oriented courses covering financial operations (economics, financial intermediaries, investments, and international trade), financial computing, financial accounting, and financial planning. In contrast, Hawthorne High School does not have an advanced magnet business finance program and the composition of its student body is very different from that of the Buchholz Academy. Sixty-two percent are on free or reduced lunches and approximately 30% of the students are challenged by learning or behavioral disorders. UF CIBER has partnered with the UF Students in Free Enterprise (SIFE) to adapt and teach the international modules developed at the Academy of Finance to a Diversified Career Technology class at Hawthorne.

CIBER: University of Hawaii at Manoa

Pacific Asian Affairs Council High School Global Vision Summit: The UH CIBER will continue to support this annual event through financial co-sponsorship and by providing faculty experts to work with the students and teachers who participate in the program.

High School Finance Academy: The Academy links selected local public high school students with the business community through seminars and company site visits. The UH CIBER will support the Academy by sponsoring high school faculty to attend national conferences on international business and by providing resource speakers for the annual student conference.

CIBER: University of Illinois

International Economics Workshop for K-12 Teachers

February 16, 2007

Oak Brook, IL

This one-day workshop focuses on international trade issues including the global market, sweatshops, child labor, trade deficits, sanctions, the euro, tariffs, embargoes, EU, NAFTA and the WTO. Teachers will be able to engage their students on these important topics with ready-made curricular materials. CPDU's are available for this professional development workshop.

International Summer Institute

July 9-14, 2007

Urbana, Illinois

Co-sponsored with the University of Illinois area studies centers, this week-long institute features speakers from all world areas, roundtable discussions, hands-on computer labs and special luncheon presentations. The topic changes each year addressing crucial world issues as governments around the world, international trade and globalization, and educational systems worldwide. Continuing education units, as well as graduate credit, are available for this course.

CIBER: University of Kansas

The KU CIBER provides several types of activity designed to enhance the international dimensions of K-12 education.

For K-12 Teachers

- The CIBER works with the Centers of Latin American Studies, Russian, East European, and Eurasian Studies, East Asian Studies, and African Studies to provide K-12 outreach related to specific world areas. Activities include in-service days attended by teachers from the region, study tours sponsored by Fulbright and other programs, and seminars for K-12 language teachers.
- KU CIBER is providing support for the development of the Center for German Business Language at KU. Housed in the German department at KU, the center's mission is the teaching, training and testing of German business language for undergraduate and graduate students as well as teachers of German at all levels. The center's activities will include outreach to area institutions and high schools.

For K-12 students

- The KU CIBER cosponsors an annual International Careers Fair that targets area high school students and speakers. We provide panelists for this event as well as providing financial and logistical support. The 2006 annual fair will be held on October 4.
- The KU CIBER cosponsors Kansas International, a bi-monthly breakfast speaker series that is organized by the Lawrence Chamber of Commerce. KU CIBER supports attendance at the breakfasts by interested students from Lawrence High School and their teachers.

CIBER: University of Maryland

Summer Institute in International Business for High School Teacher: Starting in 2007-08, we will design and offer a summer school in international business for high school teachers and administrators, jointly with the College of Education, and co-sponsored by our institutional partners and area school systems.

CIBER: University of Michigan

Global Interdependence Course. CIBE recently introduced a new course in the undergraduate liberal arts curriculum called Global Interdependence. The purpose of the course is to explore the ways that ideas, people, goods, services, diseases, and natural resources have flowed across political and cultural borders over the course of human history, to examine the consequences of those flows, and to study the ways in which a personal interest in these topics can be the basis for a professional career. The course introduces students to a wide variety of professions, perspectives, and disciplines, taking advantage of the vast international expertise among the faculty at Michigan by featuring seventeen guest faculties from business, public policy, environmental studies, engineering, political science, economics, sociology, and history. Six modules explore global interdependence from widely different perspectives: geography, trade, and culture; natural endowments and economic performance; globalization and infectious disease; modern global organizations; national, regional, and world cultures; and the global interdependence of knowledge and ideas. The CIBE director, assisted by two graduate student instructors, is the primary instructor and coordinator for the course.

The course is co-sponsored by the UM's International Institute (II), CIBE, and the College of Literature, Science, and the Arts.

The course is capped at an enrollment of one hundred students. The course is a requirement for all School of Education students, who currently make up about one-third of the class. These students will eventually become social studies teachers in the Michigan public schools, thereby contributing to international education at the K-12 level.

CIBER: University of Pennsylvania – Penn Lauder CIBER

K-12 Initiatives

Summer Institutes for Language Educators and Certificate

The summer Institute is an intensive week-long workshop that teaches educators how to design curricula for teaching language for business communication, integrating second-language pedagogy and business fundamentals. Pennsylvania K-12 educators are able to earn Act 48 (continuing education) credit.

Certificate in Teaching Language for Business Communication

This Dual Certificate program is in collaboration with Penn's Graduate School of Education and Wharton's Working Program for Working Professionals (WPWP). It is designed for teachers of world languages and other professional educators with a non-business background and it prepares them to develop and teach courses in business language as well as to administer business language programs.

Internet2 Videoconferencing Project for Pennsylvania High Schools

In collaboration with Penn-based MAGPI (Mid-Atlantic GigaPoP in Philadelphia for Internet 2), the Penn, Pittsburgh, and Temple CIBERs plan a state-wide initiative to develop and deliver academic content and experiential learning modules via Internet2 videoconferencing to high schools throughout Pennsylvania.

Summer High School Intern Program

We propose to support an intern from an area high school during the summer of 2007.
(Germantown Academy or Bodine International High School)

CIBER: University of Pittsburgh

WorldQuest

In cooperation with the World Affairs Council of Pittsburgh, the International Business Center (IBC: the University of Pittsburgh CIBER) co-hosts Academic WorldQuest, an international knowledge competition for high school students. In this event, teams of students from regional high schools compete in a knowledge-based game that includes questions focusing on international affairs, current events, geography, world history, the global economy, and more general knowledge about the world. Winners from the Pittsburgh regional competition go on to compete in the national competition in Washington D.C.

The number of participating teams has more than doubled since 2002. In 2005, 60 teams or 240 students participated and in 2006, 56 teams or 224 students participated. Participating teams travel from as far away as 70 miles outside Pittsburgh.

International Business Mentors and Marketing Plan Competition

The IBC participates in a joint project with the Pittsburgh Area Cultural Communications Alliance (CCA), a partnership of the Western Pennsylvania Modern Languages Association with Bayer and Heinz corporations. A University of Pittsburgh undergraduate business mentor is teamed with a Bayer or Heinz employee mentor. These individuals are matched with a regional high school. The University of Pittsburgh mentors visit the high school's foreign language classes and make presentations on language and cultural awareness for business. The high school students form groups to compete in a marketing plan competition for an international market assessment of a product. In the competition, groups produce plans that are assessed by the language faculty and mentors in the high schools. The winning group from each high school makes a presentation to company executives who determine an overall winner.

The program now involves over 25 regional high schools and is expanding to include more high schools and additional company sponsors.

Support for High School Language Teachers Attendance at CIBER Workshops

In part because of our work with CCA, we now have much greater interaction with high school language teachers. The IBC sponsors local high school teachers to attend Ohio State's workshop "Lessons from the MBA Classroom: Business Concepts and Pedagogy for Foreign Language Teachers and Professionals."

At least one Pittsburgh area high school teacher will be attending the workshop this fall. A total of three sponsored teachers are expected to attend the upcoming workshop.

Foreign Language Summer Institute

The IBC will co-sponsor the Summer Business Language Institute with the University of Pennsylvania CIBER. This institute, held in Philadelphia, is designed for K-12 and post-

secondary business foreign language educators. In this intensive, week-long workshop, K-12 and post-secondary foreign language educators learn how to design curricula to teach business foreign language by integrating business fundamentals and second-language pedagogy in foreign language instruction.

CIBER: University of South Carolina

University of South Carolina CIBER has no K-12 initiatives to report at this time.

CIBER: University of Southern California

International Economic Summit for High School Teachers and Students

The CIBER at the University of Southern California (USC) is working with the USC Center for Active Learning in International Studies-and the Federal Reserve Bank of San Francisco to deepen and expand the International Economic Summit (IES) program in Southern California. IES is an innovative experiential learning program for high school economics teachers and their students on international trade and its role in development.

The International Economic Summit is a world trade simulation that is designed to help high school students understand the potential benefits of trade and explore the controversies associated with globalization. The project provides students with an opportunity to acquire basic economic concepts within the framework of international trade. Working in small groups, for an eight-to-ten week period, student teams take on the role of economic advisors for an assigned country. The goal for each team is to develop strategies for international trade negotiations that will improve their country's standard of living/quality of life. Each team conducts extensive research to evaluate the conditions within their country and develop a strategic plan for their exports, desired imports, and procurement of infrastructure, health and education. The culminating regional International Economic Summit competition, which is a daylong trade negotiation simulation, brings student teams representing over 75 countries together to implement their strategic plans through a day of alliance formation, debate, and numerous scored activities.

In the summer of 2006, support from USC's CIBER helped to "train the trainers" by bringing 12 new high school teachers to learn the pedagogy for the semester long course, which they teach in the fall. New teachers join the 17 returning "IES veteran teachers" in October for an interim training day. Over 60 classrooms are engaged in the curriculum which culminates with every student involved in the school-based summit. In December 2006, about 350 of the 2,200 high school students from the participating schools will come to USC to repeat the simulation with the elevated skills needed for a highly competitive Southern California regional event.

Center for Active Learning in International Studies

During the academic year, three student staff members in the Center for Active Learning in International Studies (CALIS) will each work with 25-30 undergraduate volunteers in the Teaching International Relations Program (TIRP) who will be teaching four class sessions at local high schools. With CIBER support, CALIS and TIRP received national recognition through the Center's runner up award in the Goldman Sachs Foundation Prizes for Excellence in

International Education. Among a pool of 100 university programs nominated, USC was selected as one of the top three programs in the United States.

TIRP project topics focus on issues related to commerce, economics, international relations and domestic politics within, or among Pacific Rim nations. The CALIS high school outreach program will provide teacher-training for approximately 200 undergraduates mentored by 25-30 teachers and will serve an additional 2,200 high school students during the next year.

In summer 2006, CIBER supported Teacher Leadership in International Political Economy (IPE). Ten CALIS partner teachers who had participated in the Case Teaching Initiative in spring 2006 were invited to participate as Teacher Associates to develop IPE case-based lessons. Pamela Starr, Analyst for the Eurasia Group, lead a two-day seminar for 28 teachers who continue to be involved in Center programs. Conference session proposals based on this materials development were made for the California Council for the Social Studies (CCSS) annual convention in March 2007. Materials will be made available online via the unrestricted TIRP Activities Database.

CIBER: University of Texas at Austin

Hemispheres Workshops

UT's Hemispheres Summer Teachers' Workshops are collaborative efforts of four UT National Resource Centers (the Theresa Lozano Long Institute of Latin American Studies, the Center for Middle Eastern Studies, the Center for Russian, Eastern European and Eurasian Studies, and the South Asia Institute) and the University of Texas CIBER. These four-day outreach events lead K-12 social studies, geography and language teachers on an exploration of themes in language teaching and area studies.

Business Spanish and Portuguese Materials

The Business Spanish and Business Portuguese materials at the University of Texas at Austin are available for use by K-12 language programs. They include over 500 video clips of interviews with Latin American executives who discuss business and cultural topic. These interviews are available on the Internet for user-friendly, convenient classroom use.

CIBER: University of Washington

The University of Washington CIBER plans three major K-12 initiatives for the 2006-2007 academic year:

Global Business Case Competition – Community Service Project

As part of the annual undergraduate international case competition, the University of Washington has developed a partnership with a local middle school, Hamilton International Middle School. This middle school is the only middle school with an "international" designation by the Seattle School District. It integrates a global perspective throughout its curriculum, has a focus on world languages, and enrolls a diverse student population. Each spring, the 64 students from business schools around the world who are competing in the case competition are placed in middle school classrooms to discuss a global business issue and share information about their countries and cultures. Previous topics have included global trade and transportation, international marketing, and sweatshop labor. Teachers are provided curriculum materials to prepare their classes in advance and for follow-up after the event. These materials are made available to middle school teachers throughout the state through the World Affairs Council

Global Classroom Program and the outreach activities of the University of Washington National Resource Centers.

International Economic Summit

In January 2007, the University of Washington CIBER in partnership with the Washington Council on International Trade and the Federal Reserve Bank of San Francisco will be hosting the first International Economic Summit in Washington. The International Economic Summit is a world trade simulation for high school students. Student teams represent countries and work as economic advisors to improve their country's standard of living through trade. In the months leading up to the day-long negotiation and trade summit, students research the countries and develop a strategic plan. More than 20 teachers were trained in 2005 to be able to guide their students through this learning process in fall 2006. This program is expected to grow not only in student participation but also in partnership support in the coming years as it has done in other states.

World Languages Day

Each spring, the University of Washington hosts 1400 junior and senior high school students from around the State of Washington for World Languages Day. The University of Washington CIBER is a co-sponsor of the program. The program's purpose is to expose future university students to the value and excitement of learning another language. Students have an opportunity to select from more than 75 sessions and to visit 1st year language classes and the language learning center. Undergraduate students from the Certificate of International Studies in Business program volunteer to lead at least one session each year focused on global business.

CIBER: University of Wisconsin

In a continued effort to integrate issues of international trade and economics into Wisconsin's primary and secondary educational system, the Wisconsin CIBER provides a range of globally focused programs and opportunities for K-12 students, educators and administrators.

Wisconsin educators are on the forefront of curriculum internationalization, a fact recognized by the Goldman Sachs Foundation in its recent award to the state of Wisconsin for Excellence in International Education. The state's model academic standards for international education and foreign language education, the global linkages and programs that help educators and students gain direct international experience and the state-level international education curriculum specialist were all cited as reasons why Wisconsin is a pioneer in K-12 global education. The University of Wisconsin CIBER leverages its resources to help further advance K-12 internationalization in the state through innovative courses, workshops and conference for educators and programs for students.

In collaboration with *Economics Wisconsin*, a private, non-profit organization which promotes economics education among K-12 teachers, CIBER sponsors teacher training workshops on topics including *Planned Versus Market Economies*, *Teaching About Trade*, *Foreign Exchange Rates and How They are Set*, *The Benefits and Mechanics of International Trade* and *Should a Developing Country Have Free Trade*.

The Wisconsin CIBER also provides scholarships to help offset expenses for teachers to enroll in globally focused on-line graduate courses on international economics topics. A sampling of recent course topics includes: The Global Economy, Transitions to Market Economies and Financial Markets and Personal Investing.

The University of Wisconsin-Madison CIBER supports statewide conferences on international education. For instance, 550 K-12 and post-secondary educators, curriculum developers and policy-makers attended the second annual Statewide International Education Summit in March 2006. Representatives and leaders from education, business and community sectors gathered together to discuss strategies for developing global literacy's for a new generation of Wisconsin students, teachers and citizens. Together with Gov. Jim Doyle, the state superintendent of public instruction and the Statewide International Education Council, the Wisconsin CIBER plans to co-sponsor future Summits to advance Wisconsin's highly innovative international education curriculum, expand public awareness, promote teacher and student international exchanges and identify resources needed to advance statewide efforts to internationalize education.

The Wisconsin CIBER will also continue to co-sponsor the annual International Education Conference at the University of Wisconsin-Madison. This conference is designed for the professional development of elementary and secondary teachers to learn about and explore the integration of international concepts and issues into the K-12 curriculum. Particularly notable workshops and sessions from recent years include: *Understanding Globalism, Teaching Southeast Asia to all Students, About the U.N., What American Teachers Need to Know about Iraq, Israel, and the Middle Eastern World, Introducing the European Union to the Classroom* and *Bringing Global Health Issues Back into the Classroom*.

Though the CIBER focuses on educator programs and curriculum development, the Center also sponsors the Wisconsin *Economics Challenge*, a high school competition involving international economics, current events and economic policy. In addition to answering written questions individually and in groups, student teams participate in a face-to-face oral competition. Successful students then advance to a regional and national competition.

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1309 East 10th Street
Bloomington, IN 47405-1701
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Purdue University

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Krannert School of Management
403 West State Street
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(765) 496-6779
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San Diego State University

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5500 Campanile Drive, SSE 3375
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Columbia University

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Columbia Business School
212 Uris Hall
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<http://sipa.columbia.edu/cibe.html>

Florida International University

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Florida International University
11200 SW 8th St MARC 240
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George Washington University

GW-CIBER
Duques Hall, Suite 450
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Washington DC 20052
<http://www.business.gwu.edu/CIBER/>

Michigan State University

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Michigan State University
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The Ohio State University

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Fisher College of Business
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Fox School of Business and Management
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1810 North 13th St.
Philadelphia, PA 19122-6083
(215) 204-8191
www.fox.temple.edu/ciber

Texas A&M University

Center for International Business Studies
Mays Business School
Texas A&M University
4116 TAMU
College Station, TX 77843-4116
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University of Colorado at Denver

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Center for International Business Education and Research
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Campus Box 195
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Warrington College of Business Administration
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(352) 392-0157
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University of Illinois

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University of North Carolina at Chapel Hill

Center for International Business Education and Research
University of North Carolina at Chapel Hill
Kenan-Flagler Business School
Kenan Center, CB #3440
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University of California, Los Angeles

Center for International Business Education and Research
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University of Connecticut

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(860) 486-4134
<http://www.business.uconn.edu/internationalprograms>

University of Hawaii at Manoa

Center for International Business Education and Research
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<http://www.business.ku.edu/KUCIBER>

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(734) 936-3917
<http://www.umich.edu/~cibe>

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Penn Lauder CIBER
The Wharton School
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Philadelphia, PA 19104-6330
(215) 898-4642
<http://lauder.wharton.upenn.edu/ciber>

University of Pittsburgh

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Joseph M. Katz Graduate School of Business
339 Mervis Hall
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