Drama for Development Course (AFRI-L400/ 27084) Spring 2014
170 students enrolled. These students are from a wide range of disciplines, and they take this course as a way of satisfying their culture credit requirement.

Global Learning Goals: Students will effectively use the practice of Drama for Development to address issues that humans face in various areas of the world. They will also have a change of attitude from being prejudiced against unfamiliar areas of the world to being accommodating and pursuing understanding of what is unfamiliar.

Global Learning Outcomes: By the end of the semester my students were able to create short films that raise people’s awareness on global values of life as well as what is globally unacceptable in life. They attained this by conducting research on various areas of the world to identify what people value the most in life and then research on the histories, cultures and issues that people in the specially selected areas of the world face. The short films showcased how to address similar problems in different ways that suit people of various cultural backgrounds. The research was conducted individually, but later the students worked in small groups which emulated the communities people exist in. The collaboration required the students to engage in dialogue and communal problem solving. They identified their individual skills and utilized those in their group projects.

World Regions: Africa (as an entry point into the course) Latin America Russia and Eastern Europe

My Personal Reflection
I joined the Internationalization Collaborative Across Bloomington (ICAB) in the fall of 2013 and among my other courses I chose to internationalize my Drama for Development course (AFR-L400), which was all along focused on the use of performance arts to attain development in African countries. I had taught this course every semester since spring 2012, and enrollments were increasing immensely from 52 students in spring 2012 to 157 in fall 2013. I internationalized the course by adding to areas studies, Latin America and Russia and Eastern Europe. In my few semesters teaching the course I had realized that there was a strong urge from me
and my students to include the USA in our use of Drama for Development to address issues, so the opportunity to internationalize the course seemed very timely! I also saw this as an opportunity to aid the students easily eradicate the stereotypes about Africa as they juxtapose the continent with other world regions that had experienced similar challenges to certain limited extents. When focused on Africa I had a tendency to teach the students by lecturing before getting into the practical drama workshops where students started discussing issues. I also gave them much of the information they needed to know about Africa. When I internationalized the course I did not have enough time to research and then take a leading position in teaching about the new regions, so I guided students and assigned them to do research on these areas. They were to research three main topics: the history, culture and challenges the people in the areas face. The results were amazing! The students felt a very strong sense of ownership of their projects rather than something given by their instructor. Previously, students had had a sense of ownership of their small performance projects only, but now they are rewarded by seeing their own findings, and they feel empowered as they report what they have found in their research. The films are a great success because students get the opportunity to stretch their potential in a field that is outside their primary fields of study. It has been my custom to give students pre-class and post-class tests to help the students and me too, to identify what they have benefitted from taking this class. Now with my internationalized course I am expanding the questions to go beyond Africa, and be more global by using the GPI surveys provided by the Center for the Study of Global Change through ICAB. One major difference in the way I now conduct the class is the connection between global goals, learning outcomes and assessment. This connection assists me in my selection of course content and the forms of assessment. The whole teaching and learning process is now geared towards according the students global awareness rather than just additional knowledge, and this point relates to my next point, which is how participating in ICAB has changed my teaching style.

**How My Participation Changed my Teaching:**
From the onset, when as participants we learnt about the connection of global goals, learning outcomes and assessment, I realized that I needed to make this same connection with all my other courses. I have also realized that it will help my students learn more and better if I assign them more work where they would have some work that requires them to be the ones who go out there to research on what I as an instructor have not even taught them. I have tried this instantly with my other courses, such as the Southern African Cultures of Song and Dance. I have seen students get excited in researching about types of dances beyond the ones in the syllabus as well as researching on Southern African artists of their choice. I see this exercise as a way of enriching my courses in a way that exceeds what I can ever provide, regardless of this being my area of specialization. My scope is being broadened in terms of how I think of drama for development now that I have areas which do not necessarily appreciate the same performance arts as African countries do. Now I see how it is imperative to teach through an international lens in all the courses I teach. Now histories, cultures, politics, economics and art, to name a few, are concepts that I cannot ignore as I approach with a global perspective. Now, together with my students we need to ask questions such as these: Who are these people? What is their past? What have they experienced? What do they like? What is their core culture like? Who have they interacted with? How are they empowered? How are they demoralized? What are their challenges? What cause these challenges? What other underlying factors are there to consider before
doing much work in this area? The questions are unlimited and they vary from one area to another. It is exciting to see my students begin to open up and they identify their own cultures with some of the cultures in the areas they are studying. For instance, some students in my class mentioned that food is treated in special way in different cultures, which makes it an art and even a celebration that goes beyond the filling up of stomachs, so how people serve and eat matters in some cultures. One group having done a play and a short film based on social class in Cuba, mentioned that in most cultures, including the USA, social class is prevalent and needs to be continually challenged with broadmindedness. I have shared some of these short films in my IU BOX.

Challenges
My internationalized course has proven to be a success, but I still have many challenges that include time, and resources. The eight weeks accorded to this class is not enough to teach this course and do justice to it. I tend to race through everything, which in turn undermines the whole goal. These goals can be attained fully if this course can be a full semester course where students work and get full feedback to be followed by more work. Currently, this is not the case. The student’s number is high and this course could be a success as an online or hybrid course, where the scope could be broadened and the students could only have encounter with the instructor for selected topics. The students’ group projects could also work better with the students taking full charge of their schedules.

Projections
Taking into consideration that most of my students are of Asian background, I would like to include Asia areas to make the learning process more meaningful as the students would get the opportunity to reflect as they learn. I also plan to apply for an upgrade of this course to a full semester one or a hybrid or full online one. Thank you.