

Activities

- Classroom lecture and small group discussion
- Team-building exercises: service learning projects, social activities
- Field interviews of community leaders
- Collection of secondary data on community demography, well-being, social/natural/human capital, etc.
- Community dinners
- Field trips to ranches, farms, schools, community centers
- Development of class website with summary reports, interview videos, photos, etc.

Modules

- **Module 1: Foundations of Rural Resilience**
- **Module 2: Rural Oregon Case Study**
- **Module 3: Rural Japan Case Study**
- **Module 4: Synthesis**

Module 1 PBL in US: week1

- Introduction to the class: learning objectives, course logistics, team organization
- Theoretical foundation: cultural literacy, rural communities, globalization, resilience theory
- Introduction to rural America: history, culture, demography
- Team building exercises, social activities
- Preparing questionnaires for field work
- Course project, website development
- Short Field trip(s) to rural communities near Corvallis (Philomath, Alsea, Newport, Vernonia) Through this field trips, students should acquire analytical perspectives for understand the positioning of Wallowa County.

Module 2 PBL In US Week2

Field work in Wallowa county

- Contemporary life in a remote, rural community in the Western US
- Demographics of rural America: aging populations, outmigration of youth, amenity migrants, rural poverty
- Ethnic and cultural diversity in rural America: the Nez Perce Homeland Project, Maxville Heritage Project In Native American Reservation
- Contemporary conservation issues: wolves, cattle, and ranchers; public forest health, salmon
- The role of community non-profit organizations in community well-being: Wallowa Resources
- Rural development innovations and challenges: mini hydro, bioenergy, solar and wind power, ecotourism
- An exam
- Group presentation
- Exit interview

Module 3 PBL in Japan week3

- Field trip in Akita prefecture
- Demographics of rural Japan: aging populations, outmigration of youth, amenity migrants, rural poverty
- Agriculture in Akita
- The role of community non-profit organizations and local government in community well-being
- Fieldwork in Akata and Tenjin communities in Yurihonjo city

Module 4 PBL in Japan week4

Synthesis

- Group presentation
- Preparing final presentation
- An exam
- Exit interview

Lesson: Seek Balance



- Theoretical/Applied
- Structured/Unstructured
- Teacher-directed/Student-directed
- Work/Play

Lesson: Manage Time

- Reading
- Synthesis
- Project development
- R & R



Lesson: Recognize Tradeoffs

- Breadth/depth
- Structured/free
- Content/process



Lesson: Adapt to Divergent Learning Styles



Institutional Context

- Critical question:
 - How is cross cultural experiential learning positioned within the university?

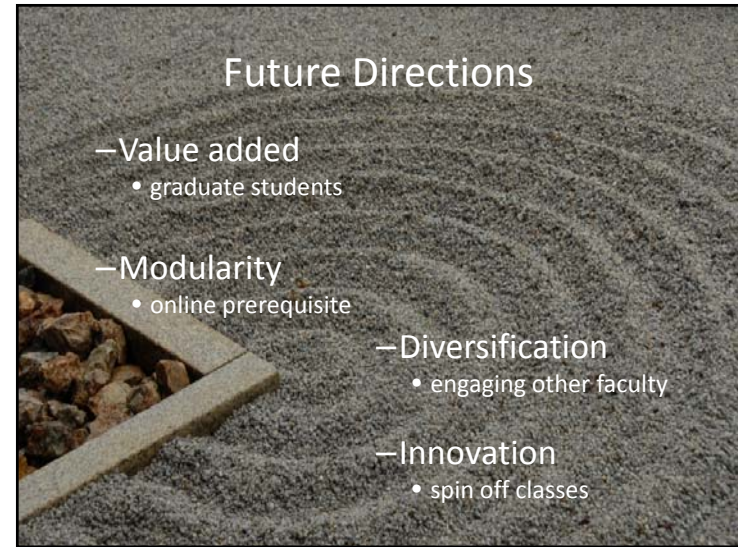
Institutional Context

- Student perspective:
 - Affordability
 - Timeliness
- Faculty perspective:
 - Merit
 - Time



Institutional Context

- University perspective:
 - Scale
 - Ownership
- Community perspective:
 - Sustained, meaningful collaborations



Future Directions

- Value added
 - graduate students
- Modularity
 - online prerequisite
- Diversification
 - engaging other faculty
- Innovation
 - spin off classes