A Hypothetical Business Plan Highlighting Approaches to International and Trans-cultural Education

Michael E. Jones
Indiana University

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Seldom does a day pass without hearing some form of an idiom expressing how small the world has become. The word globalization rolls fluidly off our tongues and Americans are bombarded by news from countries inhabited by people with customs and beliefs with which they have no prior knowledge. It is evident that the need for learning of other people and their ways are essential—not to change or convert them—but to understand and help them provide for their own needs. This requires consideration for the context of “the other” and working to bring out the ability of “the other” to experience the world on their terms and change at their pace.

Learning a second language is a first measure in understanding others; however it does not guarantee an intimate knowledge of another culture. Language and culture are inextricably linked and any attempt to learn one without the other is perhaps akin to learning to read, but not to write. Many of the modern language schools have begun to include cultural components in their language classes. These components are usually very superficial, mere tips of the cultural iceberg (Weaver, 1998) that are vaster and deeper than one can view. In general, Americans and to some extent Europeans, assume cultural similarity (Stewart & Bennett, 1991) and fail to recognize the deeper, more significant part of cultures as it is usually hidden and resides in culturally embedded patterns. The patterns are generally conditioned responses, beliefs, values, and preferences hinged to unique world views peculiar to that particular region of the world. For instance, it does little good for a language learner to know when to greet people appropriately with words and a wai in Thailand until they know the context of what, when, and why to act or speak in a particular manner.
The hypothetical business plan presented here was born with the development of Korean language software that took into account the cultural context of learning terms—in this case, terms related to the concept of *ch’on*, a family measure that is at the very heart of the language and is not very distant from any interaction in a Korean context. The software had good results with learners and was appreciated by instructors at Indiana University. Instructors had always taught the *ch’on* terms, the cultural significance, and how to count *ch’on* separately, but students had had trouble learning the three aspects separately. The learners who did try the software session on only one occasion were able to learn all three aspects at once. This went a long way to proving the hypothesis that combining language learning and culture make for easier comprehension.

The development of this business plan was a personal challenge in an attempt to deal with the reality of the software market. Very few software programs make a significant dent in the market (M. Sullivan, interview, November 20, 2001) and finding a company to market it brings up other problems. A prospective company would likely want to create a series of similar software in other more “popular” languages. This could be possible, but it would require a time-intensive development process of understanding the cultural context and the creation of relevant materials and curriculum. This process was contrary to what makes the software successful in the first place—a need identified and answered by the users within their own familiar context.

Given that the software market requires a much broader product developed with a trim budget allotted for resource costs, the product the market would want is likely not to be the same as what the publisher could afford to produce. The work required for me to create these sorts of software would have been intensive, making this a prohibitive endeavor. However, looking wider at the need of language instructors and educators, in general, there is a great need for professional development. This is a learning event where software could be distributed as part of the training. But, again, the software would become an imposition and pre-packaged answer without the benefit of context. The realization is only obvious to the most ardent development advocate—partnering the ideas of creating culturally-contextual software, professional development in regional forums, and enabling the designers of the software to address the needs and embedded knowledge found within the participating regions.
This is exactly what the basis for the business plan became, along with attempts to answer development questions of creating contextually relevant educational materials and facilitating collaborative learning opportunities across trans-cultural boundaries. To be sure, it is an investment in my interests and my imbedded knowledge.

EXECUTIVE SUMMARY

Objective

Cultural Consistencies Ltd. (CCL) is a subsidiary of Dancing Bear by Design, a learning materials developer firm. CCL is a company that has developed a unique, effective approach to instruction and learning that has been called Dedicated Instruction (DI). The company has developed this approach to instruction and learning to emphasize the previously neglected integration of communication, collaboration, context, and culture in learning forums. DI has the potential to evoke culturally relevant curricula and materials designed by the clients themselves. The conceptual framework for DI is similar to situated learning in that both approaches emphasize technology-based instruction in problem solving and, most importantly, learning in contextually relevant situations as defined by educators such as Lave (Kearsley, 2001). The DI approach enlarges this vision in that curricula and materials have multiple shared elements that have been applied across many regions and cultures. CCL believes that the emphasis on global information with related technologies necessitates access to new means of creating and managing knowledge, just as the complexity of our social systems expands exponentially. Learning implicitly demands that we now consider how meaning is to be constructed when the contexts have multiplied a thousand-fold with every new access to the world wide web of knowledge.

CCL has dedicated its services to this new world forum of knowledge and meaning making by developing systematic learning networks in regions that span across the USA, Southeast Asia, and Europe. It is the intention of the CCL to actively attempt to engage these regions to interact and create the sorts of knowledge that befits the future of a world community that is composed of distinct cultural contexts that foster a shared understanding with shared spaces that allow for significant innovations in human development (Schrage, 1997). One feature that
CCL is developing refers to a “barefoot” approach. This name is derived from the reference to the “barefoot doctor” movement in Maoist China during the mid-1950s. The movement was an attempt to provide medical health to villages that had no access to doctors or public health facilities. (Berg, 2000) In the same way, CCL looks to provide “instructional health” to those who either have no access to appropriate learning situations or institutions.

Technology is another key feature of CCL—technology representing both the knowledge and the machinery that compose this age’s tools of development. Modern technologies have stimulated a host of expectations, dreams, and potential applications for social change. However, the unfulfilled promise of technology is driving software and technology businesses out of the field (M. Sullivan, interview, November 20, 2001). CCL believes that human development with a focus that merges technology and human interactions will create enough value (Schrage, 1997) to meet both the technological expectations and educational needs of the community. CCL looks to create an opportunity to place technology in the middle of the design of concrete solutions to relevant problems defined by those at the “epicenter” of the problem. This is in contrast to the “parachuting” of mechanical technology, along with imposing concepts and solutions as is the usual pattern of Western methodology.

In addition, CCL stresses collaborative processes with a heavy emphasis on developing intra-cultural, trans-cultural, and trans-continental relationships. Distance is not to be thought of as a limitation and communication media will serve as a means to promote the creation of value through competence and innovation. As Michael Schrage (1995) suggests, “Collaboration can occur by mail, over phone lines, and in person. But the true medium of collaboration is other people. Real innovation comes from this social matrix. And if the nature of our interactions is more important than accelerations in the delivery and increases in the quantity of information, then management of relationships should supplant the management of information as the source of real innovation, increased productivity, and new value in enterprises” (1995).

Products and Services
CCL specializes in collaborating in the design of instruction, the distribution of learning software that supports its vision of distribution of software and Knowledge Modules, facilitated through the development of region-based instructional forums in the USA, Southeast Asia, and Europe. Agendas for the forums provides for the development of custom designed programs for both businesses and school institutions. CCL’s services are unique in that they emphasize collaborative design approaches to learning and problem-solving (Smith, 2000); the use of new technologies and software; how to apply them in multiple contexts, for multiple purposes; and encourage successful outcomes which may be considered unorthodox. CCL defines technology in a very wide sort of way that includes: mechanical and digital tools, instructional methods, knowledge creation and management, and wisdom mining. CCL would facilitate the forum’s process of sorting knowledge from beliefs and the discovery of embedded patterns that could be both inhibitors of learning and potential scaffolding mechanisms to larger contexts of learning.

A sample of possible needs and proposed training in information and instructional technology in education (at college level) is found in the chart below. It is to be noted that each country in the region may have similar needs; however, the country cultural context defines very different approaches, scope, emphasis, and even fields of studies. For example, age and gender are issues in different contexts—in Lao P.D.R., women are often as well educated as men, whereas in Cambodia at the present moment, it is generally men who are educated. The same for South and North Vietnam—both have a high proportion of educated women, but North Vietnam has an older generation of skilled instructors and workers, while the South has a high proportion of youth in the work force. Agriculture and business are usually at odds because agricultural services cannot offer the allure and money of businesses. Transnational companies often lure skilled workers with offers of large salaries that public institutions cannot match and “brain drain” is a frequent dilemma for colleges, universities, and government agencies. So, although countries within a small region may have similar development needs, they each have individual needs based on a number of factors and different contexts. These are the sorts of decisions that the regional focus groups would address and determine strategies to deal with the specific scope of needs.
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>SKILL NEED (IT &amp; Education)</th>
<th>PROPOSED TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>Materials development, appropriate use of technology and media</td>
<td>Instructional Design Media Production Publishing Skills</td>
</tr>
<tr>
<td>Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Vietnam</td>
<td>Technology/media training; materials development; networking skills; team building; collaborative approaches.</td>
<td>Foundations in Networking Instructional Design Media Production Capacity building - teachers</td>
</tr>
<tr>
<td>South Vietnam</td>
<td>Technology/media training; networking skills; team building; collaborative approaches.</td>
<td>Foundations in Networking Instructional Design Media Production</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Communication strategies; team building; teacher skills; technology and media training; materials development.</td>
<td>Teacher Training Instructional Design Media Production Group Work Skills Foundations in Networking</td>
</tr>
<tr>
<td>Laos</td>
<td>Communication strategies; team building; teacher skills; technology and media training; materials development.</td>
<td>Teacher Training Instructional Design Media Production Foundations in Networking</td>
</tr>
</tbody>
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The nucleus of CCL’s objective is to address the need of creating global knowledge foundations that are shared across cultural boundaries. Knowledge Modules (KM) are to be compared with Learning Objects in that they are composites of:

- lessons learned in the various regions;
- conditioning and habitual references found in communities and schools;
- cultural patterns;
- learner and instructor cultural profiles;
• successful approaches to instructing and learning;
• media preferences;
• culturally defined patterns of thinking and expressing;
• historical patterns that might relate to thought patterns and cultural descriptions of appropriate behavior;
• past educational prescriptions with evaluation and analysis of results;
• details of general regional curriculum strengths and weaknesses;
• valuable lesson plans;
• future regional economic and social indicators and trends, political variables, and material needs and aspirations of the various strata of a given culture.

The KM will be constructed at the regional forums and will be updated at each new annual meeting. Identifying KM is an on-going process within the community and individuals. The KM is the foundation of CCL’s work in designing the forums and educational materials development process. These are utilized to not only provide materials for the design of instruction, but as assessment devices for surveying other needs, and to be the raw material for initiating interaction and collaboration trans-culturally.

Software Example

A sample from software that was developed out of a regional forum to address trans-cultural instructional issues is found below (see appendix for other screen shots). This software is an example of the Dedicated Instruction that is at the heart of CCL. It emphasizes trans-cultural issues such as educators passing back and forth between regional, national, or continental cultural boundaries and encountering philosophical and social ambiguities; approaches to learning from a contextual reference; and the utilization of technology and software to approach problems in a new manner. It utilized the forum as a means for the participants to contribute to the design of appropriate instruction for their region and potentially, trans-culturally, at another region’s forum.

Learning a language necessitates cultural context and knowing when to speak or act appropriately in any given context. Simply giving a language learner an additional list of rules in which to define the appropriate form of respect and “good manners” for a set of cultural roles
obviously is not sufficient when a learner enters a multitude of contexts. CCL’s approach is not to prescribe a generalized rule that has no context, but intends to reveal embedded knowledge and define the various contexts where action, thought, and words are used appropriately.

**A Ch’on Family Measure (5 Ch’on)**

This instruction was a collaborative effort that utilized the clients as designers. This learning software was intended to assist learners in understanding the concept of ch’on, a Korean kinship distance measure, through the creation of a self-study educational module. Ch’on is a concept with a deep intrinsic value to the Korean culture and takes on greater significance within different contexts. This concept is not an isolated one that can be easily classified and it is virtually impossible to give a clear classification of the features that define its fundamental characteristics. It renders itself to contextual analogy, or in this case, stories in a cultural setting where new instances are like nodes in a network. Therefore, the focus of the instruction concentrates on four relevant conceptual areas: ancestor worship, the extended family (family tree, terms), social community (decorum, manners), and a legal aspect of ch’on.
The learners define the approach through the immersion into a series of contexts designed to situate the learner in a “virtual culture.” Through this software, students are expected to: memorize and understand the Korean kinship measure and its related terminology; express in written and oral form appropriate behaviors according to *ch’on*; express in written and oral form the concept of *ch’on* in the context of four related cultural elements; draw their own family tree and label the relationships according to Korean *ch’on* terms; and draw a concept map of the material presented in the module. Students are expected to accomplish these tasks using three working formats: individually, collaboratively, and as a team.

The software provides appropriate multimedia to assist the learner in their tasks: sound samples for correct pronunciation of *ch’on*-related words, cultural context that gives indicators of what behavior is expected in different contexts; genealogical trees with identities and marked *ch’on* references; defined character roles; concept maps to provide mental images of the relationships; and Korean photographs to fill in the learner’s mental images of the concept. In one study, non-Korean learners who used the software showed a high-level of knowledge and appropriate behavior comparable to Korean-Americans exposed to the concepts from an early age.

**THE COMPANY**

*Management*

CCL is a limited partnership managed by a consortium of collaborators with an interest and expertise in collaboration, innovation, learning models, and human development. CCL brings to the management a wide range of skills and competencies that have been tempered in an array of cultures and contexts and represent a facility for reconciliation of contradiction. Management believes that the development of educational opportunities for those least attended to in society will be given an opportunity and representation to design relevant community knowledge repositories through the support provided by CCL. CCL provides an outlook of how small communities will relate to large, cosmopolitan learning centers, and perhaps, how the past will meet the future in a generous and meaningful way.

*Strengths*
CCL has the strength of being visionary, innovative, technologically competent, and having a focus towards appropriate solutions to knowledge and instructional needs. These strengths are exemplified by successful trans-cultural instructional material and software development; regional, national, and international program development, management, and evaluation; and Southeast Asia regional institutional networking. CCL has experienced executives who guide the process that advocates new ways of thinking about and approaching problems related to imbedded knowledge and collaboration. CCL staff has cross-cultural communication skills, competency in human development issues, and clarity of vision for assessing needs and reframing them into multi-related solutions.

**Weaknesses**

Although CCL is altruistic in nature, they will have to either translate some of their knowledge into business competence, or face the possibility of watering down their vision to accommodate the competitive world. There is an assumption that the visionaries within CCL have the business acumen to develop the company according to well-grounded business concepts without sacrificing the core intentions to operate with integrity and compassion. It is imperative for CCL to locate sufficient financial and political support to engage in the type of regional activities envisioned. It may be that the work becomes so immense that CCL will have to grow too large quickly, thereby being in a position whereby staff will create their own vision, possibly their own consultancy firm. This scenario could be viewed as ideal, however, if CCL can maintain the collaborative framework essential for their successful operation.

**Goals**

The major goals for CCL are to create networks of institutions and companies at local, regional, and international levels. It is intended that there will be the establishment of trans-cultural focus points for regional networks for the purpose of creating interactive relationships between national and international regions. These networks and relationships are intended to define common needs and potential solutions, hence, common goals. These goals are expected to produce the valued elements and meanings that address human development needs.
Development solutions could range from:

• Developing “barefoot” distance education programs for rural farming communities in Southeast Asia. For example, programs would address:
  o sustainable farming practices;
  o women’s skill development;
  o envisioning better community livelihoods;
  o water management;
  o advanced small and large animal husbandry;
  o aquaculture and building fish ponds;
  o small business planning and development;
  o appropriate technology training.

• Linking regional universities to rural communities through the development of community learning tools. For example, some rural community tasks would be to:
  o establish agreed upon communication and learning symbols;
  o agree on central resource center;
  o develop regional support agents—extension, medical, entrepreneurial;
  o train “barefoot” educators;
  o involve government—local and national—in development commitments;
  o select representatives to develop regional agendas.

• Linking international institutions trans-continentally in order to examine trans-cultural issues of learning and instruction. Examples of initial tasks include:
  o develop collaborative research agendas;
  o search for relevant collaborating institutions;
  o search for relevant grants;
  o link Comparative Education departments across regions;
  o determine common interests and issues;
  o define resources, strengths, and research agendas across regions.
Regional technical and agricultural institutions such as the Asian Institute of Technology in Thailand have some programs that are intended to address rural development issues, but they have failed to break out of the academic institutional approach to be truly innovative. UNESCO has also proposed “Community Learning Centres” (UNESCO, 2001), but these policies and frameworks need widespread implementation. The Food and Agriculture Organization (FAO, 2001) has adopted policies that would “expand access to education and promote life-long education and skills for life in a rural environment; improve the quality of education by supporting participatory curriculum development and teacher training to respond to rural development needs and farmers' demands; strengthen institutional capacity in planning and managing for rural development by adopting a systemic approach to education for rural development that addresses all levels of education; and providing technical assistance for training of policy-makers and managers of education for rural development” (FAO, 2001). While these are admirable policies, FAO usually looks for institutions or organizations to relay its policies to actions and many organizations are stifled by a host of bureaucracies. CCL could very well apply for contracts with any of these institutions to implement their policies through CCL collaborative approaches.

CCL intends to realize the achievement of their goals by developing regional focus groups to determine contextual needs. Advocacy would be furthered via human development training sessions, first in a US context. Training would be offered in two contexts: technology to be used by human development instructors chosen by regional focus representatives, and in the context of larger focus forums to promote wider participation in representing local educational interests. At these training sessions, specially selected and/or developed software will be given as part of the initial technological training, and subsequent training will have focus groups initiate development of software prototypes based on their particular needs. The sessions will be sequenced to provide reflective cultural and community analysis, recognizing patterns/cultural consistencies (textures), networking/collaborating skills, innovation sessions, and application training. Planning and developing specific collaborative groups and goals are essential elements of the sessions. Within the collaborative groups, tasks will be identified, as will roles and functions, and defined media to create the platform to realize the goal.
Hindrances and Possible Scenarios

Goals may be hindered should social or political events become unstable or disruptive. Technological changes will be welcomed as part of the “tool chest” available for working on the construction of understanding and meaning in the context of a region’s need. Funding and learning the new technology are complications in the region’s human development efforts, but are seen as elements to be addressed by CCL as part of their on-going relationship with the regions. A possible approach may be that the community focus groups provide: forecasts of technical needs and use within the region; ample research issues and data; usability testing for products, etc. CCL must address this by making the network of regional and international focus groups share mutually beneficial resources.

Financial Goals

CCL’s five-year goal is to identify national and international focus groups; develop dialog with Education Ministries in Southeast Asia; advise and collaborate with Southeast Asian regional universities on educational projects; develop a collection of “knowing modules” and learning software; develop distribution agreements with software developers; develop a professional development tour to conduct Dedicated Instruction in at least four national regions; develop a template for developing a “barefoot distance education” approach; and find potential sponsors. It is expected that CCL will earn a substantial income from Dedicated Instruction and receive “in-kind” revenues. It is expected that CCL will develop contracts to organize regional (in USA and SE Asia) quarterly workshops.

Ideally, CCL will seek to raise one to five million dollars of investment through government grants. As an option, CCL would consider bringing in equity investment from investors compatible with the CCL growth plan, philosophy, and vision, in return for some equity ownership. Funding will be used to set up regional forums, to establish a development training tour, to purchase specified software as part of the training package, and to hire local staff to handle administrative, implementation, and materials development duties in Europe and Southeast Asia.
If and when the time for outside investors comes, CCL will want compatible investors or no investors at all. Compatibility in this case means: 1.) A fundamental respect for cross-cultural communication concepts, “barefoot” learning, collaboration, and “Dedicated Instruction” in order to provide innovative, appropriate, and sustainable instructional systems; 2.) Respect for realistic forecasts, and conservative cash flow and financial management; 3.) Cash flow as first priority, growth second, profits third; 4.) Willingness to follow the company carefully and contribute valuable input to strategy and implementation decisions. Of these, only the last two are flexible. They will want to establish a mechanism for future employees to acquire fair stock options that can become valuable as the company grows.

**The Industry**

*Competition and Market*

Currently, there is no competition for the types of services CCL provides. There are numerous instructional, cross-cultural, entrepreneurial, and instructional material experts; however, no company has bundled these elements together and made them into a full-service “barefoot learning institution.” CCL has the advantage over large consultant companies in that the client partakes in the design of their own solution to problems that do not always conform to educational theory or the quick “rules of thumb” which language programs and businesses often seek. Clients recognize their own context and its relation to other contexts, while learning how to apply concepts in their particular context.

The software industry is not a very lively market and typically, only the best game software has good sales performance (M. Sullivan, interview, November 20, 2001). If CCL depends for a large part of its income from software sales, the company faces an uphill battle. Even if CCL enters in distribution agreements with other software distributors, sales could prove to be low. There is a market, however, for inter-/trans-cultural issues, particularly after the events of September 11, 2001. Institutions are now trying to understand how other cultures could misunderstand the good that Americans see in their own culture. Instructors want to know how to instruct learners in cultural issues and provide relevant materials to their learners. There are also many institutions and companies seeking strategies to deal with these issues as
they have international operations, but have never given much thought to the cultural complexities of living, learning, and doing business across cultural boundaries. Another potentially lucrative market is professional development. There is a trend towards professional development, and a particular area that is of interest to many is in technology training and application as a “solution tool.” Through CCL’s DI approach, regions and institutions will be trained in how to envision their needs and develop their curriculum and materials. They will not be given pre-established solutions, but they will be part of the process of applying appropriate solutions to their context.

Educational “industry” news is primarily passed along in a few publications: *Education Week, Educational Leadership,* and *American School Board.* These would be good indicators of funding, topics, and trends in the American educational field. For corporate institutions, resources are much broader and one would need to research corporations involved in trans-cultural issues. A number of leading experts in the field could offer direction, i.e., Fons Trompenaars, Charles Hampden-Turner, Yiannis Gabriel, Ikjiro Nonaka, Michael Polanyi, et. al. The corporate world is trying to grapple with “knowledge management,” but is approaching the topic with the “mind as computer” metaphor. This is a limiting notion and will not lead to significant management of people, let alone knowledge.

**Target Market and Characteristics**

CCL’s target market is any company or educational institution that has an interest in knowledge management, trans-cultural relations, “Dedicated Instruction,” conflict resolution, language and communication issues, and the creation of regional and/or international collaborative networks, i.e., Sun Microsystems with their interest in cross-cultural web problems. The services of CCL will satisfy the institutions’ need to re-evaluate how they define and approach knowledge “management” or interpretation of trans-cultural issues. Institutions that need professional development in the form of technical training and creation of goal-oriented collaborations to transform educational environments would be prime targets for CCL’s services.

Institutions will be found in the USA and initially, Southeast Asia. The institutions in Southeast Asia will be represented by proponents of instructional and community development, ministry officials, and
technology executives who are interested in incorporating technology and learning into trans-cultural processes. They will be keen to the idea of collaboration, well connected to the mechanisms and processes of change within their field, able to develop some sort of working relationship with a variety of people in their field, know the issues in need of development, and remain committed to the idea of fostering appropriate approaches to problems.

**Market Strategy**

The potential of this market is unlimited in that there are currently no companies addressing the issue of how to create culturally complex knowledge and global matrices of understanding and knowledge platforms. An example is the creation of Knowledge Modules that have multiple iterations addressing issues such as embedded knowledge and patterns, cultural relevance, learning styles, educational goals from an institutional and a learner’s perspective, media and software approaches—modules that would fit into curricula across any number of platforms or contexts. Representatives from the regional focus groups (US, Southeast Asia, and Europe) will design these modules in whole or in part as prototypes with further refinement performed by the instructors at their region’s district levels. The modules are conceived to be trans-cultural collaborations containing shared knowledge that is modified to be regionally relevant, yet have enough in common to be the basis for further international collaborations.

The majority of companies and institutions are applying old, outdated approaches that do not require application of complexities, i.e., cultural lore, contexts, integrated learning approaches, meaning-making, constructivist relationship-building, global concept mapping, etc. They often apply popular, mass-marketed curriculum items or learning approaches from outside their culture only because famed authorities advocate a process or tool. Frequently, the adoption is a misfit with the needs of the institution, and results are mixed. The strategy of CCL is to market to regions as opposed to individual institutions or companies and to apply culturally relevant approaches. It is reasoned that the sooner collaborative networks are formed, the quicker new paradigms will arise. Building consensus among individual institutions or companies will likely achieve only the preservation of status quo power networks and marketing of partially realized potential.
It is envisioned that CCL will have as its audience institutions that are faced with trans-cultural issues, i.e., issues related to people of various cultures crossing over cultural boundaries acting as “knowledge miners,” cross-cultural explorers, and global educators and business people. CCL expects to create loyalty by the mere fact that institutions and companies will be investing in their own innovations that address their own trans-cultural needs as envisioned by themselves. Investing in CCL is an investment in the growth of one’s own context to interact among other contexts that creates a greater value than that which could be developed in isolation. CCL will also look to establish associations with institutions that seek to and share global knowledge. In this age of global interactions, it is not difficult to envision institutions seeking a company that can put them at the center of a worldwide network of knowledge.

**Risks and Rewards**

Educational consumers are still not comfortable with technology in the classroom. The need for training in how to be innovative and how to use tools—regardless of what they are—are not taught. Institutions need training to learn how to act collaboratively, innovatively, and to apply solutions that reach beyond known cultural barriers, whether local or regional. Educational budgets and funding are being reduced, and technology budgets are among the first to go in times of recession, with professional development a little further down (Sullivan, 2001). Institutions are also reluctant to add what they perceive to be unnecessary or frivolous courses to the curriculum. CCL offers an opportunity for learning the sort of knowledge that will propel individuals into the future—a future that will require new responses to old problems. It will be the skills CCL offers that will be essential in learning environments, because CCL depends on the institutions to identify and address the issues. This drive may gain more needed focus and momentum in SE Asia to address some of the issues preventing regional and national progress and development.

The key technologies offered by CCL are trans-cultural communication strategies, creative learning development, innovative educational material design, and collaborative approaches that allow the client to be part of the design process (Schrage, 2001). CCL will deploy strategies that rely heavily on collaborative client relationships, creating “knowing modules,” developing strategies that are sustainable and
appropriate for their context, utilizing focus groups in international and American settings, and developing team approaches with other software developers and educational experts. It is the philosophy of CCL that these sorts of emphases will turn problems into potential opportunities. The rewards of a wide expanse of collaborators and potential resources are very much worth the investment in the services of CCL.

REFERENCES


Appendix 1

Note: The original screen shots are color, for further information please contact me at: mejones@indiana.edu

This is the opening scenario that introduces the main protagonist, Larry (Dong Il-Kim),
and the story line that will provide a background for learning about ch’on.

Every name highlighted in blue is clickable and brings up a screen. The screen defines the relationship of the clicked character to Larry in both Korean and English. There is a radio
button that provides a pronunciation in Korean of the *ch’on* relationship. There is also a family tree that helps the learner count *ch’on*.

The family tree details the protagonist’s family, measured through male lineage, as is the custom of Korean kinship. All *ch’on* measurements are in relation to Larry and
Each count of ch’on is counted by spans from son to father and are marked red. This device will help the learner count ch’on correctly and determine whether someone is a relative.

There needs to be some context to determine when an action related to the concept of ch’on is appropriate. In each story, cultural context is provided so that the learner will...
learn from the mistakes of the protagonist and gain from the knowledge of the native-Koreans.