

## **A Teaching Assignment at Universidad Veracruzana, Mexico: A Success Story**

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Xalapa, the capital of the state of Veracruz, is a beautiful provincial city, nested in the Sierra Madre. It is the center of a rich coffee growing region and of a rain forest area, and the siege of the Universidad Veracruzana (UV). Xalapa, with its cobbled stoned streets meandering up and down the hills, carrying myriads of students, with their contagious laughter and joy reminds me of another hilly “college town”: Santiago de Compostela, in Spain, where also I had an extraordinary teaching experience.

In Xalapa, I recently conducted six weeks of seminars dealing with learning about:

1. the use of certain computer based simulation programs for instruction and research
2. how to use Minitab and GPSS software
3. techniques to support distance education programs
4. video conference seminars for use in extension sites
5. working in teams to complete contextual projects

At the end of every workshop, colleagues submitted final projects that discussed:

- (1) reasons for introducing new technology and pedagogical methodology in their curriculum,
- (2) causes and nature of the problems driving their decision,
- (3) specific methodologies and technologies to be introduced (and how),
- (4) ways these technology and pedagogical innovations are measured,
- (5) how to integrate technology infusion into the existing system.

All projects were critiqued both by faculty colleagues and myself. Workshop credit required 80% or more of attendance, plus the final project presentation.

Week	School	Topic	Length (days)	Passed Course
First	Statistics	Minitab-Ed	5	15
Second	Statistics	GPSS-Ed	5	38
Third/Fourth	Education	Ed. Methods	10	15
Fifth	Xalapa	Ed. Methods	5	28
Fifth	Veracruz	Ed. Methods	5	10
Fifth	Orizaba	Ed. Methods	5	11
Fifth	Poza Rica	Ed. Methods	5	21
Fifth	Coatzacoalcos	Ed. Methods	5	11
Fifth	Total DL Course	Ed. Methods	5	81
All Five Weeks	Overall Total	All Methods	25	159

Another important goal was to start a summer exchange program for undergraduates. At this time, an NSF proposal has been submitted to their REU program, to support it.

In addition, we gave the following talks:

1. Design and Evaluation of Ecosystems via Simulation, and its Economic Consequences.
2. Minitab and Pizza: an example of Research Project in Statistical Education.
3. An Experiment to Evaluate the Effects of Student Flexibility in SUNY
4. Design and Optimization of Ecosystems via Simulation
5. Inaugural Keynote Address for the Masters Program in Applied Statistics: Statistical Education.

During our stay in Xalapa we lived in a Mexican home, used to accommodate foreign, long-term, visiting professors, thus participating in the daily lifestyle of our colleagues.

Finally, during our Fulbright stage, a total of 159 Mexican faculty and students were trained. If each one teaches for only ten years, only six courses per year. And, if in each course there are only 30 students, this Grant will have benefited, one way or another, more than a quarter of a million students over the life of these workshops participants.