

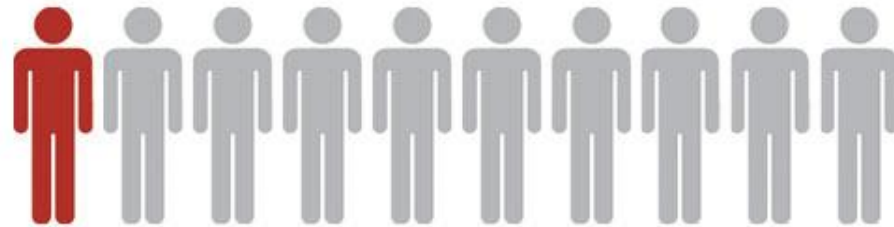


Teaching Beyond the Walls:

Connecting Classrooms via Virtual Exchange

Education Abroad Numbers Nationally

UNDERGRADUATE PARTICIPATION IN U.S. STUDY ABROAD



1 in 10 U.S. undergraduates studies abroad before graduating.

Open Doors is conducted by the Institute of International Education
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of the U.S. Department of State. **Online at: www.iie.org/opendoors**

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What is Virtual Exchange?

Virtual exchanges are technology-enabled, sustained, people-to-people education programs...Employing a wide variety of platforms and educational pedagogy, virtual exchanges teach participants 21st century skills that prepare them to more effectively deal with difference and to collaborate and communicate across cultures, thereby enhancing global peace and prosperity. --Virtual Exchange Coalition



IEARN-USA

International Education and Resource Network



What is COIL?

The Collaborative Online International Learning (COIL) Method

The term “collaborative online international learning” combines the four essential dimensions of real virtual mobility: It is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process. (de Wit 2013)

COIL is NOT...

- A substitute for traditional study abroad
- A MOOC
- A curriculum
- Teleconferencing
- A technology platform
- Software

But it IS...

- Collaborative teaching using online communication that involves two+ cultures
- Designed in such a way that the success of one group depends on the other group
- Customized to fit the mission, culture and learning objectives of each institution
- Applicable to all disciplines



Center for
Collaborative
Online
International
Learning
@ the SUNY Global Center

www.coil.suny.edu



[Classrooms Without Borders](#)



Faculty Guide for COIL Course Development

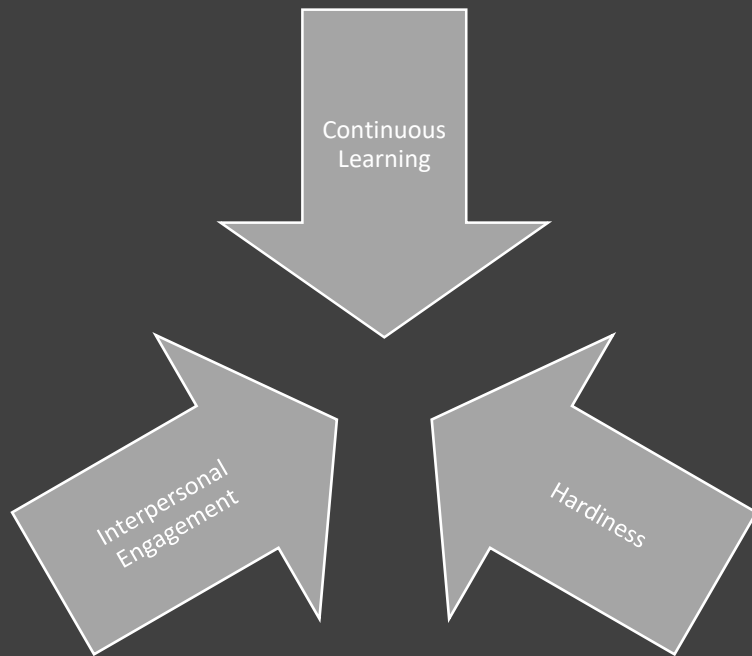
*Our current v1.6.1
guide includes info on
globally networked
learning, locating a
faculty partner,
gathering institutional
support, and
negotiating course
content with your
partner.*

Why COIL?

- Our students do not have the intercultural skills they need to be successful in the workplace once they graduate
- It's often interdisciplinary
- Internationalization of the curriculum
- It is rewarding—professionally and personally



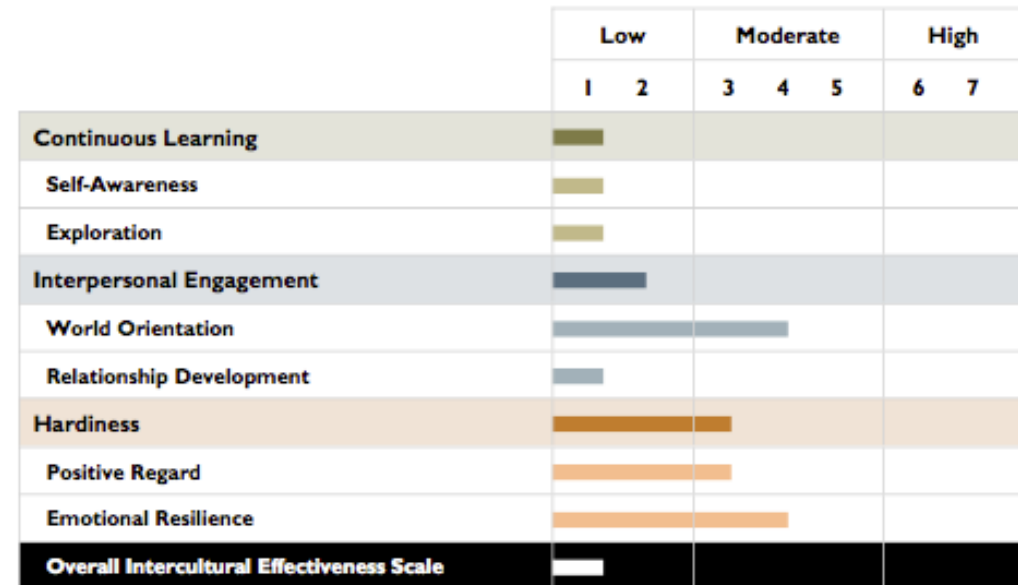
What is the Intercultural Effectiveness Scale (IES)?



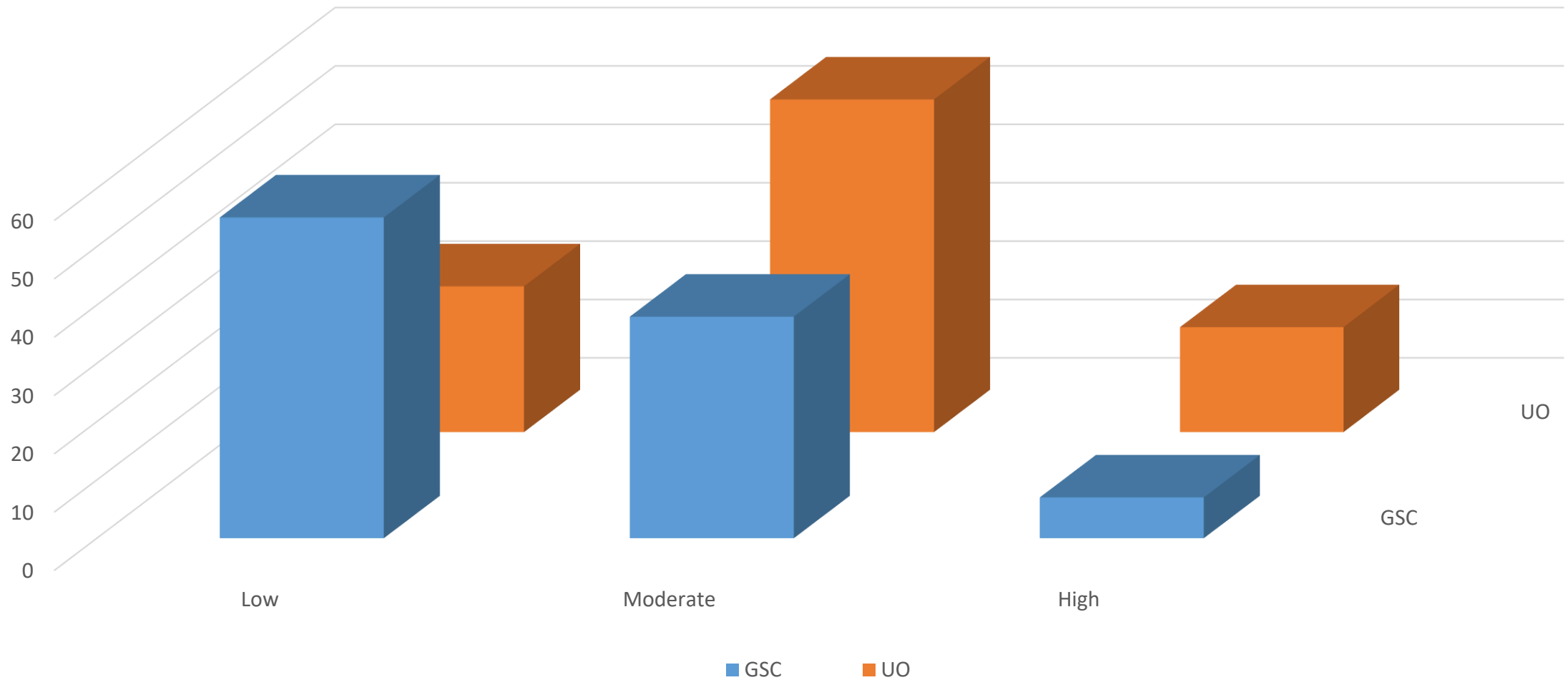
Personal & Confidential

IES FEEDBACK REPORT
Results for: Vidyarani Subhash

I. Your Intercultural Effectiveness Scores



Intercultural Effectiveness Scale Pre-Tests 2016-2017



UO

GSC

IES Profile for Low CL /IE/H:

TRADITIONALISTS TEND TO BE SATISFIED with the status quo, preferring familiar people and places, and can be somewhat apprehensive when placed in new situations where they need to learn or develop new associations. People with this profile are most comfortable and productive when they are in familiar situations. Having a stable set of routines and associations (friends, coworkers, etc.) provides the environment for them to work effectively. Although they are less likely to seek out others who are different from them or situations that will require significant challenges, once they become comfortable around those individuals or environments that are different, they can be very happy and perform well. They will likely feel some stress during the process of becoming comfortable, which can make it more difficult to adapt to new situations or people. Traditionalists' relationships will tend to be made up of family members or others who have been in close proximity to them over time and where there is clear functionality. Outside of those familiar relationships, Traditionalists are more likely to engage in solitary activities they enjoy—watching TV, taking a walk, etc. Because they have generally surrounded themselves with the familiar and might not trust or easily accept others outside their circle, Traditionalists might not have developed the same level of interpersonal skills or emotional stamina as those who are constantly challenging themselves. A greater ability to handle such challenges is very helpful to positively interact with and understand people who are different from them.

COIL SLO 1: Increase self-awareness by comparing and contrasting their own cultural beliefs to those of their international peers through class/forum discussion (Program Goals #1, #2 and #3)

Program Learning Goal 2: Understand that global engagement may sometimes be uncomfortable, but that this discomfort often leads to increased self-awareness and self-confidence.

Mission: To develop in our college community an interest in, an openness towards and a knowledge of other cultures.

Program Learning Goal 1: Understand that to respect other cultures means it is necessary to learn about others.

Program Learning Goal 3: Understand that local problems are also global problems uniting people within and beyond their home countries.

Moving from Needs Assessment to SLOs



SLOs to
Activities

3-2-1 Classroom Assessment Technique

Guided Reflections

Close readings and Discussions

Internal (customized) questionnaire

External (commercial) questionnaire

Synchronous class videoconferences

Small group videoconferences

Sample COIL Module

Timing of Activity	# of Activities	Expected Time to Complete Activities	Resources needed	During or Outside of Class
Pre-COIL October 10-16	1. Internal questionnaire completed in Moodle	5-10 minutes	Email, Moodle	Outside of class
	2. External questionnaire (IES) completed via link that will be emailed to you.	10-15 minutes		Outside of class
COIL Week 1 October 17-23	1.Video/photo introduction 2. Forum posts	15 minutes 30 minutes	Zoom + Moodle Moodle	Outside of class
COIL Week 2 October 24-30	Small group forum discussion	30 minutes	Moodle	Outside of class
COIL Week 3 October 31-November 6	1. Small group video conference	45 minutes	Laptop, Zoom	During class (GSC); special arranged time (Oviedo)
	2. Reflection	15 minutes	Moodle	Outside of class
COIL Week 4 November 7-13	1. Translation #1	45-60 minutes	Moodle Moodle (or Zoom)	TBD by instructor
	2. Discussion of Translation #1	30 minutes		
COIL Week 5 November 14-20	1. Translation of #2	45-60 minutes	Moodle Moodle (or Zoom)	TBD by instructor
	2. Discussion of Translation #2	30 minutes		
COIL Week 6	Reflection	15-30 minutes	Moodle	Outside of class
Post-COIL November 21-27	1. Internal questionnaire completed in Moodle	5-10 minutes	Email, Moodle	Outside of class
	2. External questionnaire (IES) completed via link that will be emailed to you.	10-15 minutes		Outside of class



Student Cultural Photo Introduction: GSC

Hello all,

I am Daniel McKee I am native to the state of Florida, and the gulf coast of the united states. Those of us who grew up on the gulf of Mexico (the 3rd coast of the U.S.) as we call it are rich in saltwater and brackish water culture. We love to eat fresh food harvested from local resources like fish, lobster and crabs caught in the gulf or alligator harvested from the swamps. I also particularly care for extra curricular activities associated with coastal life such as fishing, skimming, beaching, boating id say for us 3rd coasters its more of a way of life than anything which can be seen by researching the "salt life" slogan. I have lived in Glenville, WV for almost 4 years now and the culture is much different from home but I am embracing the culture here and have become fond as well.

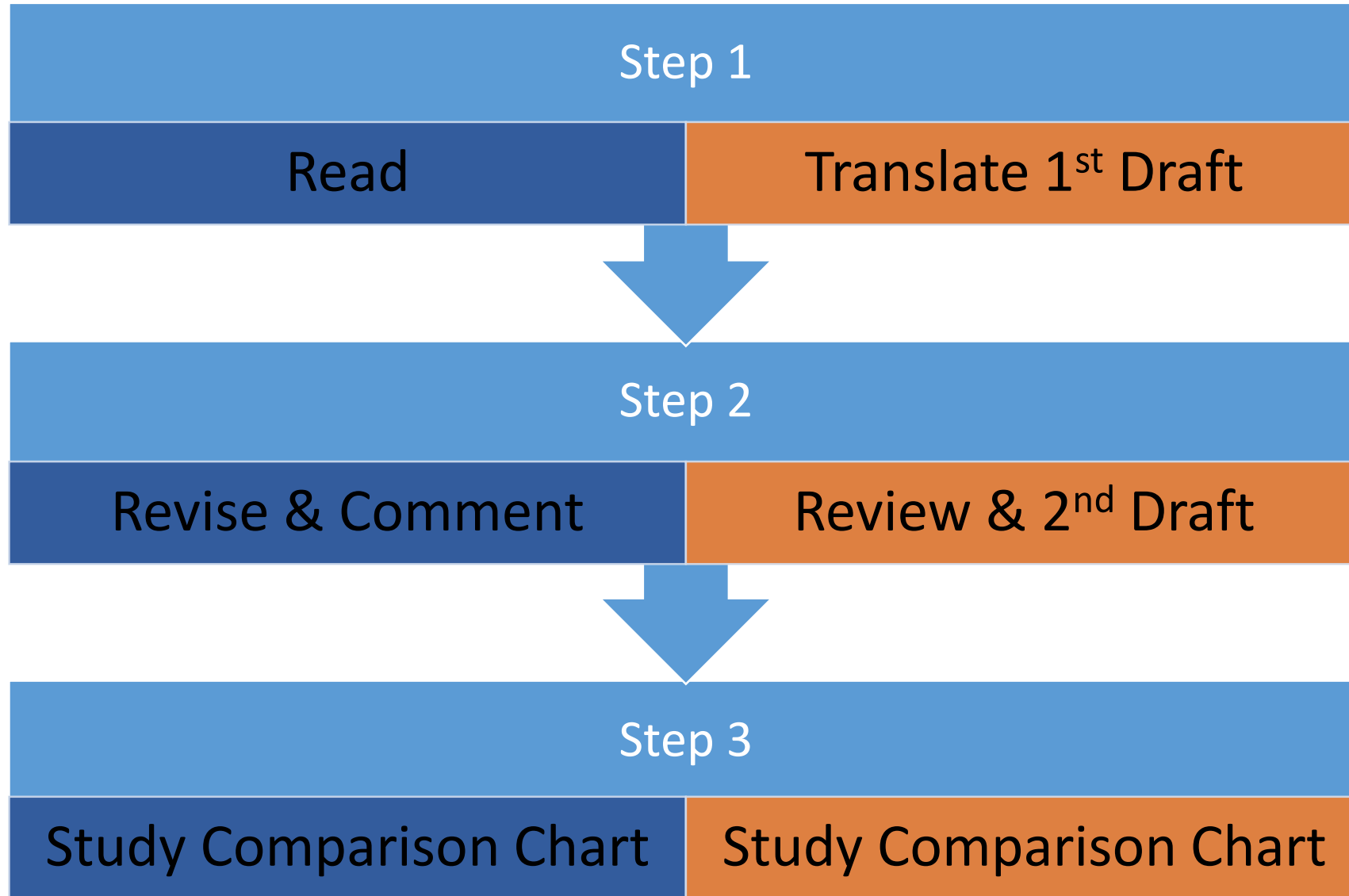


Cultural Photo Introductions

3-2-1 after Skype Session on University Life:

- Spanish unis don't have as many clubs, sports and other extracurricular offerings
- Surprised we were asked about bullfighting
- How closely the GSC students follow sports
- The existence of sports scholarships
- Surprised at the cost of college/uni in USA
- There are in-state / out-of-state tuition differences
- The cost of books
- College living arrangements in terms of 1st years not allowed to live off campus are much different
- Surprised at how many GSC students had a job
- Found the mascot (that there is one at all) really interesting
- Only 120 credits for the BA is much different (and awesome)

Translation of Narrative Fragment



Course Content: Translation Comparisons

Spanish Version	Group 1	Group 2	Group 3	Group 4	Kerrigan's Translation
Los mismos cueros tenemos todos los mortales al nacer	We're all the same in our birth day	We are all born equal.	All the mortals are born with the same skin...	We are all born equally,	We are all born naked,
Yo, señor, no soy malo, aunque no me faltarían motivos para serlo.	I'm not a bad person, sir. Although I wouldn't lack in reasons to be bad-	I'm not a bad person, sir, although I wouldn't lack reasons for being one.	I, Sir, I am not bad, even though I don't lack plenty of reasons to be bad.	I'm not, Sir, a nasty person, although I would have plenty of reasons to be one.	I am not, sir, a bad person, though in all truth I am not lacking in reasons for being one.
Aquéllos gozan de un mirar sereno y al aroma de su felicidad sonrían con la cara del inocente;	The former have a serene look, and an innocent bright face while contemplating their happiness.	The first ones look serenely and innocently, and they smile at the scent of their happiness;	The first enjoy a serene look and they smile at the scent of their happiness with an innocent face;	Those who enjoy a serene look and smile, with an innocent face, at the scent of their happiness;	The first gaze about serenely and in the aroma of their joyfulness they smile the smile of the innocent,
...y arrugan el ceño como los alimañas por defenderse.	...and furrow their forehead as vermins do to protect themselves.	...and frown as bloodsuckers in order to defend themselves.	...and frown as vermin do to protect themselves.	...and they frown as vermin do to defend themselves.	...and knit their brows like varmints at bay.

Synchronous (Zoom) Small Group Work



Post-COIL Student Reflections:

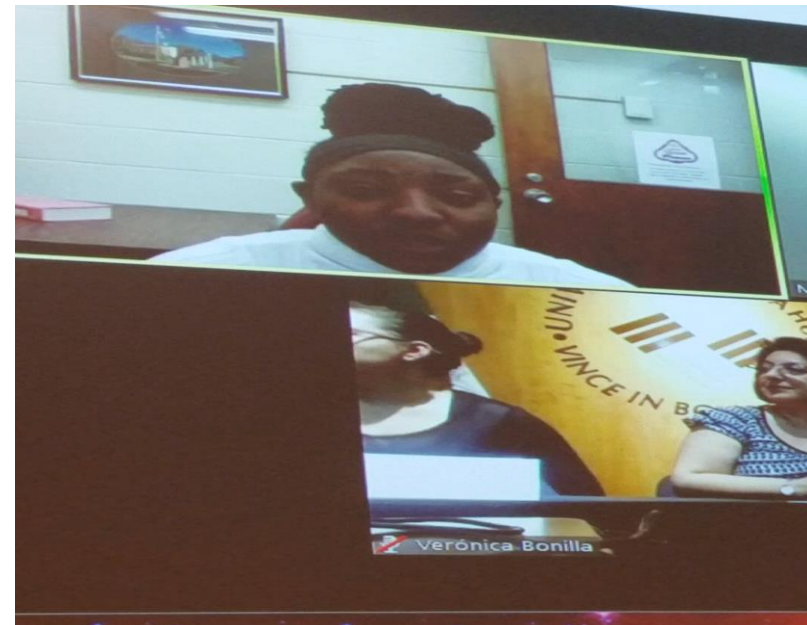
It is safe to say that these weeks have taught me many things about West Virginia, from traditions and beliefs to academic life, but learning about all these issues has also given me a chance to reflect on Asturias and my own cultural background. Perhaps the most memorable experience has been realizing how two historically-tied places show features of clearly distinguished cultures in which it is still possible to find shared values.

-Andrea L.

The COIL coursework actually caused me to focus more in the class because I enjoyed hearing others opinion. I am not much of a reader and actually enjoyed reading this text as well as the short texts that we discussed. I feel as if I have a better understanding on what the Spanish immigrants went through to get to West Virginia thanks to the drive to read that this program gave me.

-Michael, GSC

Outcome: Student & Faculty Conference Participation





Outcome: Faculty Travel & Networking

Observations:

In many cases “growth” in self-awareness involves discovering:

- A) What I thought to be true about X is actually wrong
- B) I thought I knew a lot about X but I realize now that I don't really know that much
- C) Some combination of A and B

Moving beyond surface comparisons (the 4 Fs) often requires “nudging”

Comfort level with communication tech tools varies widely, but it is generally true that most students are quite “needy” when it comes to videoconferencing skills / etiquette / troubleshooting

COIL work makes class work “feel” more practical, more relevant and, therefore, more meaningful

INTERNATIONAL VIRTUAL EXCHANGE CONFERENCE: ADVANCING THE FIELD OF ONLINE INTERNATIONAL LEARNING

October 25 - 26, 2019 Tacoma, WA

Save to calendar



288

DAYS

20

HOURS

3

MIN

4

SEC

ABOUT THE CONFERENCE

IVEC 2019 is the largest and most prominent event on virtual exchange, providing a forum for an audience of practitioners, professionals, and policy makers from institutions around the world interested in technology, international education, and new pedagogies.

Virtual exchange (also known as Collaborative Online International Learning (COIL), Networked Learning, or Telecollaboration) extends authentic opportunities for transnational learning to students within the curriculum of college and university courses.

Through co-developed and co-taught modules, Virtual Exchange enhances 21st-century workforce skills and provides opportunities for an

Hosted by the University of Washington Bothell

University of New York (SUNY) COLLEGE

Save the Date

Professional development opportunity

Recommended Reading



Questions?

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