

# REIMAGINING EDUCATION



CAN  
COLLABORATIVE  
ONLINE  
INTERNATIONAL  
LEARNING  
BE  
NORMALIZED?

**6th COIL CONFERENCE**  
March 20-21, 2014  
SUNY Global Center, New York City

 **SUNY COIL Center**  
*An Element of OpenSUNY*

# WELCOME



Welcome to the SUNY COIL Center's 6th Conference which this year also ushers in the spring season. Indeed, the conference opens almost exactly at the Spring Equinox which takes place at 12:57pm EST on March 20, 2014! Springtime is about rebirth, and as this is a time of growth and change for the COIL Center, and the collaborative online international learning field as a whole, let us take this synchronism as an omen of good things to come.

During the past year the COIL Center has undertaken a series of important initiatives. We developed a more rigorous and structured professional development program and reorganized the membership structure of our SUNY Nodal Network (NN) consortium. This was kicked off by our Fall Roadshow in which COIL Center staff visited almost all of the 18 NN campuses and other SUNYs interested in joining us. We also rolled out a Global Partner Network (GPN) of international institutions committed to working to develop collaborative courses and programs with our NN campuses. Both groups will meet over these two days and at a special session to further coordinate activities and develop partnerships.

The COIL Center also partnered with the American Council on Education (ACE), with sponsorship from Asahi Net International, to develop an award for Internationalization through Technology. Together, we distributed an RFP for this award, receiving many innovative proposals. Three winners for Leaders in Internationalization through Technology were announced at ACE 96th Annual Meeting on March 10. The three winners for Advancing Internationalization through Collaborative Online International Learning will be announced at our conference awards luncheon on March 21. We are very proud to be working with such an eminent organization to support innovative colleges and universities.

With growing interest in COIL development at SUNY, nationally and internationally, our field is beginning to move from a focus on creating individual partnered courses, to integrating this practice into programs and disciplines. It is our hope that eventually, the COIL modality will be normalized as a common practice in international education. This may require institutions to rethink and integrate units and personnel who previously rarely worked together, such as international programs staff working with instructional designers and faculty. To investigate this new direction our conference has as its title and theme: Reimagining Education: Can Collaborative Online International Learning be Normalized?, with plenaries and sessions devoted to this topic.

The growing interest in our field can possibly be best encapsulated in the increasing enrollments in this annual conference. We are again very grateful to our neighbor the Central Synagogue for the use of their Beir Chapel, which has allowed us to expand our plenary capacity well above the 135 that can be seated together in the Global Center. Despite minimal marketing, this year's conference has grown to over 240 registrants, the most we can fit in the Global Center. Yet we will still regretfully turn away more than 50 potential attendees. In order to help those not able to attend due to capacity, geographic, financial, political, or other reasons, we will again be recording all sessions to be made available online, in addition to live streaming this year's special Normalization Track.

Finally, this conference is an occasion to announce that the COIL Center is becoming an element of the new Open SUNY initiative. We have high hopes that this shift will be beneficial to the COIL Center and will be synergistic for both projects.

We thank you for joining us here in NYC as we all work together to continue advancing collaborative online international learning down the road to normalization. Spring is definitely upon us.

Sincerely,  
Jon Rubin  
Director, SUNY COIL Center

# SUNY COIL CENTER

About the SUNY COIL Center –  
<http://coil.suny.edu>

In 2006, the Office of International Programs (OIP) at the State University of New York (SUNY) joined with Purchase College to create the SUNY Center for Collaborative Online International Learning (COIL Center). The COIL Center's early mission was to develop more online courses with an international dimension throughout the 64 campuses in the SUNY system. In late 2010, the COIL Center moved from Purchase College to join the new SUNY Global Center in New York City. This move allowed us to not only better support SUNY campuses and their international partners, but also to play a larger national and international leadership role in the field of globally networked learning. Starting in 2014 the COIL Center has become an element of Open SUNY, a SUNY-wide collaboration that opens the door to world-class on-line-enabled learning opportunities.

The SUNY COIL Center's Mission is to foster the creation of collaborative online international learning initiatives across the curriculum which produce intercultural learning environments for faculty, staff and students who otherwise may not experience meaningful exchange with peers abroad. Through our team-taught, bi-lateral framework, we seek to sensitize participants to the larger world and thus deepen their understanding of course content, themselves, their culture, how they are perceived, and how they perceive others.

By opening dialogue and building bridges between faculty, international programs and instructional design offices across traditional institutional, disciplinary, and cultural boundaries, the COIL Center embraces the new globally networked landscape of academia. This is in line with the COIL Center's goals to encourage and support collaborative online international learning as a means to internationalize curricula, build global partnerships and help prepare our students for work and civil engagement in a global context.

**THURSDAY, MARCH 20, 2014**

8:00 a.m. - 1:00 p.m.	Registration
8:30 a.m. - 5:30 p.m.	Networking Nook Open – 3rd Floor
9:00 a.m. - 12:00 p.m.	Pre-Conference Workshops
1:00 - 1:30 p.m.	Opening Remarks
1:30 - 2:00 p.m.	Keynote Address
2:00 - 3:15 p.m.	Plenary Session: The Road to COIL Normalization – Panel Discussion
3:15 - 4:00 p.m.	Coffee Break
4:00 - 4:30 p.m.	Breakout Sessions A (30 minutes)
4:30 - 4:50 p.m.	Coffee Break
4:50 - 5:35 p.m.	Breakout Sessions B (45 minutes)
5:45 - 8:00 p.m.	COIL Partner Network Welcome and All Conference Reception (Drinks and hors d'oeuvres will be served)

**FRIDAY, MARCH 21, 2014**

8:30 a.m. - 1:00 p.m.	Registration
8:30 a.m. - 4:30 p.m.	Networking Nook Open – 3rd Floor
9:00 - 10:30 a.m.	Partnering Meeting for Members of COIL's Nodal Network at SUNY and Global Partner Network (invite only – light breakfast will be served)
9:45 - 10:30 a.m.	Information Session: The COIL Network
10:30 - 10:45 a.m.	Coffee Break
10:45 - 11:45 a.m.	Breakout Sessions C (60 minutes)
12:00 - 1:30 p.m.	Plenary Session: ACE/COIL Internationalization Through Technology Awards Luncheon (lunch will be provided)
1:45 - 2:45 p.m.	Breakout Sessions D (60 minutes)
2:45 - 3:10 p.m.	Coffee Break
3:10 - 4:10 p.m.	Breakout Sessions E (60 minutes)
4:10 - 4:30 p.m.	Coffee Break
4:30 - 5:40 p.m.	Closing Plenary – How Can We Work Together to Normalize COIL?
5:40 - 6:00 p.m.	Closing Remarks: New Directions for COIL and Open SUNY

**HOW TO ACCESS THE INTERNET WHILE AT THE SUNY GLOBAL CENTER**

- Connect to one of the following Global Center Wi-Fi domains, and launch your browser.
- You should be automatically taken to the Global Center login. If not, simply enter any URL.
- If you receive a security error, you can safely ignore the error and continue.
- If you need help, tech staff will be in all rooms with STAFF noted on their name badge.

**Domain:** SUNY\_Global

**Username:** suny

**Password:** guest

**Domain:** sunyapple

**Username:** sunyapple

**Password:** gl0b@lc3nt3r1

**Note:** all username and password letters are lowercase

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**#COILCON**

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### **Negotiating COIL Course Design Using an Instructional Design Planning Framework and Toolkit**

A core challenge for faculty new to developing COIL courses involves a faculty professional development issue related to quality online course design. A key step in addressing this challenge is to understand the multidimensional role of the Instructional Designer (ID) as a partner in the negotiated design of highly collaborative, online, international learning courses. Faculty new to online course design/development as well as faculty who have taught online before will learn a set of fundamental design principles to use to turn the complex task of COIL course design into a manageable sequence of steps. Using a modified backward design model and custom module planning toolkit, the presenters will guide participants in pairs through a series of activities involving the mapping and alignment of key course components of a COIL course. Through instructor guided activities and peer feedback, participants will learn strategies for building the backbone of a quality online course.

- Rick Reo - Instructional Designer, George Mason University
- Craig B. Little - Distinguished Service Professor, SUNY Cortland

### **IT Tools for Enhancing Intercultural Competency Amongst Today's Students**

There is a close relationship between IT tools and the students we have in our classes. In order to develop successful Globally

Networked Learning Environments (GNLEs), collaborating professors should embrace the use of technology in their classrooms. There are many popular and easy to use IT tools that professors can take advantage of when generating GNLEs with the aim of achieving increased intercultural capacity amongst our students.

- Angélica Santana Fierro - Professor and Researcher, School of Business and Humanities, Tecnológico de Monterrey - Chihuahua Campus
- Douglas Hemphill - Instructional Designer, Division of Extended Learning, SUNY Oswego

### **Strategies for Creating Dynamic Intercultural Relationships**

It can be overwhelming to get students to connect and participate effectively in intercultural exchanges, as they often feel distant from foreign cultures and locations. This workshop will address the behaviors and misconceptions within intercultural exchanges, engage the participants in a four column approach to implementing collaboration, and help them expand on skills that empower students in shared experiences. Workshop participants will explore the challenges and impact of facilitating effective exchanges through an emphasis on non-traditional locations, and look at diffusing power differentials in an online environment.

- Lisa Petro - Executive Director/Co-founder, Know My World
- Lisa DellaPorte - Program Operations Manager, Know My World

## **SPECIAL CONFERENCE TRACKS**

This year we have several special tracks that will be available during some or all of the breakout sessions throughout the conference. Short descriptions and the identifier for each track are listed below.

**Road to COIL Normalization** - This special conference track is linked to the overall conference theme and will feature a presentation during each of the five breakout sessions that build upon the opening conference plenary and keynote address. These sessions are devoted to the process of embedding Collaborative Online International Learning and feature the work being done in this regard at a variety of institutions at SUNY, as well as others in the US and abroad that have been invited to speak at the conference. Each of these sessions will take place in the Global Classroom Side A.

**Student Voices** - As student to student interactions are at the heart of COIL courses, we have several sessions this year that feature their own voices about their experiences. This track will include students joining us both in-person and remotely via Skype to share their perspectives on what they learned and gained from participating in such international collaborations.

**Teacher's Education** - This year's event will for the first time feature a disciplinary-specific track on Friday. The area covered

this year is Teacher Education. It includes a panel discussion featuring leaders in the field of internationalizing teacher education, presentations from practitioners in the field, and a round-table discussion session. The nature of the presentations should be of value to those from other fields as well. While there will be a recurrent thread through each of these three sessions, conference attendees are welcome to attend any or all sessions.

**Instructional Design Perspectives** - This role specific track will include sessions where Instructional Designers and Technologists share their experiences in supporting the development of collaborative online international learning courses and initiatives. The lessons they share will be of interest to not only those in similar roles, but to others interested in a holistic approach to the development of COIL projects.

**Mini-workshops** - Friday afternoon will feature two 60-minute hands on workshops where attendees can engage with presenters and their ideas in a more interactive fashion. If you would like to see more such session at future COIL Conference, please consider submitting a proposal for one at our 2015 Conference.

**Combined Sessions** - As in previous years there are some breakout session time slots which will have multiple presentations. The presentations in these sessions although independent from each other are linked around a common theme (e.g. assessment, utilization of blogs, etc.).

## THURSDAY - MARCH 20, 2014

8:00 a.m. - 1:00 p.m.	<b>Registration</b>	<i>Global Center Lobby</i>
8:00 a.m. - 5:30 p.m.	<b>Networking Nook Open</b>	<i>Café (3rd Floor)</i>
9:00 a.m. - 12:00 p.m.	<b>Pre-Conference Workshops</b>	
	<i>Negotiating COIL Course Design Using an Instructional Design Planning Framework and Toolkit</i>	<i>Multipurpose Room (2nd Floor)</i>
	<i>IT Tools for Enhancing Intercultural Competency Amongst Today's Students</i>	<i>Tiered Classroom (2nd Floor)</i>
	<i>Strategies for Creating Dynamic Intercultural Relationships</i>	<i>Room 202 (2nd Floor)</i>
1:00 - 1:30 p.m.	<b>Opening Remarks</b> <ul style="list-style-type: none"> <li>Carey Hatch, Assistant Provost, SUNY System Administration</li> <li>Jon Rubin, Director, SUNY COIL Center</li> </ul>	<i>Central Synagogue Community House, Beir Chapel (across the street from the SUNY Global Center)</i>
1:30 - 2:00 p.m.	<b>Keynote Address</b> <ul style="list-style-type: none"> <li>Elmer Poe, Assistant Vice Chancellor for Emerging Academic Initiatives, East Carolina University</li> </ul>	<i>Central Synagogue Community House, Beir Chapel (across the street from the SUNY Global Center)</i>
2:00 - 3:15 p.m.	<b>Plenary Session: The Road to COIL Normalization - Panel Discussion</b> <ul style="list-style-type: none"> <li>Lorrie Clemo, Provost and Vice President for Academic Affairs, SUNY Oswego</li> <li>Joyce Budai, Senior Program Officer, Great Lakes Colleges Association</li> <li>Uliana Gabara, Dean and Chair of International Education, Emerita, University of Richmond</li> <li>Jean Bernard Adrey, Director of the International Experience and Mobility Service, Coventry University</li> </ul> <p>Moderator: Elmer Poe, Assistant Vice Chancellor for Emerging Academic Initiatives, East Carolina University</p>	<i>Central Synagogue Community House, Beir Chapel (across the street from the SUNY Global Center)</i>
3:15 - 4:00 p.m.	<b>Coffee Break</b>	<i>Global Center</i>
4:00 - 4:30 p.m.	<b>BREAKOUT SESSIONS A</b>	
	<b>Road to COIL Normalization Track</b> An Institutional-specific COIL Program: What Would it Take?	<i>Global Classroom, Side A (Basement Level)</i>
	<b>Student Voices Track</b> Fully COIL'd Reflections	<i>Global Classroom, Side B (Basement Level)</i>
	A Multi-disciplinary, Multi-media, Cross-cultural, Science-Fiction Movie Education Experience	<i>Tiered Classroom (2nd Floor)</i>
	Fostering Students' Intercultural Competence in a Language Class with Online Collaboration	<i>Multipurpose Room (2nd Floor)</i>
	Going the distance - what students say about effective learning online	<i>Room 202 (2nd Floor)</i>
	<b>Conference Sponsor Presentation</b> Using the Sakai Collaborative Learning Environment to collaborate internationally	<i>Boardroom (2nd Floor)</i>
4:30 - 4:50 p.m.	<b>Coffee Break</b>	<i>Global Center</i>

# 6TH COIL CONFERENCE

## SESSIONS AND WHERE TO FIND THEM

### THURSDAY - MARCH 20, 2014 (CONT.)

4:50 - 5:35 p.m.	<b>BREAKOUT SESSIONS B</b>	
	<b>Road to COIL Normalization Track</b> Building a COIL program: the SUNY-Oswego experience	<i>Global Classroom, Side A (Basement Level)</i>
	Teaching Writing, Intercultural Competence, and the Advent of MOOCs	<i>Global Classroom, Side B (Basement Level)</i>
	Grow Your Own: Strategies for cultivating larger scale virtual exchange	<i>Tiered Classroom (2nd Floor)</i>
	Goldilocks Goes Global: Setting the Stage for 'Good, Better, or Just Right'	<i>Multipurpose Room (2nd Floor)</i>
	Online means audience: Turning the students' perspectives outward to the world	<i>Room 202 (2nd Floor)</i>
5:45 - 8:00 p.m.	<b>COIL Partner Network Welcome and All Conference Reception</b> (Drinks and hors d'oeuvres will be served)	<i>Central Synagogue Pavilion (between the Global Center and Lexington Avenue)</i>

### FRIDAY - MARCH 21, 2014

8:30 a.m. - 1:00 p.m.	<b>Registration</b>	<i>Global Center Lobby</i>
8:30 a.m. - 4:30 p.m.	<b>Networking Nook Open</b>	<i>Café (3rd Floor)</i>
9:00 - 10:30 a.m.	<b>Meeting and Structured Partnering Event</b> for Members of COIL's Nodal Network at SUNY and Global Partner Network (closed meeting)	<i>Central Synagogue Pavilion (between the Global Center and Lexington Avenue)</i>
9:45 - 10:30 a.m.	<b>Information Session: The COIL Network</b>	<i>Global Classroom, (Basement Level)</i>
10:30 - 10:45 a.m.	<b>Coffee Break</b>	<i>Global Center</i>
10:45 - 11:45 a.m.	<b>BREAKOUT SESSIONS C</b>	
	<b>Road to COIL Normalization Track</b> Private Colleges Normalizing COIL	<i>Global Classroom, Side A Basement Level</i>
	<b>Teacher Education Track</b> We Teach the World: Building International Competence and Engagement into the Undergraduate Education of Pre-service Teachers	<i>Global Classroom, Side B Basement Level</i>
	<b>Student Voices Track</b> From collaboration to consultation: incorporating two-tiered learning in a multi-sited, international online graduate course	<i>Tiered Classroom (2nd Floor)</i>
	<b>Regional Perspectives - Eastern Europe</b> *Combined Session Presentation A: Barriers to Collaborative Online Learning in Slovakia Presentation B: International Online Language Teaching: Collaborative and Natural vs. Self-paced and Structured	<i>Room 202 (2nd Floor)</i>
	<b>Student Blogging as a Learning Tool</b> *Combined Session Presentation A: NewsActivist Website Update Presentation B: Blogging as Intercultural Ice Breaker Presentation C: Research-Based Teaching: Weblogs - a Source for Collaborative and Informal Learning	<i>Multipurpose Room</i>
	<b>Instructional Designer Perspectives</b> *Combined Session Presentation A: The Instructional Designer as Full Partner with Faculty in the Design of COIL Courses Presentation B: A View from the Trenches: An Instructional Designer Perspective on COIL	<i>Boardroom</i>

## FRIDAY - MARCH 21, 2014 (CONT.)

12:00 – 1:30 p.m.	<b>Plenary Session: ACE/COIL Internationalization Through Technology Awards Luncheon</b> (lunch will be provided) Remarks by Nancy L. Zimpher, Chancellor, The State University of New York Remarks by Patti McGill Peterson, Presidential Advisor for Global Initiatives, American Council on Education	<i>Central Synagogue Pavilion (between the Global Center and Lexington Avenue)</i>
1:45 – 2:45 p.m.	<b>BREAKOUT SESSIONS D</b>	
	<b>Road to COIL Normalization Track</b> Community Colleges at SUNY Normalizing COIL	<i>Global Classroom, Side A (Basement Level)</i>
	Hospitality and Online Intercultural Pedagogy: Practical and Theoretical Reflections	<i>Global Classroom, Side B (Basement Level)</i>
	<b>Early Assessment Attempts in COIL Courses</b> *Combined Session Presentation A: The Value of a Virtual Term Abroad Presentation B: Evaluating international cross-cultural skills obtained in a study abroad, faculty-led trip, or a COIL course	<i>Tiered Classroom (2nd Floor)</i>
	<b>Mini-Workshop</b> Global Work Teams: Are We Adequately Preparing Our Students?	<i>Multipurpose Room (2nd Floor)</i>
	<b>Teacher Education Track</b> *Combined Session Presentation A: Thinking Otherwise: How Global Perspectives Transform Education Presentation B: Online collaboration in teacher education: some insights from an ongoing trial	<i>Room 202 (2nd Floor)</i>
2:45 – 3:10 p.m.	<b>Coffee Break</b>	<i>Global Center</i>
3:10 – 4:10 p.m.	<b>BREAKOUT SESSIONS E</b>	
	<b>Road to COIL Normalization Track</b> International Institutions Normalizing COIL	<i>Global Classroom, Side A (Basement Level)</i>
	<b>Student Voices Track</b> A Conversation about Online Collaborations using Facebook and Synchronous Communication: Student and Faculty Perspectives	<i>Global Classroom, Side B (Basement Level)</i>
	<b>Mini-Workshop</b> Breaking the mould: Engaging with COIL to enhance internationalizing the curriculum at Glasgow Caledonian University	<i>Multipurpose Room (2nd Floor)</i>
	<b>Teacher Education Track</b> Crackerbarrel Session on Internationalizing Teacher Education: Promising Practices from the Field	<i>Room 202 (2nd Floor)</i>
	<b>Instructional Design Perspectives Track</b> Synchronous Courses with Global Partners Using Videoconferencing	<i>Tiered Classroom</i>
4:10 – 4:30 p.m.	<b>Coffee Break</b>	
4:30 – 5:40 p.m.	<b>Closing Plenary - How Can We Work Together to Normalize COIL?</b>	<i>Global Classroom, Tiered Classroom and Room 109</i>
5:40 – 6:00 p.m.	<b>Closing Remarks - New Directions for COIL and Open SUNY</b>	<i>Global Classroom, Tiered Classroom and Room 109</i>

# 6TH COIL CONFERENCE

## AGENDA

### THURSDAY - MARCH 20, 2014

**8:00 a.m. - 1:00 p.m. Registration**

*Global Center Lobby*

**8:30 a.m. - 5:30 p.m. Networking Nook Open - 3rd Floor Café**

*Global Center Lobby*

**9:00 a.m. - 12:00 p.m. Pre-Conference Workshops  
(Pre-Registration Required)**

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**1:00 - 1:30 p.m. Opening Remarks**

- Carey Hatch, Assistant Provost, SUNY System Administration
- Jon Rubin, Director, SUNY COIL Center

*Central Synagogue Community House Beir Chapel (across the street from the SUNY Global Center)*

**1:30 - 2:00 p.m. Keynote Address**

**Elmer Poe, Assistant Vice Chancellor for Emerging Academic Initiatives, East Carolina University**

*Central Synagogue Community House Beir Chapel  
(across the street from the SUNY Global Center)*



- Elmer Poe Elmer is currently the assistant vice chancellor for Emerging Academic Initiatives. He holds the rank of Professor in the College of Technology and Computer Science at East Carolina University.

In the summer of 2003 Elmer worked with Dr. Rosina Chia to develop a world cultures course - Global Understanding - that uses real time video, chat and a variety of collaborative tools to bring students from around the world together in a common classroom for guided discussions about culture. These structured experiences provide a vehicle for the development of informed global perspectives and an appreciation for diverse cultures. Assessment activities are embedded in these courses and ECU currently teaches 18 sections of Global Understanding each semester in seven disciplines. This year more than 2,500 students at 50 university partners in 30 countries in Europe, Asia, and Africa and South America are participating in the program. The partner universities provide the same experiences to their own students through the Global Understanding course. Outgrowths of these efforts include Global English, Global Leadership and a variety of other synchronous based initiatives. Because these global experiences depend on technology Elmer has been an advocate for planning to fail and implementing continuity

of instruction in all global activities.

Poe was instrumental in the formation of the Global Partners in Education organization in the summer of 2008. This organization provides a platform for discussion and decision making about the global experiences of their students. GPE created the scholarly GPE-J journal to provide a vehicle for dissemination of the lessons learned in global programs.

Poe has worked with the University of North Carolina system general administration to assist other UNC institutions in the creation of Global Understanding-like courses through the focused efforts of the UNC-China and UNC-India programs.

An early proponent of the use of computer mediated communications in education Poe oversaw the implementation of online education at ECU to include the development and delivery of academic programs to serve nearly 6,000 students who do not attend class on the resident campus. In this role he worked with a team of colleagues to test, select, and implements a wide variety of new technologies including streaming audio/video, virtual reality, and global realities. Elmer worked with a team to create a state-wide DE Proctoring System that automates the site selection and scheduling of exams, distribution and collection of exams, and integrates a virtual exam option. The system includes hundreds of proctoring sites and is used by thousands of students each semester. Poe is a member of the North Carolina Governor's eLearning Commission.

#### Abstract:

Many technology based models that blend direct global experiences into college and university classes have been developed and refined in the past decade. In 2003 East Carolina University (ECU) began a program of virtual globalization with partner universities in China, The Gambia, Morocco, and Russia. The effort resulted in a Global Understanding (GU) course which employed videoconferencing for two-thirds of the class meetings and a variety of collaborative tools for student communications. Eleven years, sixty partners, and thousands of students around the world later GU has become normalized at ECU and is the cornerstone for both dedicated courses and embedded course activities in more than a dozen disciplines. We have learned that while no single model fits all courses or colleges we see emerging common elements that may contribute to the success of these activities. Normalization efforts at other universities and their models will also be introduced to set the stage for our plenary panel which will discuss four in more detail.

#### **COIL Conference Webcast and Recordings**

The COIL Center offers a free webcast of portions of the conference, and posts an archive of the event to our website. This is to allow individuals across the world that may not be able to attend for geographic, political or financial reasons to benefit from the many informative sessions on collaborative online international learning. We also take photographs of conference sessions and attendees which may be posted to our or other websites. *Note: If for some reason you object to being recorded or photographed, please let us know at the on-site registration desk and we will try to arrange seating for you in an area which will not be filmed.*

#### **Networking Nook - 3rd Floor**

In response to popular demand, for the first time this year we will have a dedicated area of the building available for those seeking to have meetings during the conference. The Networking Nook is on the 3rd floor in the Café area and Seminar Room 303. These spaces are available throughout the conference, even during the breakout sessions. Free refreshments will be provided in the café. Feel free to utilize this space to meet with colleagues, setup possible partnerships, or simply to take a break from the conference.

**2:00 - 3:15 p.m. Plenary Session: The Road to COIL Normalization – Panel Discussion**

*Central Synagogue Community House (across the street from the SUNY Global Center)*

- Lorrie Clemo, Provost and Vice President for Academic Affairs, SUNY Oswego
- Joyce Budai, Senior Program Officer, Great Lakes Colleges Association
- Uliana Gabara, Dean and Chair of International Education, Emerita, University of Richmond
- Jean-Bernard Adrey, Director of the International Experience and Mobility Service, Coventry University

Moderator: Elmer Poe, Assistant Vice Chancellor for Emerging Academic Initiatives, East Carolina University

Abstract:

George Bernard Shaw said “The greatest problem with communication is the illusion that it has been accomplished.” Today our challenge is to foster transformative communications between students in the world’s diverse cultures. But how to embed this process has become an essential question for higher education. Collaborative Online International Learning provides such a vehicle for direct and personal global experiences for students, faculty and staff. Over the last decade the success of COIL programs has been demonstrated in a wide variety of courses using a range of tools. But how do we move these programs from the exception to the exceptional? At the COIL Center’s 6th Conference we explore paths that may take the normalization of COIL experiences into the mainstream of higher education through a series of dialogues with those leaders working to make that happen.



Beginning in 2012, SUNY Oswego embraced COIL as an innovative way to internationalize the curriculum with a special emphasis on incorporating

advanced communications technologies into the course structure. Through the COIL model and in less than two years, Oswego has significantly enhanced our reach to the world and more forcefully integrated international topics, issues and questions of globalization into the curriculum.

The institution-wide initiative involves a Provost led goal to develop a network of COIL courses that will double the number of students participating in some form of international academic exchange by 2015. Individual COIL courses serve as building blocks to more widely scale international engagement across the campus.

A strategically integrated administrative structure is offered to prompt faculty to develop courses and to provide continuity and sustainability for the internationalization practice. The integration of professional development services includes course design, technology support, financial incentives, and faculty visits abroad to establish collaborations with universities and individual scholars.



The Great Lakes Colleges Association (GLCA), a consortium of liberal arts institutions, developed an ambitious project to support creative connections between U.S. and non-US liberal arts campuses.

The program is implemented through the Global Liberal Arts Alliance, a GLCA initiative comprised of 27 institutions in 15 nations. In this program two college classes, one from a U.S. based campus and one from a non-U.S. based campus, connect via technology in a way that enhances international perspectives. During the first two years 24 courses have been linked with Internet-based technology, with methods chosen to enhance student group work, joint classroom discussions, and shared class content. The larger goal is to create a globally inclusive, collaborative community of liberal arts educators. Global Course Connections has expanded connections involving teaching and research, as well as resulting in a commitment to explore shared academic majors and programs among the Global Liberal Arts Alliance institutions.



Coventry University [CU] aspires to offer international experience to all its students by 2020, through a holistic, progressive approach to international-

ization articulated around both international mobility (e.g. 2,800 students going abroad in 2013-14) and internationalization at home. The latter refers to both curricular and extra-curricular programs aiming to develop students’ Intercultural Competency [ICC], i.e. the ability to communicate and operate effectively and appropriately in cross-cultural contexts (adapted from Deardoff, 2006). The acquisition of global forms of knowledge, attitudes and skills underpin all of these activities. Curricular mechanisms typically include Online International Learning [OIL] projects and inclusive approaches to cultural diversity in the classroom – e.g. engaging non-UK students in offering different cultural perspectives and case studies. Systems and funding mechanisms have been established since 2012 to foster genuine, institution-wide strategies and policies to support ICC development for staff and students. I will present examples of such developments across faculties and outline obstacles encountered and remedial strategies to address these.



With more than 60 active exchange agreements around the world, the University is in a unique position to develop strategic COIL partnerships. This will be accomplished by involving faculty and students in collaborative teaching/learning and research, using online technologies. We view Richmond COIL as an addition to, rather than as a replacement of, physical mobility. Cross-cultural education and communication are richest, we contend, when including both components; when students and faculty prepare for, augment, and share ‘being there’ with those who will not. While initial pilot courses are being deliberately developed and facilitated, the long-term vision is to reach a stage when COIL courses will constitute a significant part of the curriculum. Accomplishing this goal will change the institutional culture as significantly as study abroad and international students and faculty already have.

# 6TH COIL CONFERENCE

## AGENDA

3:15 - 4:00 p.m. Coffee Break

*SUNY Global Center*

4:00 - 4:30 p.m. Breakout Sessions A

**The Road to COIL Normalization Track**

**An Institutional-specific COIL Program: What Would it Take?**

*Global Classroom, Side A (Basement Level)*

- Uliana Gabara, Dean and Chair of International Education, Emerita, University of Richmond
- Ann Hodges, Professor of Law, University of Richmond
- Maurizio Del Conte, Professor of Law, Bocconi University, Milano, Italy

Abstract:

Richmond has some 65 partner universities abroad. More than 60% of students graduate with study abroad and 11% are international. A COIL program using the partnerships has the potential for expanding faculty involvement in collaborative teaching and research and enhancing internationalization at home. Yet, with this infrastructure in place, significant challenges must be overcome. Sharing our analysis of the challenges and work undertaken for addressing them can serve other institutions embarking on COIL projects.

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**Student Voices Track**

**Fully COIL'd Reflections**

*Global Classroom, Side B (Basement Level)*

- Mark Reisinger, Associate Professor of Geography, Binghamton University
- Maureen Gardner, Graduate Student, Department of Geography, Binghamton University
- Arielle Nissenblatt, Undergraduate Student, Department of Geography, Binghamton University

Abstract:

During the fall semester, 2013 we taught a fully COIL'd course that included 15 students from Binghamton University and 16 from Zhenjiang International School. In this presentation we will present both lecturer opinions and student voices of the benefits and struggles of collaborative online learning and international group work. The students in both Binghamton, NY and Zhenjiang, China were asked for their opinions on cultural difference issues in group work, personal feelings on the course, and how the course could see improvement. Student perspectives on the course allow for the betterment of future international class work. In this presentation we will present our findings.

**A Multi-disciplinary, Multi-media, Cross-cultural, Science-Fiction Movie Education Experience**

*Tiered Classroom (2nd Floor)*

- Lisa Dethridge, Senior Lecturer, School of Media and Communications, RMIT University Melbourne, Australia

Abstract:

This presentation describes a multi-disciplinary, international collaboration between students and staff at SUNY Oswego and RMIT, a "global university of technology and design" in Melbourne Australia. Students collaborated to research and produce a range of outputs including essays, blogs, screenplays, science fiction movies and a documentary. This course involved multiple collaborative international learning experiences for the students using mixed-delivery methodology including online synchronous video conferencing and international travel involving face-to-face collaboration between the two student cohorts.

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**Fostering Students' Intercultural Competence in a Language Class with Online Collaboration**

*Multipurpose Room (2nd Floor)*

- Sabine Levet, Senior Lecturer in French, Department of Foreign Languages and Literatures, Massachusetts Institute of Technology (MIT)

Abstract:

This session will present *Cultura*, a project aimed at developing intercultural learning where students from two different cultures collaborate online and compare a variety of materials from both cultures. Initially designed for an intermediate French class at MIT, it has been adapted in other languages by a number of universities in the US and abroad. The session is aimed at instructors and administrators looking for a model of online intercultural exchange to prepare their students for working across cultures.

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**Going the distance – what students say about effective learning online**

*Room 202 (2nd Floor)*

- Uwe Matthias Richter, Academic Lead: Distance and Online Learning in Anglia Learning & Teaching, Anglia Ruskin University's Learning and Teaching Unit, Cambridge and Chelmsford, UK
- Philip Long, Partnership Director for the Faculties of Health, Social Care and education and Course Leader for Postgraduate Certification Programme in Learning and Teaching in Higher Education, Anglia Ruskin University, UK

Abstract:

This presentation explores the significance of the social aspect of online learning, the online learning community, and learning activity design for the level of online learner engagement based on research into three postgraduate modules, two of which are part of a distance learning Postgraduate Certificate in Learning & Teaching in Higher Education. The research focused on the learner experiences on these distant learning modules.

**Conference Sponsor Presentation****Using the Sakai Collaborative Learning Environment to collaborate internationally***Boardroom (2nd Floor)*

- Christian Bond, Sales & Client Relationship Manager, Asahi Net International, Inc. (ANI)

Abstract:

Created more than a decade ago as an open-source LMS alternative, the Sakai collaborative learning environment (CLE) is now used by more than 400 higher education institutions around the globe (in 19 different languages), including 11 of the world's top 25 universities. Members of this vibrant international community work together to continually improve Sakai, making it a flexible, innovative, cost effective LMS solution. In this presentation, we'll take a quick look at the Sakai open source community model, discuss its features and benefits and how you can use it to collaborate in different languages to create courses and/or use the project site feature where users can share documents, videos, ideas, images and use web 2.0 tools to collaborate.

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**4:30 - 4:50 p.m. Coffee Break**

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**4:50 - 5:35 p.m. Breakout Sessions B**

**The Road to COIL Normalization Track****Building a COIL program: the SUNY-Oswego experience***Global Classroom, Side A (Basement Level)*

- John Kane, Director, Center for Excellence in Learning and Teaching, SUNY Oswego
- Lorrie Clemo, Provost and Vice President for Academic Affairs, SUNY Oswego
- Doug Hemphill, Multimedia Instructional Designer, SUNY Oswego
- Amy McHugh, Adjunct faculty member, Department of Communication Studies, SUNY Oswego

Abstract:

This session will describe lessons learned during the development of a campus COIL program. It will examine how we have built a network of support to encourage and assist faculty and programs in developing COIL courses. This support comes from many areas of campus including: the Provost's office, experienced COIL instructors, the SUNY-COIL Center, the Oswego Office of International Education and Programs, the Division of Extended Learning, and the campus teaching center.

**Teaching Writing, Intercultural Competence, and the Advent of MOOCs***Global Classroom, Side B (Basement Level)*

- Ghanashyam Sharma, Assistant Professor, Stony Brook University
- Michael Murphy, Assistant Professor of English, Director of the College Writing Program, and Coordinator of Writing Across the Curriculum, SUNY Oswego

Abstract:

In the context of increasing corporate influence on higher education, especially through the advent of the dominant forms of MOOC, established academic cultures and pedagogical practices in disciplines like writing and rhetoric could be severely undermined. This session will highlight the above by discussing what pedagogical approaches and methods can and cannot be implemented and upheld through different modes of online education.

**Grow Your Own: Strategies for cultivating larger scale virtual exchange***Tiered Classroom (2nd Floor)*

- Greg Tuke, Instructor, Social Media and Social Change, University of Washington-Bothell and Seattle University
- Natalia Dyba, Director of Global Initiatives at the University of Washington Bothell

Abstract:

The University of Washington-Bothell has launched a campus-wide effort to embed and scale online international collaborations throughout the curriculum in partnership with a nearby community college and resources from COIL. In this presentation the team, led by Greg Tuke, who has taught international collaboration courses for 10 years, Natalia Dyba, UW Bothell Global Initiatives Director, and a faculty member engaged in the training, will discuss the strategy framework, challenges and successes to date in strategy implementation.

**Goldilocks Goes Global: Setting the Stage for 'Good, Better, or Just Right'***Multipurpose Room (2nd Floor)*

- Rick Arrowood, College of Professional Studies, Chair of the Master of Science in Nonprofit Management Program, Northeastern University
- Eva Kampits, Consultant, Former Director at NEASC
- Heidi Gregory-Mina, Faculty Member, Southern New Hampshire University

Abstract:

Increasingly, faculty members are faced with addressing the expectations of and demands by multicultural, multi-lingual, techno-savvy students. While there are many good learning models today, academics still strive to develop a perfect online engagement model. We explore teaching and learning scenarios used in online and blended global classrooms that provide insight to what may be 'good, better, or just right.' We will share pedagogical approaches for supporting engaged students that focuses on internationalization in higher education.

# 6TH COIL CONFERENCE

## AGENDA

### Online means audience: Turning the students' perspectives outward to the world

Room 202 (2nd Floor)

- Keiko Ikeda, Associate Professor, Division of International Affairs, Kansei University
- Don Bysouth, Associate Professor, Graduate School of Human Sciences, Osaka University

#### Abstract:

This presentation reports findings from two types of qualitative pedagogical trial projects (one with a 15-week long class period, and the other involving a sequence of Skype conferencing meetings) undertaken during the Fall term of the academic year 2013 in Osaka, Japan. Findings from the projects suggest various implications in developing pedagogical approaches to deliver practical outcomes in terms of students turning their minds outwards to others in the world.

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**5:45 - 8:00 p.m. COIL Partner Network Welcome and All Conference Reception** (Drinks and hors d'oeuvres will be served)  
*Central Synagogue Pavilion (between the Global Center and Lexington Avenue)*

## FRIDAY, MARCH 21, 2014

**8:30 a.m. - 1:00 p.m. Registration**

**8:30 a.m. - 4:30 p.m. Networking Nook Open** – 3rd Floor Café

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**9:00 - 10:30 a.m. Partnering Meeting for Members of COIL's Nodal Network at SUNY and Global Partner Network** (invite only)  
– light breakfast will be served  
*Central Synagogue Pavilion (between the Global Center and Lexington Avenue)*

Description: This meeting is open to all attendees from the COIL Center's Nodal Network and Global Partner Network member institutions. More information and a list of members can be found on the COIL Center website at <http://coil.suny.edu/network>. This meeting will provide an opportunity for the Network's members to meet in person to help advance the work we have begun online to support the confluence of these networks with the ultimate goals of sharing resources and best practices, as well as facilitating the creation of more robust partnerships between SUNY campuses and select higher education institutions around the world.

**9:45 - 10:30 a.m. Information Session: The COIL Network**  
(SUNY Nodal and Global Partners)  
*Global Classroom (Basement Level)*

Description: During this session COIL Center Staff will introduce the COIL Network Membership Model, as well as some of the resources and strategies that have been created to support the development and success of these networks. This will include highlights from our ongoing restructuring in 2014 with a focus on professional development opportunities. We will also provide further information on how interested institutions can get involved with the Network.

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**10:30 - 10:45 a.m. Coffee Break**

**10:45 - 11:45 a.m. Breakout Sessions C (60 minutes)**

### The Road to COIL Normalization Track

#### Private Colleges Normalizing COIL

*Global Classroom, Side A (Basement Level)*

- Eva Paus, Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives, Professor of Economics, Mount Holyoke College
- Kate L. Daniels, Senior Instructional Technology Consultant, DePaul University
- GianMario Besana, Associate Vice President for Academic Affairs – Online Learning and Internationalization, DePaul University
- Joyce Budai, Senior Program Officer at the Great Lakes Colleges Association

Moderator: Jenifer Cushman, Dean of the Campus and Associate Professor of German, Ohio University Zanesville

#### Abstract:

This session will feature representatives from private colleges in the U.S. which have made substantial progress along the path towards the normalization of COIL courses on their campuses. Each speaker will discuss the rationales behind their programs and highlight strategies being employed at their institution, including the ways they garnering ongoing support for their initiatives as well as approaches to support and encourage faculty involvement.

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### Teacher Education Track

#### We Teach the World: Building International Competence and Engagement into the Undergraduate Education of Preservice Teachers

*Global Classroom, Side B (Basement Level)*

- Marley S. Barduhn, SUNY Global Fellow and Assistant Provost Emerita, SUNY Cortland
- James O'Meara, Director of the Office of Teaching and Learning and Director of the Advanced Studies in Teaching at National Louis University, Chicago
- Janet Duncan, Associate Professor, Department of Foundations and Social Advocacy, SUNY Cortland
- Miriam Vock, Professor of Research on Teaching and Interventions, Department of Education, University of Potsdam, Germany
- Frederik Ahlgrimm, University Lecturer, University of Potsdam, Germany
- Anjoo Sikka, Dean, Ella Cline Shear School of Education, SUNY Geneseo
- Philip Long, Partnership Director for the Faculties of Health, Social Care and Education and Course Leader for Postgraduate Certification Programme in Learning and Teaching in Higher Education, Anglia Ruskin University, UK
- Nancy Chicola, Chair of Elementary Education and Reading, Buffalo State College

Abstract:

This interactive panel session will explore national policy and promising practices in internationalizing teacher education. Succeeding Globally Through International Education and Engagement outlines the U.S. Department of Education's International Strategy for 2012-16. This document represents an important road map for those designing innovative approaches to international learning to prepare learners for success in a globalized world. This session will examine current status, challenges and progress toward increasing global competence of teachers and students.

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**Instructional Designer Perspectives Track  
Combined Session**
**Presentation A: The Instructional Designer as Full Partner  
with Faculty in the Design of COIL Courses**  
*Boardroom (2nd Floor)*

- Rick Reo, Instructional Designer, Division of Instructional Technology, George Mason University

Abstract:

A core challenge for faculty new to developing Globally Networked Learning Environments (GNLE) courses involves faculty professional development issues related to quality online course design and effective online teaching. A key step in addressing this challenge is to understand the multidimensional role of the Instructional Designer (ID) in the planning of highly collaborative, online, international learning environments or courses, and to make explicit the critical pedagogical role played by IDs in the course design relationship.

**Presentation B: A View from the Trenches: An Instructional  
Designer Perspective on COIL**  
*Boardroom (2nd Floor)*

- Douglas Hemphill, Instructional Designer, Division of Extended Learning, SUNY Oswego

Abstract:

This session will offer a view into the growth of SUNY Oswego's COIL initiative, from two courses in fall of 2012 to a sustainable and maturing program featuring six courses in six countries in the spring of 2014. The presentation will cover high level processes and workflows, but will be focusing on the challenges faced from an instructional design standpoint.

**Student Voices Track**
**From collaboration to consultation: incorporating two-tiered  
learning in a multi-sited, international online graduate course**  
*Tiered Classroom (2nd Floor)*

- David A. Sonnenfeld, Professor, Department of Environmental Studies, SUNY College of Environmental Science and Forestry
- Bettina Bluemling, Assistant Professor, Department of Social Sciences, Wageningen University
- Cherry Ignacio, Ph.D. Candidate, Department of Neuroscience and Physiology, SUNY Upstate Medical University

Abstract:

This talk discusses a two-year effort to develop a collaborative, online international graduate course involving institutions in the Netherlands, New York, and China, respectively. A unique feature of this course was that students worked jointly for an external client; this resulted in what we term, "two-tiered learning". This presentation addresses key lessons from this effort, through the course's initial implementation in fall 2013, and looking forward, how best to support "two-tiered learning" within such courses.

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**Combined Session: Regional Perspectives - Eastern Europe**
**Presentation A: International Online Language Teaching: Collaborative and Natural vs. Self-paced and Structured**  
*Room 202 (2nd Floor)*

- Gulnara Sadykova, Associate Professor at the Department of Germanic Philology, Director, Kazan International Linguistic Center, Kazan Federal University (Russia)
- Gulnara Gimaletdinova, Associate Professor, Department of Germanic Philology Kazan Federal University (Russia)
- Lilia Khalitova, Associate Professor, Department of Germanic Philology, Kazan Federal University (Russia)
- Nazira Migmanova, Graduate Student, Department of Germanic Philology, Kazan Federal University (Russia)

Abstract:

The presentation will describe and compare two separate international online language-learning practices. The first one involved English language learners studying at Kazan Federal University (Russia) who participated in an online cross-cultural module and performed online activities with their U.S. and Lithuanian peers. The second online language learning practice engaged learners of Tatar from around the world into a mostly self-paced learning activities created for independent studies. The presenters will discuss the advantages and drawbacks of both online language courses and propose their vision of an effective and engaging international online language-learning course.

# 6TH COIL CONFERENCE

## AGENDA

### **Presentation B: Barriers to Collaborative Online Learning in Slovakia**

*Room 202 (2nd Floor)*

- Katarina Pisutova, Coordinator for e-learning, Comenius University, Slovakia and Instructional Designer, International Programs, SUNY Empire State College

#### Abstract:

I will present results of a study on collaborative activities in online courses in Slovakia, and student and teacher perceptions of these methods. I will analyze the barriers to collaboration in light of authoritarian heritage in education system and explain how they represent in hampering online collaboration on an example of COIL course conducted in 2012. Participants will brainstorm effective ways to have students better engage in international collaborative activities and critical thinking in an online environment.

### **Combined Session: Student Blogging as a Learning Tool**

#### **Presentation A: NewsActivist Website Update**

*Multipurpose Room (2nd Floor)*

- Gabriel Flacks, Instructor and Coordinator, Humanities Department, Champlain College Saint-Lambert

#### Abstract:

Between 2007 and 2012, Flacks developed a curriculum which encouraged students in the US and Canada to write and think critically about contemporary issues collaboratively, sharing perspectives and ideas while building local and global awareness. To facilitate this form of pedagogy, Flacks developed a website, [www.newsactivist.com](http://www.newsactivist.com), that helps teachers and students easily manage and coordinate cross-campus, international collaborations. Since the site went online, in fall of 2012, over 2000 students and 20 professors have used the site to help achieve a variety of pedagogical goals.

#### **Presentation B: Blogging as Intercultural Ice Breaker**

*Multipurpose Room (2nd Floor)*

- Karyn Hollis, Associate Professor of English, Director, Concentration in Writing and Rhetoric, and Acting Director, Cultural Studies Program at Villanova University

#### Abstract:

I will present the correspondence (text and images) between my students and students abroad as they exchanged information in preparation for a face to face encounter. A set of lively and provocative questions were presented over a month and a half to both sets of students to answer and illustrate with images. The questions elicited unexpected and insightful cultural information on blogs set up for the exchange, providing us with greater awareness and acceptance of the cultural differences we would encounter abroad.

#### **Presentation C: Research-Based Teaching: Weblogs – a Source for Collaborative and Informal Learning**

*Tiered Classroom (2nd Floor)*

- Alexander Henning Knoth, Research Assistant, Sociology of Gender and E-Learning Coordinator, Economic and Social Science Faculty, University of Potsdam (Germany)

#### Abstract:

The contribution reflects on my research-based teaching concept for an interdisciplinary and international university seminar, which focuses on a “seminar log”. The tool enhances student’s participation and learning and offers plenty possibilities for transnational teaching scenarios. Short articles and frequent comments initiate student activities as well as scientific discussions within a self-regulating and student centric sphere. Collaborative and informal learning are the key concepts to deal with the student’s cultural background and different existing hierarchies.

### **12:00 – 1:30 p.m. Plenary Session: Awards Luncheon**

*Central Synagogue Pavilion (between the Global Center and Lexington Avenue)*

**Remarks by Nancy L. Zimpher, Chancellor,  
The State University of New York**

**Remarks by Patti McGill Peterson, Presidential Advisor for  
Global Initiatives, American Council on Education**



Dr. Peterson is Presidential Advisor for Global Initiatives at the American Council on Education where she oversees the work of the Center for Internationalization and Global Engagement. Previously, she served as Executive Director of the Council for International Exchange of Scholars, which administers the Fulbright Scholar Program. She is President Emerita of Wells College and St. Lawrence University.

Her leadership positions have included Chair of the U.S.-Canada Commission for Educational Exchange, the National Women’s College Coalition, and President of the Association of Colleges and Universities of the State of New York. She has served as a Board member of the UNCF International Development Partnerships and the Ford Foundation’s International Fellowship Program. Her current board memberships include the Council for International Educational Exchange, CONAHEC and the National Research University, HSE, Moscow.

Dr. Peterson holds a B.A. from the Pennsylvania State University, an M.A. and Ph.D. from the University of Wisconsin and did post-graduate study at Harvard University.

#### Abstract:

Dr. Peterson will provide an overview of what the American Council on Education has learned from its survey, *Mapping Internationalization on U.S. Campuses*, and its implications for the use of technology in extending the reach of international education. Traditional models of providing opportunities for global learning need to be examined in light of the demographics of today’s student population. This challenge will require new thinking and close cooperation among institutions so that new approaches are an integral part of efforts to internationalize colleges and universities.

Dr. Peterson will introduce the ACE-COIL Award Program to *Advance Internationalization through Collaborative Online International Learning*, sharing with the audience why ACE partnered with COIL to offer this award, and the value the COIL model provides to the field. She will then join COIL Director Jon Rubin in announcing the three award-winning institutions, who will each be represented by their Provosts who will be present to accept their award.

## INAUGURAL INTERNATIONALIZATION THROUGH TECHNOLOGY AWARDS

*Presented by the American Council on Education (ACE) in Collaboration with the SUNY COIL Center*

This award program recognizes, supports, and promotes the use of technology to enhance institutional internationalization and global competence among students at U.S. colleges and universities. Technology holds great promise for supporting activities that strengthen institutional global engagement through meaningful international collaborations for faculty and staff, and for providing students with experiences and opportunities through which they may acquire global competencies—the knowledge, skills, and attitudes needed to live and work in our multicultural and interconnected world.

The ACE COIL Award is made possible through the generous sponsorship of **Asahi Net International**.



A national call for submissions was conducted in two award categories:

1. **Leaders in Internationalization through Technology – Recipients Announced at 96th ACE Meeting March 8-11, 2014**
2. **Advancing Internationalization through Collaborative Online International Learning**

### 2014 ACE/COIL Award for Advancing Internationalization through Collaborative Online International Learning Recipients

This award recognizes institutions that have demonstrated an institutional vision for and commitment to enhancing curricular internationalization through the use of technology, specifically collaborative online international learning. The three winning institutions have demonstrated their capability and commitment to develop and implement globally networked courses that align with the models evolving at the SUNY COIL Center. The Provost of each institution will accept the award during this presentation and also offer brief remarks about their proposed COIL initiatives which will be supported by the SUNY COIL Center and the American Council on Education.



#### Scott A. Chadwick, Provost

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually.

We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action. Founded in 1831 in Cincinnati, Ohio, Xavier University has three colleges which offer 87 under-graduate majors, 55 minors and 19 graduate programs to 6,945 total students, including 4,540 undergraduates. The University is the sixth-oldest Catholic university in the nation and one of 28 Jesuit colleges and universities nationwide.



#### John M. Peek, Provost and Chief Academic Officer

Glennville State College was founded in 1872 to serve the higher education needs of Central West Virginia. While the College still maintains a strong focus on teacher preparation, it now offers a wide array of two year and four year degree programs in the humanities, sciences, and social sciences.

Consistent with its vision of being one of the best small liberal arts colleges in the country, the College has over the last five years improved its residential and recreational facilities, enhanced student research opportunities, and developed the curricular foundation for preparing students for their chosen careers in a technological and global society.



#### Jon M. Young, Provost and Vice Chancellor for Academic Affairs

Established in 1867, Fayetteville State University (FSU) is a Historically Black University and a constituent institution of the University of North Carolina. Offering bachelor's degrees in 35 disciplines, master's degrees in 8 disciplines, and a doctorate in education, FSU serves 6,200 students of which two-thirds are African-American, one half are adult learners, and 20% are military affiliated. FSU has received national recognition for its student success programs, the most recent of which was in October 2013 when FSU was named a "Champion of Access and Success" by the Institute for Higher Education Policy. To promote global understanding – which is a general education requirement – FSU offers technology mediated classes that bring FSU students together with students of international partner institutions.

1:45 - 2:45 p.m. Breakout Session D

### The Road to COIL Normalization Track

#### Community Colleges at SUNY Normalizing COIL

*Global Classroom, Side A (Basement Level)*

- Donald Katt, President, SUNY Ulster Community College
- Katherine P. Douglas, President, SUNY Corning Community College
- Jayne Peaslee, Director of the Center for Teaching Innovation and Excellence, Corning Community College
- Richard Cattabiani, Director of International Programs, Ulster Community College

Moderator: John E. Fowler, Assistant Director, SUNY COIL Center

#### Abstract:

This session will feature representatives from two of the leading SUNY Community Colleges which have made substantial progress along the path towards the normalization of COIL courses. Each speaker will discuss the rationales behind their programs with a particular focus on the benefits that COIL can bring to community college students, faculty and staff. They will highlight strategies being employed at their campus, including the ways they garnering ongoing support for their initiatives as well as approaches to support and encourage faculty and student involvement.

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### Hospitality and Online Intercultural Pedagogy: Practical and Theoretical Reflections

*Global Classroom, Side B (Basement Level)*

- Nathan R.B. Loewen, Professor, Departments of Humanities and Religious Studies, Vanier College, Quebec, Canada
- Eric Lozowy, College Dean, Science and General Studies, Vanier College, Quebec, Canada
- Jennifer Mitchell, IT Pedagogical Counselor, Pedagogical Development Office, Vanier College, Quebec, Canada
- Stacey DeWolfe, Freelance writer, teacher and musician

#### Abstract:

"Hospitality" is an essential element of intercultural pedagogy that informs synchronous collaborative online courses. As a conceptual foundation and a practical strategy, hospitality is the competency developed by such courses. The co-hosting unique to this pedagogy requires reciprocal and mutual interactions between institutions as well as among participating teachers and students. All participants are simultaneously visitors and foreigners in relation to each other. The reflections of this panel are based on an ongoing project.

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### Combined Session: Early Assessment Attempts in COIL Courses

#### Presentation A: The Value of a Virtual Term Abroad

*Tiered Classroom (2nd Floor)*

- Lorette Pelletiere Calix, Instructor and Director of Latin American Programs, SUNY Empire State College
- Patrice Prusko Torcivia, Instructional Designer, Cornell University

#### Abstract:

Researchers used the work of Etienne Wenger, et.al in Promoting and assessing value creation in communities and networks: a conceptual framework (2011) to assess the value created by a virtual international experience. The results indicate that even short term COIL-type collaborations create value and promote student engagement and learning.

#### Presentation B: Evaluating international cross-cultural skills obtained in a study abroad, faculty-led trip, or a COIL course

*Tiered Classroom (2nd Floor)*

- Bidhan Chandra, Associate Professor, Center of Distance Learning, Empire State College
- Susan Jagendorf-Sobierajski, Executive Director, International Education, SUNY Cobleskill
- Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College
- Runi Mukherji, Professor and Chair, Department of Psychology, SUNY College at Old Westbury
- Rebecca Smolar, Project Manager, SUNY Levin Institute
- Patrice Prusko Torcivia, Instructional Designer, Cornell University

#### Abstract:

Deep engagement with another culture often occurs in international study trips and COIL courses. Measuring the outcomes of the international engagement and associated learning is challenging. A group of faculty and staff from six SUNY campuses and Cornell University created a Cross-Cultural Evaluation Toolkit to measure the attainment of cross-cultural skills from these experiences and other experiential learning activities. This session will present the Toolkit, including rubrics and guidelines that are being piloted this spring.

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### Mini-Workshop

#### Global Work Teams: Are We Adequately Preparing Our Students?

*Multipurpose Room (2nd Floor)*

- Susan Bray, Principal Owner, New Vistas, Senior Associate of both WorldWork Ltd, and of TCO International Diversity Management

#### Abstract:

The world is in the midst of a transformation in the workplace that requires people to work in teams across time, distance, and culture. Global Work Teams represent a "new sociology of work." The presenter will challenge the audience to consider if their educational programs are adequately preparing students for this new reality. She will share examples of possible content, what some universities are doing to address this.

**Teacher Education Track – Combined Session****Presentation A: Thinking Otherwise: How Global Perspectives Transform Education***Room 202 (2nd Floor)*

- Mary Jensen, Associate Professor of Education, Ella Cline Shear School of Education, SUNY Geneseo
- Jane Fowler Morse, Professor of Education, Ella Cline Shear School of Education, SUNY Geneseo
- Linda Steet, Associate Professor, Ella Cline Shear School of Education, SUNY Geneseo

Abstract:

This panel will discuss integrating global perspectives into teacher education courses through digital networking. Panel members received a grant at their campus to support efforts of eight faculty members interested in developing international and digital connections in their courses. We will share our approach to collaborating to build global connections, and invite faculty from other universities to share their strategies and experiences. We started with an idea, pursued it doggedly, and have begun to reap the benefits.

**Presentation B: Online collaboration in teacher education: some insights from an ongoing trial***Room 202 (2nd Floor)*

- Miriam Vock, Professor of Research on Teaching and Interventions, Department of Education, University of Potsdam, Germany
- Frederik Ahlgrimm, University Lecturer, University of Potsdam, Germany

Abstract:

Experiences from an online collaboration of two scholars from the USA and Germany will be presented. The process of establishing the collaboration, difficulties and outcomes will be described. As a result, differences and similarities of both academic communities will be pointed out. As we will show, these can provide learning opportunities for students and scholars alike.

**2:45 – 3:10 p.m. Coffee Break***Global Center***3:10 – 4:10 p.m. Breakout Sessions E****The Road to COIL Normalization Track****International Institutions Normalizing COIL***Global Classroom, Side A (Basement Level)*

- Ulrike Lucke, Full Professor of Computer Science and Chief Information Officer, University of Potsdam, Germany
- Keiko Ikeda, Associate Professor, Division of International Affairs, Kansai University
- Nathan R.B. Loewen, Professor, Departments of Humanities and Religious Studies, Vanier College, Quebec, Canada
- Eric Lozowy, College Dean, Science and General Studies, Vanier College, Quebec, Canada

Moderator: Jean Bernard Adrey, Director of the International Experience and Mobility Service, Coventry University

Abstract:

There are multiple paths towards the normalization of COIL courses. This session will feature representatives from international institutions which have embarked on that journey. Each presenter will introduce their initiatives including the rationales behind their programs. They will also highlight strategies being employed at their campus to support and encourage faculty and student involvement and to facilitate the growth and sustainability of their initiatives.

**Student Voices Track****A Conversation about Online Collaborations using Facebook and Synchronous Communication: Student and Faculty Perspectives**  
*Global Classroom, Side B (Basement Level)*

- Hope Windle, Instructional Designer and Associate Professor, SUNY Ulster
- Jeannine Mercer, Visiting Assistant Professor, Lebanon Residency Program, SUNY Empire State College
- Mindy Kole, Assistant Professor of Business, Director of the Darlene L. Pfeiffer Center for Entrepreneurial Studies, SUNY Ulster
- Marwa El Charif, Undergraduate Student, Lebanon Program, SUNY Empire State College
- Charbel Ghanime, Undergraduate Student, Lebanon Program, SUNY Empire State College
- Joellen Blas, Undergraduate Student, SUNY Ulster
- Christopher Privett, Undergraduate Student, SUNY Ulster
- Shawn Smith, Undergraduate Student, SUNY Ulster

Abstract:

In our global economy international business skills are essential. While technology makes collaboration possible, human interaction and understanding of cultures, values and lifestyles also play a role. This presentation will share student perceptions of technological and cultural lessons learned during a social media group project. Learn the challenges students at SUNY Ulster and in Lebanon faced to communicate successfully, and how Facebook and a synchronous session improved their motivation and interaction.

**Instructional Design Perspectives Track****Synchronous Courses with Global Partners Using Videoconferencing***Tiered Classroom (2nd Floor)*

- Todd Austin, Videoconferencing Lead, Instructional Support Services, College of Literature, Science, and the Arts University of Michigan
- Philomena Meehan, Instructional Learning Lead, Language Resource Center, College of Literature, Science, and the Arts, University of Michigan

Abstract:

The University of Michigan is in its second year of an initiative that provides funding and support in instructional design and videoconferencing technology to faculty from across the university who seek to organize synchronous co-taught courses with overseas partners. We will share the challenges we have met, successes we have enjoyed, and some of the technology we have used in this effort. We invite you to join us and explore the world of synchronous co-teaching.

### Mini-Workshop

#### **Breaking the mould: Engaging with COIL to enhance internationalizing the curriculum at Glasgow Caledonian University** *Multipurpose Room (2nd Floor)*

- Sabine McKinnon, Senior Lecturer in Academic Development, GCU LEAD Centre for Learning Enhancement and Academic Development, Glasgow Caledonian University, Scotland
- Liz Frondigoun, Lecturer in Criminology/ Sociology, Glasgow School for Business and Society, Glasgow Caledonian University, Scotland
- J. David Moore, Lecturer in Audio Technology, School of Engineering and the Built Environment, Glasgow Caledonian University, Scotland

#### Abstract:

This session presents how Glasgow Caledonian University engages with COIL to embed an internationalized curriculum in different subject disciplines as part of a university wide strategic change project. It consists of three short presentations from academics in different subject areas: the central learning and teaching center, social sciences and audio-technology. The presentations are followed by an interactive activity for the audience which introduces them to some of the CPD materials developed for the project.

### Teacher Education Track

#### **Crackerbarrel Session on Internationalizing Teacher Education: Promising Practices from the Field** *Room 202 (2nd Floor)*

- Anjoo Sikka, Dean, Ella Cline Shear School of Education, SUNY Geneseo
- Janet Duncan, Associate Professor, Department of Foundations and Social Advocacy, SUNY Cortland
- Miriam Vock, Professor of Research on Teaching and Interventions, Department of Education, University of Potsdam, Germany
- Frederik Ahlgrimm, University Lecturer, University of Potsdam, Germany
- Philip Long, Partnership Director for the Faculties of Health, Social Care and Education and Course Leader for Postgraduate Certification Programme in Learning and Teaching in Higher Education, Anglia Ruskin University, UK
- Nancy Chicola, Chair of Elementary Education and Reading, Buffalo State College

#### Abstract:

This “Crackerbarrel Session” is an interactive session focusing on promising practices, research and strategies for creating equitable learning experiences, soliciting innovative practices currently underway, and exploring research around online pedagogy to guide curriculum. Organized around three primary themes: a) preparing globally-minded teachers, b) innovative curricular practices, and 3) research findings, participants in this session will contribute to the discussion and receive a booklet of promising practices from this session.

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#### **4:30 - 5:40 p.m. Closing Plenary – How Can We Work Together to Normalize COIL?**

*Global Classroom (Basement Level), Tiered Classroom (2nd Level), Room 109 (Ground Level)*

- Jean Bernard Adrey, Director of the International Experience and Mobility Service, Coventry University
- Jenifer Cushman, Dean of the Campus and Associate Professor of German, Ohio University Zanesville
- John E. Fowler, Assistant Director, SUNY COIL Center
- Jon Rubin, Director, SUNY COIL Center
- Elmer Poe, Assistant Vice Chancellor for Emerging Academic Initiatives, East Carolina University

#### Abstract:

In this session the moderators from each of the today’s Road to Normalization Track sessions will summarize some of the key lessons and ideas put forward in each of those presentations. This will set the stage for a moderated discussion, also including our keynote speaker and the Director of the COIL Center, where all conference attendees are welcome to share the ideas, questions, or inspirations related to this year’s theme that they have gathered in the past two days. By working together and sharing ideas and best practices we can each contribute to advancing the collaborative online international learning field along the path to normalization.

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#### **5:40 - 6:00 p.m. Closing Remarks: New Directions for COIL and Open SUNY**

- Jon Rubin, Director, SUNY COIL Center

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**We hope to see you at the 2015 COIL Conference.**



**Jean Bernard Adrey** joined Coventry University in 2005 after completing a PhD in European Sociolinguistics and is currently the Director of the International Experience and Mobility Service [IEMS] which

administrates all international experience and mobility schemes at CU managing over 4,000 international experiences yearly. Recently IEMS has been tasked with both the central coordination of Online International Learning [OIL] Projects as a platform to internationalise the curriculum and the internationalisation of the campus.



**Frederik Ahlgrimm** works in the field of teacher education and school development. After studying music and Latin in Potsdam (Germany) and Turin (Italy), he received his Ph.D.

for his research on school development and teacher collaboration in German schools. Since 2010, he has been working as a university lecturer at Potsdam University and running democaris, a school consultancy he co-founded. He lives with his wife and four children in Berlin.



**Rick J. Arrowood, J.D.** is the Chair of the Master of Science in Nonprofit Management program and a fulltime graduate faculty member at Northeastern University,

College of Professional Studies, Boston, Massachusetts, U.S.A. Mr. Arrowood is also a Visiting Professor at Swinburne University of Technology, Melbourne, Australia. Mr. Arrowood's scholarly practitioner and research interests are leadership, organizational culture, distance education, and include work in dual degree international engagements, nonprofit leadership, and global cultural awareness studies.



**Todd Austin**, Videoconferencing Lead, Instructional Support Services, College of Literature, Science, and the Arts University of Michigan. Todd Austin has been working with

H.323 videoconferencing in teaching for over ten years at the University of Michigan. For the last two years, he has led videoconferencing efforts at Michigan's major college and co-manages the university's international co-taught course initiative with Ms. Meechan. His educational and professional backgrounds include information technology, Russian politics, and classical music.



**Marley S. Barduhn** is currently a SUNY Global Fellow, working with SUNY system on several projects related to internationalizing teacher education. She is also Assistant

Provost Emerita with SUNY Cortland where she lead campus efforts in administration and accreditation of teacher and educational leadership programs. Marley has experience in directing international program development and assessment, creating field experience and student teaching abroad, and managing an international programs office.



**GianMario Besana**, Associate Vice President for Academic Affairs – Online Learning and Internationalization, DePaul University. GianMario Besana holds a Ph.D. in

Mathematics from the University of Notre Dame, IN, and has published widely in the field of algebraic geometry and applications to computer vision. He leads the internationalization process at DePaul University, while also coordinating the institution's online learning efforts. Under his guidance, DePaul's faculty training program for online teaching was recognized in 2012 with the Sloan-C award for best faculty development program for online teaching in the country.



**Christian Bond**, Clients Relationship Manager. Christian Bond has over 20 years of experience in the public and private education sectors as a teacher, instructional

designer, consultant and training director. He has been involved with the Sakai project since 2008 implementing, supporting and guiding schools through their implementations of the Sakai CLE and he's now responsible in the promotion of Sakai and its community. He received his graduate degree (MA) in Adult Education from Sherbrooke University, Canada.



**Bettina Bluemling**, Assistant Professot, Dept. of Social Sciences, Wageningen University. Engaged in collaborative research on natural resources management in China and

India. Teaching on environment and development, theories of environmental and social sciences, and methodologies for collaborative interdisciplinary research.



**Susan Bray** has had a long and successful career in academia and business. She is a principal owner of New Vistas, a company which prepares people for success in today's

global economy. Sue is a Senior Associate of both WorldWork Ltd, and of TCO International Diversity Management – European based international firms designed to build cultural competence. In these roles she has taught online and face-to-face programs to support global work teams, and has provided executive coaching.

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## SPEAKER BIOS



**Joyce M. Budai** is the Senior Program Officer at the Great Lakes Colleges Association (GLCA) in Ann Arbor Michigan. Joyce received her Ph.D. in Geology at the University of

Michigan. Her research efforts focused on geochemical alteration of sedimentary rocks and fluid migration processes within deformed and buried ancient rocks sequences. Over the past 12 years at the GLCA, Joyce has supported faculty development, international education, campus sustainability efforts, and most recently the development of the Global Liberal Arts Alliance initiative.



**Don Bysouth**, Osaka University, Graduate School of Human Sciences, Associate Professor. Don holds a PhD in psychology from Murdoch University, Australia. His research involves

the detailed examination of social interaction in a variety of settings and contexts, drawing on ethnomethodology, conversation analysis, and multimodal approaches to human interaction. He is actively involved in the design and implementation of higher education internationalization initiatives in Japan.



**Lorette Pelletiere Calix** is an instructor and director of SUNY/Empire State College programs in Latin America. She presents frequently on experiences with blended learning

programs in Panama and the Dominican Republic. In addition to 18 years in higher education, Lorette has upper level management experience both in the U.S. and Latin America. She has a Master's degree in Organizational Management, a B.A. in International Relations, post-graduate work on quality in higher education and doctoral studies in Management.



**Richard Cattabiani's** interest in international education was sparked by a Fulbright Teacher Exchange in Leicester, England. A retired high school teacher [33 years],

he initiated and implemented SUNY Ulster's International Program in 2005. Since then, he has been working closely with the State University of New York's Center for Collaborative On-line International Learning [COIL], Globalization101.org, The Scholar Rescue Fund and the Global Workforce Project. Richard continues to teach in both the English and Social Sciences departments at SUNY Ulster.



**Scott A. Chadwick** assumed his duties as Provost and Chief Academic Officer on July 1, 2011. Prior to coming to Xavier University, he served as Vice President

for Academic Affairs and Mission and Identity Officer for Canisius College in Buffalo, New York. He also served as Associate Vice President for Academic Affairs at Creighton University in Omaha, Nebraska. Dr. Chadwick taught at Iowa State University and Oregon State University. Prior to earning his PhD in 1994, he worked in information systems and financial systems at Arthur Andersen Consulting, Firestone, and Sprint.



**Bidhan Chandra** is an experienced international educator/consultant and is currently an Associate Professor at Center of Distance Learning at Empire State College where

he coordinates and teaches courses in international business and management. He has also been a Visiting Professor with the School of Management at the University of Buffalo, where he has taught International Business to executives in the Motorola University and Renmin University EMBA programs in Beijing and in UB's Singapore EMBA program.



**Marwa El Charif**, 22, also known as Marru, is a student majoring in Marketing and Advertising in her final year at the Lebanon program in ESC. She works as a sales

account manager at a Telecom Company called "Sama S.A.L. Offshore", and also works as a Singer/Performer in two bands: a rock girl band and an entertainment band called Fantastix. Marwa plays the guitar and keyboards in addition to singing and composing. She attributes her success to her parents because they motivate and inspire her.



**Nancy Chicola** is Chair of Elementary Education and Reading at SUNY, Buffalo State. Her university teaching experience research revolves around social studies education and school

leadership. She has published numerous articles related to the arts in social studies instruction and culturally responsive teaching as well as two books *Discovering World Geography with Books Kids Love* and *Creating Caring Communities with Books Kids Love*. Recent research in international teacher education has culminated with a curricular proposal for infusing international perspectives throughout the Department curriculum and student experiences.



**Lorrie Clemo** has been the Provost and Vice President for Academic Affairs at SUNY-Oswego since 2010. Prior to this, she has served as Chief of Staff and Deputy to the Presi-

dent, Faculty Fellow to the President, the Director of Public Administration and Policy Program, and was a member of the Political Science Department. She possesses a PhD in Political Science from SUNY-Binghamton.



**Jenifer Cushman**, Dean of the Campus and Associate Professor of German, Ohio University Zanesville. With a German PhD from Ohio State, Jenifer engaged in the

University of Minnesota study abroad curriculum integration effort as a faculty member at UM Morris, and most recently served as International Dean at Juniata College, a NAFSA Simon-Award-winning institution, 2007-2014. A 2009 AIEA Presidential Fellow and 2010 ACE Fellow, she chairs the 2014 Simon committee, and contributed to the recent NAFSA publication "Improving and Assessing Global Learning." Jenifer is President-Elect of AIEA.



**Lisa DellaPorte** is the Program Operations Manager of Know My World with a B.S. in Education/English from SUNY New Paltz. She has recently returned from the

Galapagos Islands as an English Teacher, volunteering in the local community and taking classes towards her M.P.S. in Humanistic and Multicultural Education from SUNY New Paltz which she plans on completing in December 2014.



**Maurizio Del Conte** is Professor of Law at Bocconi University, Milano, where he teaches and writes on labor and employment law. He earned the Ph.D. in Comparative and

European Employment Law and Industrial Relations from University of Pavia. His recent publications focus on termination of the employment contracts, Trade Unions rights and collective bargaining, alternative dispute resolution, workplace privacy. Professor Del Conte has published two books, journal articles, book chapters, and co-authored a

textbook on Italian Employment Law. He has been Visiting Professor at the University of Richmond and University of Kobe, Japan, and presented in Europe, U.S.A., Japan, and Mexico to academics and practitioners. He is Director of the Research Unit on Law and Economics Studies at Bocconi and member of the center on International Markets, Money and Regulation Board.



**Lisa Dethridge**, Senior Lecturer, School of Media and Communications, RMIT University (Melbourne, Australia). Lisa Dethridge is a pioneer of online

education and has conducted research across a wide spectrum of electronic communications media for organizations including the United Nations Secretariat in New York, for NASA (US National Aerospace and Aeronautics Agency) in Houston and for Telecom Australia. She designs for multi-user virtual environments and has twenty years' experience writing and producing for web, film, television, theatre, radio, print and telecoms in Australia and the United States for Fox, Warner, Working Title, MTV, CBS, NBC, Ted Turner CNN, Granada, SBS, Dempa Japan, Conde Nast; the Australian Film Commission.



**Stacey DeWolfe** is a freelance writer, teacher and musician who makes her home in Montreal, Canada. She holds undergraduate degrees in English and film production,

as well as a master's degree in film studies. Stacey has written about food, culture and art for the Montreal Mirror, C Magazine, Akimbo, Mutekmag and Cult MTL. Stacey is also the author of Sound Affects: Sado- Masochism and Sensation in Lars von Trier's Breaking the Waves and Dancer in the Dark.



**Katherine Douglas**, President, Corning Community College. Dr. Douglas is a leader and innovator in her field of study; leadership and open access higher education. Prior to arriv-

ing as the 6th President of Corning Community College (CCC), Dr. Douglas served as Vice-President of Academic Affairs at Sussex County Community College. At CCC, Dr. Douglas has led the development of a new strategic plan employing a strengths-based approach. Dr. Douglas began her community college career at Greenfield Community College (GCC) where she earned tenure and the rank of professor teaching Outdoor Leadership for 20 years, before entering academic administration as Associate Dean of GCC's Division of Behavioral Sciences and later as Dean of the Division of Social Sciences at Holyoke Community College.



**Janet Duncan**, Associate Professor in the Foundations and Social Advocacy Department at SUNY Cortland. She has worked with teachers of inclusive education for over

20 years. Her research interests international human rights for children with disabilities, autism, and accessibility issues. Founding Director of the Institute for Disability Studies at SUNY Cortland, Dr. Duncan received her Ph.D. in Special Education from Syracuse University in 1994.



**Natalia Dyba** is the Director of Global Initiatives at the University of Washington Bothell, a UW campus recognized for its interdisciplinary academic programs, diverse

student population and entrepreneurial spirit. Her role supports the growth of international efforts across campus, including education abroad, institutional

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## SPEAKER BIOS

partnerships, curricular integration, and opportunities for international involvement locally. She is a 2013-2014 AIEA Presidential Fellow and a board member of the Greater Puget Sound Chapter of the Fulbright Association.



**Angélica Santana Fierro**, Professor and researcher at the School of Business and Humanities at Tecnológico de Monterrey Campus Chihuahua. She is part of the leader

team that is currently implementing an iPad initiative on the Campus. She focuses on designing and presenting workshops on educational technology for professors in several Campuses. She is the creator of the teaching strategy Connective Multicultural Learning. She has coordinated interactions between Tecnológico de Monterrey and five different Universities located in various parts of the world.



**Gabriel Flacks**. Between 2007 and 2012, Flacks developed a curriculum which encouraged students in the US and Canada to write and think critically about contemporary

issues collaboratively, sharing perspectives and ideas while building local and global awareness. To facilitate this form of pedagogy, Flacks developed a website, [www.newsactivist.com](http://www.newsactivist.com), that helps teachers and students easily manage and coordinate cross-campus, international collaborations. Since the site went online, in fall of 2012, over 2000 students and 20 professors have used the site to help achieve a variety of pedagogical goals.



**Liz Frondigoun**, Lecturer in Criminology/Sociology, Glasgow School for Business and Society, Glasgow Caledonian University. Liz teaches at undergraduate and postgraduate level.

She has a strong interest in innovative pedagogy particularly in e-learning which supports students to learn and engage in virtual group work across geographical boundaries. Her other specialist areas of research are in policing, policy, and violence: ASB and youth violence, work related violence, alternatives to imprisonment, gender and ethnicity, in which she has researched for a number of years.



**Uliana Gabara**, Ph.D. Dean and Chair of International Education, emerita, University of Richmond, VA. Founder of Richmond's Office of International Education, Gabara was

responsible for the vision and strategic development of comprehensive, integrated internationalization. This included exchanges/affiliations with universities abroad, study abroad policies and procedures, faculty and curriculum internationalization, international students and scholars, budgetary strategies, and outreach to the community. With degrees from Bennington College, the University of Warsaw, and a Ph.D. from the University of Virginia, Gabara has presented at various venues, consulted and evaluated internationalization projects. She is past president of AIEA, the Virginia Association for International Education, chair of International Studies Association's NCISPA, and member of boards of Scholars at Risk, ACE's Internationalization Collaborative among others. Development of a Richmond COIL program is her current project.



**Maureen Gardner** is a second semester graduate student studying Geography at Binghamton University. She spent the Fall 2013 semester in Zhenjiang, China as a Teaching

Assistant for a World Regional Geography course. She has developed an understanding of collaborative international learning and has gained insight from her students. She is currently developing her thesis on landslide susceptibility assessment for the Republic of Moldova.



**Charbel Ghanime**, also known as Belime, is a singer-songwriter, music producer, and a senior at the SUNY Empire State College's International Program in Lebanon.

At 22 years old, Charbel is pursuing a degree in Advertising, which he considers his second passion along with music. He owns his own creative boutique called Minus One Entertainment, through which he hopes to combine Music and Advertising under one umbrella.



**Gulnara Gimaletdinova**, Candidate of Science (PhD) in Comparative Linguistics, Associate Professor, Kazan Federal University (Russia), Department of

Germanic Philology. Dr. Gimaletdinova teaches graduate and undergraduate students majoring in English or German philology. She teaches students of all language proficiency levels including advanced learners of English. Her interests include linguistics (comparative and functional stylistics, lexicology, grammar) and distance education. One of the major focuses of her courses is stylistic analysis of texts.



**Heidi Gregory-Mina, D.M.** is a fulltime faculty member at Southern New Hampshire University and has teaching affiliations with Capella University and Northeastern

University College of Professional Studies and the D'Amore-McKim School of Business. Prior to devoting her fulltime efforts to academia, Heidi served in various leadership roles in accounting, finance and grants management. She is currently engaged in a variety of leadership studies, including a dual degree longitudinal study and job satisfaction.



**Carey Hatch** is currently the Associate Provost for Academic Technologies and Instructional Services at the State University of New York, System

Administration. Carey is currently coordinating the planning and implementation efforts for Open SUNY, the University's strategic initiative to take online learning to scale. Carey also heads the SUNY Office of Library and Information Services, which supports and coordinates a variety of cooperative library programs; the EduCause Award winning SUNY Learning Network (SLN) program, which supports campuses in online learning, and the SUNY Center for Professional Development, which provides professional development services to the University.



**Douglas Hemphill** is a Multimedia Instructional Designer at SUNY-Oswego who works in the Division of Extended Learning. He is assigned to work with faculty

developing COIL classes at SUNY-Oswego. He possesses a Master's degree from Syracuse University in Instructional Design.



**Ann C. Hodges** is Professor of Law at the University of Richmond where she teaches and writes in the areas of labor and employment law, feminist legal theory and nonprofit organi-

zations. Her recent publications focus on the intersection of labor and employment law, alternative dispute resolution, workplace privacy, and public sector labor and employment law. She has published many law review and journal articles, and book chapters, and co-authored two books. She has presented to academics and practitioners in her fields. Professor Hodges has a B.S. in Industrial Relations from the University of North Carolina and an M.A. from the Institute of Labor and Industrial Relations at the University of Illinois.



**Karyn Hollis**, Associate Professor of English, Director, Concentration in Writing and Rhetoric, and Acting Director, Cultural Studies Program at Villanova University. Dr.

Hollis's research projects include discursive analysis of wikileaks cables, the relationship between new forms of media and social activism in the case of worker co-ops in the US and abroad, and the history of gendered discursive practice. She has published *Liberating Voices: Writing at the Bryn Mawr Summer School for Women Workers* (2004), which was supported by a year long research grant from the National Endowment for the Humanities



**Cherry Ignacio**, Ph.D. Candidate, Dept. of Neuroscience and Physiology, SUNY Upstate Medical University. Doctoral studies in biochemistry and molecular biology.

Originally from the Philippines, she seeks to apply her scientific expertise to health, science and environmental issues. Her dissertation research studies how the brain is damaged by alcoholism.



**Keiko Ikeda**, Associate Professor, Division of International Affairs, Kansei University. Keiko has a Ph.D. in linguistics and language education from University of Hawaii at Manoa.

Her areas of expertise are conversation analysis, ethnomethodology, and multimodal interactional analysis of various social interactions. She is in charge of in-bound student mobility at her affiliated institution.



**Susan Jagendorf-Sobierajski** is the executive director of international education at SUNY Cobleskill. She oversees international student issues, study abroad and foreign

language and ESL courses. She designs international collaborative programs. She participates in the SUNY Global Center international recruitment and advisory council affairs and directs several international programs at Cobleskill. She holds a bachelor's degree in Spanish, two master's degrees in ESL and Linguistics, and a doctorate in Linguistics from CUNY Graduate Center.



**Mary Jensen**, Associate Professor of Education, Ella Cline Shear School of Education, State University of New York-Geneseo. Dr. Mary Jensen and Dr. Jane Fowler

Morse teach at SUNY Geneseo. They were COIL Grantees in 2012, and travelled to Finland to establish contacts for COIL-related activities. In 2013, they obtained a grant to invite faculty members to implement global perspectives into the School of Education curriculum. They have collaborated on two papers, one about education in Finland, and a second that contrasts teacher selection and assessment practices in Finland and the U.S.

## SPEAKER BIOS



**Eva Kampits, Ph.D.** consults and develops resources for educators, practitioners and policy leaders concerned with strengthening education at all levels, regionally and

globally. An experienced evaluator, she was a Director at NEASC (1994-2011), the nation's first accrediting association. Her leadership as an academic dean and leader in technology and education began at MIT. Since 2000, she serves as consultant to education ministries focused on best practices in new contexts including China.



**John Kane** is the Director of the SUNY-Oswego Center for Excellence in Learning and Teaching and the COIL Coordinator for SUNY-Oswego. He works with COIL

faculty individually and in monthly group meetings to assist in the process of COIL course development. He is a Professor in the Economics Department and has previously served as department chair. His PhD in Economics is from SUNY-Stony Brook.



**Donald C. Katt,** President, SUNY Ulster. Dr. Katt was appointed President of SUNY Ulster in 2001. He had joined the staff at SUNY Ulster in 1968 in the student personnel

area. In 1975 he became responsible for the College's development and advancement programs and while serving in that capacity the Ulster Community College Foundation was ranked among the top 20 community college foundations in the United States. In 1989 Dr. Katt was appointed Chief Academic Officer. Serving as Vice President and Dean of Faculty from

1994 - 2000, he assisted in developing eighteen new academic programs, expanding the high school collegian program, and building evening enrollments at the Business Resource Center in Kingston. He recently served on SUNY Chancellor Nancy Zimpher's Group of 200 for the Power of SUNY: Strategic Plan 2010 & Beyond and was a co-chair of New York Campus Compact.



**Lilia Khalitova,** Candidate of Science (PhD) in Comparative Linguistics, Kazan Federal University (Russia), Associate Professor, Department of Germanic Philology.

Dr. Khalitova mostly works with upper-level and master students who major in English but she occasionally works with elementary level language learners as well. Among her courses are Phonetics, Pragmatics, Speech Practice, Academic Writing, and Rhetoric. She focuses on theoretical linguistics, while also continuously developing scientific and practice-oriented interest in cross-cultural communication, technology assisted language teaching.



**Alexander Henning Knoth, M.A.,** Studied Law, Political Science, Sociology and History. 2013 Winner of the Teaching Award of the Ministry of Science (Brandenburg), 2012

Honor by the Federal President of Germany, 2011 International Teaching Professional, Erasmus Guest Lecturer at Umeå University (Sweden) and Roudoud University Nijmegen (Netherlands). Currently Research Assistant at the chair in sociology of gender and E-Learning Coordinator of the Economic and Social Science Faculty of Potsdam University (Germany). Freelancer Coach for rhetoric, negotiation and communication.



**Mindy Kole** is an Assistant Professor of Business and the Director of the Darlene L. Pfeiffer Center for Entrepreneurial Studies at SUNY Ulster, teaching and developing

curriculum in Entrepreneurship, Marketing, Management and Business Ethics. Mindy has presented her work, including development of a student-run business, at NACCE (National Association of Community College Entrepreneurship). She is currently studying for a PhD in Organizational Management and Management Education at Capella University.



**Keith Landa,** Director of the Teaching, Learning, and Technology Center, Purchase College. In his role as TLTC Director, Keith Landa oversees the implementation and administration of learning

applications at SUNY Purchase. He is on the FACT2 ePortfolio task group, looking at current ePortfolio practices across SUNY and what programs and policies are needed to promote ePortfolio use. He also provides instructional design support for several COIL Center projects, designed to promote intercultural competency on the part of SUNY students through the development and delivery of globally networked courses.



**Sabine Levet** is Senior Lecturer in French in the department of Foreign Languages and Literatures at MIT. She is one of the original authors of the intercultural

project *Cultura*. She has written articles and chapters in books about the development of tools for cross-cultural understanding and has given talks and workshops on intercultural communication, the teaching of culture, and the integration of technology into the foreign language curriculum.



**Craig Little**, Dr. Little is Distinguished Service Professor of Sociology at SUNY Cortland. He is author and editor of two books and widely published on deviance, crime and

social control. In recent years he has been active in the Alliance of Universities for Democracy (AUDEM) through which he developed collaborative online international courses with faculty abroad, including Social Control with colleagues in Belarus and Australia.



**Nathan R.B. Loewen** is Professor in the Departments of Humanities and Religious Studies at Vanier College in Montreal, Quebec. His approach to teaching adopts and

adapts any technology that helps him achieve his pedagogies of active learning, universal design and internationalization. He publishes along three tracks of research interest: globalizing the philosophy of religion, intersecting religious studies and international development studies, and the development of a pedagogy he calls 'global learning.' His active involvement in the creation and sustaining of scholarly communities furthers these ends. He is the founding co-chair of a program unit at the American Academy of Religion as well as co-creator of a virtual teamteaching network that reaches across Quebec and Canada towards India, Russia and Indonesia.



**Philip Long** is Partnership Director for the Faculties of Health, Social Care and Education and Course Leader for Postgraduate Certification Programme in Learning and Teach-

ing in Higher Education, Anglia Ruskin University, UK. He has taught in Further (post 16 years old) and Higher Education for 26 years and for the last 14 years he has taught and researched aspects of teacher education in post compulsory education. More recently, Dr. Long and a colleague, Uwe Richter, have explored the social aspect of online learning, the online learning community and learning activity design of an online Postgraduate Certificate Program in Learning and Teaching in Higher Education.



**Eric Lozowy**, Vanier College, College Dean of Science and General Studies. Mr. Lozowy holds a PhD in Comparative Literature from Université de Montréal and a Masters in

Russian and Slavic Studies from McGill University. He has served Vanier College for over 10 years as a teacher of French and Russian languages and as the Coordinator of the French Department and Coordinator of the Slavic Studies Major. Prior to coming to Vanier, Eric Lozowy held teaching posts at McGill University, Université de Montréal, Cégep de Saint-Laurent and with the Quebec Ministry of Immigration and Cultural Communities.



**Ulrike Lucke** is head of the Complex Multimedia Application Architectures group at the University of Potsdam. Her areas of research are heterogeneity and interoperability of

network-based architectures, including aspects of mobile and pervasive computing, especially in the field of E-Learning. Moreover, she is Chief Information Officer (CIO) of the University of Potsdam and thus responsible for strategic IT issues and E-Learning. Among several positions in research associations, she's speaker of SIG E-Learning in the German Informatics (GI) society.



**Amy McHugh** is an adjunct faculty member in the Department of Communication Studies at SUNY Oswego teaching intercultural communication courses. She also

works as an academic planning coordinator in the Division of Extended Learning at SUNY Oswego. Amy earned her bachelors in communication studies from Marist College, and her masters in international communication from Macquarie University in Australia. Amy is currently working with a partner at the University of Antwerp on her first COIL course.



**Sabine McKinnon**, Senior Lecturer in Academic Development, GCU LEAD (Centre for Learning Enhancement and Academic Development). Sabine runs Glasgow Caledonian

University's Global Perspectives Project, a three year strategic change initiative on internationalising the curriculum in all subject disciplines. Her particular research interest is the impact of national culture on learning and teaching. A graduate of the University of Hamburg, Germany, she has enjoyed a long career in teaching German, European Studies and Intercultural Communication at different universities in England and Scotland



**Philomena Meehan**, Instructional Learning Lead, Language Resource Center, College of Literature, Science, and the Arts, University of Michigan. Philomena works with faculty

to integrate instructional technology into foreign language, literature, and culture courses. She has been involved in designing and supporting virtual international exchanges in foreign language courses since 2000. She has an MA in Romance Linguistics (Spanish) from the University of Michigan.

# 6TH COIL CONFERENCE

## SPEAKER BIOS



**Jeannine Mercer,** Visiting Assistant Professor at SUNY Empire State College's Lebanon Residency Program since 2006, has created and taught many different

courses, primarily in social media studies, communications and marketing. She experiments with social media and other educational technological tools in her courses, and has presented and written about these experiences. Mrs. Mercer holds a MA from New York University in European Studies, and a BA from Baruch College in journalism.



**Nazira Migmanova** is a graduate student at the Department of Germanic Philology, Kazan Federal University (Russia). She received her bachelor degree in foreign languages from S.

Amanzholov East Kazakhstan University. Nazira has researched student-centered foreign language learning and she currently focuses on linguistic study of media texts.



**Jennifer Mitchell,** Vanier College, Pedagogical Development Office, IT Pedagogical Counselor. Jen Mitchell is the I.T. Pedagogical Advisor at the Pedagogical Development

Office (PDO). Before working at the PDO, she worked at Concordia University's Writing Center and the Centre for Teaching and Learning Services. At Concordia, Jen worked closely with students to develop their study, writing and communication skills. Her pedagogical interests include technology in education, interdisciplinary studies and helping students develop strong writing, communication and study skills.



**J. David Moore,** Lecturer in Audio Technology, School of Engineering and the Built Environment, Glasgow Caledonian University. David commenced this

post in 2009 after completing his Ph.D. at the University of Huddersfield. He is currently course leader of the Audio Technology with Multimedia degree programme at GCU and Director of the AudioLab Research team. Alongside his technical research, he has been undertaking research within the area of audio education with particular emphasis on collaborative learning.



**Jane Fowler Morse,** Professor of Education, Ella Cline Shear School of Education, State University of New York-Gene-see. Dr. Mary Jensen and Dr. Jane Fowler Morse teach at SUNY

Gene-see. They were COIL Grantees in 2012, and travelled to Finland to establish contacts for COIL-related activities. In 2013, they obtained a grant to invite faculty members to implement global perspectives into the School of Education curriculum. They have collaborated on two papers, one about education in Finland, and a second that contrasts teacher selection and assessment practices in Finland and the U.S.



**Runi Mukherji,** Professor and Chair, The College at Old Westbury. B. Runi Mukherji received her master's in Nuclear Physics from Indian Institute of Technology and

her doctorate in Experimental Psychology/ Cognitive Processes from SUNY Stony Brook. Her area of expertise is research methodology. She served on the SUNY General Education Assessment Review group since its inception until 2008 and as the methodological

consultant for projects at the Center for the Study of Asian American Health and NYU Medical School, since 2003 until the present.



**Michael Murphy** is Assistant Professor of English, Director of the College Writing Program, and Coordinator of Writing Across the Curriculum at SUNY Oswego, as well as

Vice-President of the SUNY Council on Writing. He has published on writing studies, cultural theory, and academic labor issues in *Journal of Advanced Composition*, *College Composition and Communication*, and the *Chronicle of Higher Education*. Current work includes a study of the effect of online for-profit education on the academic labor market, to be published in *Contingency, Exploitation, and Solidarity: Labor and Action in English Composition*.



**Arielle Nissenblatt** is a senior Geography major at Binghamton University. She spent the fall 2012 semester in Zhenjiang, China as a teaching assistant for a World Regional

Geography course. She spent this past semester (fall 2013) as a teaching assistant for the same course in Binghamton, NY. Through her past summer's internship at COIL, Arielle has developed an understanding and familiarity with the COIL method. Her academic interests include Jewish demography and international relations. She is currently conducting research on the little explored topic of Jewish Chinese migration and assimilation patterns.



**James O'Meara** is the Director of the Office of Teaching and Learning and Director of the Advanced Studies in Teaching at National Louis University in

Chicago. He also serves as the President of the International Council on Education for Teaching, an INGO with UNESCO associate status. Professor O'Meara also Deputy Chair of the Chief Editorial Board of the Mapping Educational Specialist Know How Project, an international initiative using digital platform to provide educators around the world with access to evidence informed pedagogic content knowledge. His current research agenda examines the contributions of transformational pedagogic content knowledge and catalytic communities to the achievement of UNESCO's Education First priorities of improving the quality of learning and fostering global citizenship.



**Eva Paus**, Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives, Professor of Economics, Mount Holyoke College. Since the founding of

the McCulloch Center in 2004, Eva Paus has led Mount Holyoke's efforts to internationalize the education of every student. The Center has combined an expansion of learning abroad options (study abroad, internships, research) with campus-wide curricular opportunities for comparative analysis of global issues and creative integration of international students into the college community. Paus has written extensively on globalization and development. Her most recent book is *Getting Development Right: Structural Transformation, Inclusion and Sustainability in the Post-Crisis Era* (2013).



**Jayne Peaslee**, Director of The Center for Teaching Innovation and Excellence (CTIE) at Corning Community College (CCC), develops and promotes professional devel-

opment opportunities for faculty to use innovative technology in the classroom and with online pedagogy. Prior to her director's position she was Professor and Department Chair of the Computer and Information Science Department. She has helped faculty develop COIL courses since 2011 and is presently the COIL Nodal Network Coordinator for CCC.



**John M. Peek** joined Glenville State College as Provost in July 2010. Dr. Peek spent the prior decade as Vice President for Academic Affairs at Lyon College in

Arkansas. Before coming to Lyon, he was at Centenary College of Louisiana for eleven years as a Professor of Political Science and for three years as Associate Dean of the College. Dr. Peek's specialization is Asian Politics and he has spent considerable time in Japan, including as a research fellow supported by the Japanese Ministry of Education.



**Lisa Petro** is the Executive Director and co-founder of Know My World with an M.P.S. in Humanistic and Multicultural Education from SUNY New Paltz. She has worked in

Japan as part of the Ministry of Education. Lisa has given workshops on teaching multiculturalism in the United States, Japan, Nepal and China. Lisa has also presented projects on Global Citizenship at the SUNY Multicultural Education Conference, EARCOS in Bangkok, Thailand and Shanghai, China.



**Katarina Pisutova** holds an MA in Adult Education (2003) from the University of British Columbia in Canada and an EdD in Online and Distance Learning (2012) from the Open

University in UK. She has designed and taught online courses for various non-profit organizations and universities in Canada, US and Europe. She currently works as a Coordinator for elearning at the Comenius University in Slovakia and as an Instructional Designer for International Programs at the Empire State College, NY.

**Mark Reisinger** is an Associate Professor of Geography at Binghamton University. He was selected to teach World Regional Geography to students at the Zhenjiang International School as part of Binghamton's Early Readiness Program with that school. Mark's teaching and research interests include Population, Economic, and Ethnic Geographies. He is the Faculty Master of Newing College on the Binghamton campus. Mark received the Chancellor's Award for Excellence in Teaching in 2009.



**Rick Reo**, Instructional Designer, Division of Instructional Technology, George Mason University. Rick is part of a team of instructional designers that partner with faculty

seeking to design and develop online/hybrid courses individually or as part of an academic program. His special interests are in the pedagogy of social media and the design of authentic learning contexts, such as GNLEs. Rick taught online for 7 years and currently teaches face-to-face and hybrid courses as an adjunct instructor for the College of Education and Human Development at GMU.



**Uwe Matthias Richter** is Academic Lead: Distance and Online Learning in Anglia Learning & Teaching, Anglia Ruskin University's Learning and Teaching Unit, Cambridge

and Chelmsford, UK. His main activities are in policy issues around technology-enhanced, online and distance learning,

## SPEAKER BIOS

staff development and projects. His current research interests lie in the field of learning and teaching with particular focus on learning technology and distance learning.



**Gulnara Sadykova** is an Associate Professor at the Department of Germanic Philology, Kazan Federal University (Russia) and a director of Kazan International Linguistic

Center. She also teaches graduate online courses in the Department of Educational Theory and Practice, University at Albany (USA) and has previously conducted professional development blended courses at European Humanities University (Lithuania). Her research interests include cross-culture/cross-border distance education, technology-assisted language teaching/learning, and linguistics.



**Ghanashyam Sharma**, Assistant Professor, Stony Brook University. A writing instructor at Stony Brook University, Shyam Sharma specializes in writing in the disciplines,

multilingualism, multimodality in writing studies, and non-conventional rhetorical traditions. Some of his current projects include a study of academic transition of international students in US universities, a project on the perception and treatment of language variation in academic writing by STEM professionals, and the tradeoff between affordances and pitfalls of collaborative/interactive applications in the classroom.



**Anjoo Sikka** is Dean of the Ella Cline Shear School of Education at SUNY Geneseo. She holds a Ph.D. in Educational Psychology and has worked with diverse student

populations for 24 years. As a faculty member, she taught several courses in teacher education which took a comparative approach to UK and US school and education systems, focusing on assessment and urban education. Her research interests focused on successful elements of school climate and practices in working with students from diverse international backgrounds. Currently, Anjoo leads the School's efforts to internationalize its curriculum and field experiences through the American Council on Education's Internationalization Laboratory.



**Rebecca Smolar**, Project Manager, SUNY Levin Institute. Rebecca Smolar successfully lead the Global Workforce Project Team in a 3-year, Department of Education grant

to internationalize Brockport's and Cortland's general education curriculum. Currently she coordinates the International Experiential Learning Community and provides content and oversight for the Globalization101.org site. In addition, Ms. Smolar serves as the Project Manager for the UCosmic Consortium. Ms. Smolar has a Masters in International Communications from American University and a bachelors in Psychobiology from Binghamton University.



**David A. Sonnenfeld**, Professor, Dept. of Environmental Studies, SUNY College of Environmental Science and Forestry. Engaged in collaborative

international research and teaching for more than two decades. Primary teaching interests: environmental policy and governance; comparative environmental politics; globalization and the environment; science, technology, and sustainability. Main geographical focal areas: East Asia (China, Southeast Asia), Europe (Netherlands, Germany, the Nordic countries, the EU), North America. Research Associate and periodic Guest Professor, Environmental Policy Group, Wageningen University, the Netherlands.



**Linda Steet**, Associate Professor, Ella Cline Shear School of Education, State University of New York–Geneseo. Dr. Linda Steet taught at the University of Jordan as a

Fulbright Scholar (2010-2011) and was hosted for sabbatical by Al Quds University in the West Bank, Palestinian Territories, (2011-2012). She has developed collaboration projects with the University of Jordan and Bethlehem University, which include connecting students this spring semester in several experimental encounters. Dr. Steet emphasizes the importance of digital meetings with Middle Eastern college students who are in regions where security considerations may restrict U.S. student travel.



**Patrice Prusko**

Torcivia is an instructional designer with Cornell University. Previously she was with the SUNY/Empire State College Center for Distance

Learning and International Programs. She frequently presents about the uses of Cloud Computing in education and her experiences teaching in a blended learning environment in Latin America. Patrice holds a BS in Mechanical Engineering, an MBA from Union College and a PhD in Education from UAlbany. Her doctoral research was on women, self-efficacy and mathematics.



**Greg Tuke** teaches Social Media and Social Change courses at University of Washington-Bothell and Seattle University, with a focus on using video and live video conferenc-

ing globally to enhance cross-cultural communication skills. He has 25 years of experience leading non-profit education and international organizations. He currently leads Tuke International Consulting, providing social media training workshops to local and international non-profit organizations, and providing faculty training workshops on strategies for embedding virtual exchanges and international collaborations within university courses.



**Miriam Vock** is a professor of research on teaching and interventions in the Department of Education at the University of Potsdam, Germany. Her research

focuses on teaching gifted and talented students. She studied Psychology at the University of Muenster, Germany, where she also received her Ph.D. Until 2011, Miriam Vock was a researcher at the Institute of Educational Progress at Humboldt University Berlin where she and her colleagues developed nationwide, standards-based assessment for schools.



**Hope Windle,** Instructional Designer and Associate Professor at SUNY Ulster comes to the table with an MFA, and a K-12 teaching certificate, having produced

award winning exhibits, films and educational software. With Ulster faculty, she focuses on innovative instructional design, in a wild array of media, garnering grants, and speaking engagements. Hope designs collaborations, with faculty for students in Belarus, Brazil, Canada, England, Italy, Mexico, Taiwan, as well as Scholar Rescue Fund faculty from Zimbabwe.



**Jon M. Young** is a Professor of Humanities who served in multiple administrative roles before becoming Provost and Vice Chancellor for Academic Affairs.

With more than 30 years of experience at Fayetteville State University, he teaches philosophy and interdisciplinary humanities and has made presentation and publications about higher education and his discipline of religious studies. He helped initiate a summer bridge program, CHEER, that has become a model for other similar programs in the UNC system.



**Nancy L. Zimpher.** In June 2009, Nancy L. Zimpher became the 12th Chancellor of the State University of New York. Dr. Zimpher is active in numerous state and national

education organizations, and is a recognized leader in the areas of teacher preparation, urban education, and university-community engagement. She is co-founder of StriveTogether, a national network of innovative systemic partnerships that holistically address challenges across the education pipeline. Prior to coming to SUNY, Dr. Zimpher served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University.

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## GLOBAL CENTER CONFERENCE STAFF

- Alecia Barbour, Conference Assistant
- Vitaliy Popov, Conference Assistant
- Kathryn D. Frano, Event Coordinator
- Jaimie Y. Han, Event Coordinator
- Anthony Rose, Audio Visual & Multimedia Services
- Christopher Hickson, Audio Visual Support
- Fiona Dhrimaj, Lead IT Support Analyst - Office of Global Affairs

*The COIL Center Staff would like to thank our conference volunteers and temporary staff, as well as the entire Global Center Team, especially those listed above for their hard work and dedication to making the 6th COIL Conference a success. We would also like to thank the Central Synagogue, Beth Woloff, Director of Operations & Events for the Central Synagogue and her entire team for their generosity, without which this event would not be possible.*

## MAP OF AREA AROUND THE SUNY GLOBAL CENTER



Local Restaurants near the SUNY Global Center

### AMERICAN

- Hillstone 153 E. 53rd St (At 3rd Ave) 212.888.3828

### AUSTRALIAN

- Little Collins 667 Lexington Ave (btwn 55&56) 212.308.1969

### ASIAN / SUSHI

- Peking Duck House 236 E. 53rd St (btwn 2nd & 3rd Ave) 212.759.8260
- Tenzan 988 Second Ave (btwn 52nd & 53rd Sts.) 212.980.5900

### FRENCH (BISTRO)

- La Mangeoire 1008 Second Ave (btwn 53rd & 54th Sts.) 212.759.7086
- Jubilee 948 1st AVE (btwn 52st & 53rd.) 212.888.3569

### INDIAN

- Dawat 210 E. 58th Street (btwn 2nd & 3rd Aves.) 212.355.7555

### ITALIAN

- Montebello 120 E 56th Street (btwn Park and Lexington), 212.753.1447
- Serafina Osteria 38 E. 58th Street (btwn Madison & Park Aves.) 212.832.8888

### LEBANESE

- Naya 1057 Second Avenue (btwn 55th & 56th Sts.) 212.319.7777

### MEDITERRANEAN / GREEK

- Ethos 905 1st Avenue (At 51st St) 212.888.4060
- Fig & Olive 10 E. 52nd Street (btwn 5th & Madison Ave) 212.319.2002

### MEXICAN

- Dos Caminos 825 Third Avenue (btwn 50th & 51st Sts.) 212.336.5400

### SALAD

- La Baguette 664 Lexington Ave (btwn 55&56) 212.752.8800
- Red Olive 660 Lexington Ave (btwn 55&56) 212.207.8014

### STEAKHOUSE

- Maloney & Porcelli 37 E. 50th Street (btwn Madison & Park Ave) 212.750.2233

## SUNY COIL CENTER STAFF



### **Jon Rubin, Director, COIL Center**

Jon Rubin is the Director of the SUNY Center for Collaborative Online International Learning (COIL), which is a unit of the State University of New York's Office of Global Affairs. He has also recently directed the National Endowment for the Humanities funded: COIL Institute for Globally Networked Learning

in the Humanities, which has engaged 22 U.S. and 26 international universities in developing collaborative, shared, networked classrooms.

He was Professor of Film and New Media at SUNY Purchase College where he developed a Cross-Cultural Video course in which SUNY students co-produced videos over the Internet with students in Turkey, Lithuania, Mexico, Belarus, and Germany. His own films have been shown at the Museum of Modern Art and at the Whitney Museum in NY. As a media artist he is best known for his Floating Cinema, a choreography of media images moving across the water at night. He has received Guggenheim, National Endowment for the Arts, Ford Foundation and Fulbright fellowships.



### **John E. Fowler, Assistant Director, COIL Center**

John E. Fowler returned to SUNY as the Assistant Director of the SUNY COIL Center in November 2010 after several years working and studying in Europe. John has wide-ranging experience working in the American, British and German higher education sectors. This includes serving as

an Instructional Designer at SUNY's Hudson Valley Community College from 2000-06 where John contributed to the creation and growth of one of the largest online and distance learning programs in New York.

John has spent nearly 5 years travelling and living abroad in over 50 countries. Amongst those experiences was a fellowship for the completion of a European Master in Higher Education, through an Erasmus Mundus joint degree program from the Universities of Oslo (Norway), Tampere (Finland) and Aveiro (Portugal). John's primary research interests are related to the international dimensions of higher education, with a particular focus on cross-border student mobility.

John was very pleased to discover and join COIL as it provided him with the unique opportunity to bring his extensive background in online learning, academic technology, and international education in a variety of higher education contexts together into one position.



### **Sarah Guth, Program Coordinator for International Collaborations, COIL Center**

Sarah Guth is the Program Coordinator, SUNY Center for Collaborative Online International Learning (COIL). Before coming to COIL, Sarah was a teacher of English as a Foreign Language at the University of Padova, Italy where she began implementing

the use of technology for language learning. For over a decade she has carried out globally networked learning projects partnering her students in Italy with students from the U.S., the Middle East, Europe and Africa. Her research interests lie in the areas of computer-mediated communication and the use of technology in language learning; intercultural communication; globally networked learning; and the normalization of collaborative online international learning in higher education. She has published and presented internationally on the topic of technology and foreign language learning with a specific focus on bringing cohorts of students from diverse lingua-cultural backgrounds together to enhance their learning. She returned to the U.S. in 2013 to bring this expertise to COIL and focus on the support and development of globally networked courses.



### **Julie Ficarra, Program Coordinator for International Collaborations, COIL Center**

Julie Ficarra received her B.A. in Cultural Anthropology and International Studies from the University at Buffalo, graduating Phi Beta Kappa and as a SUNY Chancellors Award Winner for Student Excellence.

During her time as an undergraduate student, Julie participated in three SUNY study abroad programs to; Tanzania (Stonybrook), Oxford University, UK (Brockport) and Charles University, Czech Republic (New Paltz). Julie went on to receive an Ed.M in International Education Policy from Harvard University where she concentrated her studies in comparative higher education and institutional partnership development.

Julie has worked in the International Program Offices of the University at Buffalo and Harvard College, as well as in International Student Advising at the University of Northern Virginia's Prague Campus. She has spent time working in the District Office of NYS Assemblyman William Magnarelli as well as in independent consulting. More recently, Julie was an Una Chapman Cox Fellow at the Department of State where she held assignments in the Bureau of Education and Cultural Affairs in Washington, D.C and in Public Diplomacy/EducationUSA at the American Embassy in Mbabane, Swaziland. Prior to joining the COIL team, Julie was managing African, Middle Eastern and French education abroad programs at the University of South Florida – USF World.