

COIL Institute for Globally Networked Learning in the Humanities: Outcomes

5TH COIL Conference

4 April 2013

Sarah Guth

Program Coordinator, SUNY COIL Center

SUNY

Timeline

2010: COIL wins an NEH grant for a 3 year project

2010-2011: Application process – 22 institutional teams from the US were selected

Fall 2011: Five 3-day discipline-specific workshops for teams at the SUNY Global Center

Oct 2011 – Jan 2012: Follow-up 8-wk online course to help plan the courses

Jan – Dec 2012: Teams implement their courses

Teams

Discipline Track	Countries Involved
Freshman Foundataion	3 courses, 3 US HEIs + Lebanon, Australia, Japan
Human Societies	5 courses, 5 US HEIs + Russia (3), Netherlands, Japan
Media Arts and Cultures	3 courses, 3 US HEIs + Ghana, Australia, South Africa and Denmark
Language and Literature	7 courses, 7 US HEIs + Croatia, Belize, Canada, Spain, South Korea, German, Japan
International Studies	4 courses, 6 US HEIs + Ecuador, Romania, UK, Turkey, Ghana, Russia

Courses

- **What are Human Rights?**
- **Imagining Nations: Cultural Diversity in Australia and the US-Mexico Border**
- **Confronting National Identity**
- **Intercultural Communications**
- **The Global Village**
- **Global Youth Culture: Technology and Youth Networking**
- **Gender Roles Across Cultures**
- **Global Citizenship and Corporate Social Responsibility**
- **Re-Envisioning Diasporas**
- **Voice and Movement**
- **Jazz! Born in America, Created Internationally**
- **Cinematic Storytelling Across Cultures**
- **Writing Seminar**
- **Global English Composition**
- **Planet Hip-Hop**
- **Spanish / English**
- **Technical Communication**
- **Science Fiction and Modern Society**
- **Japanese and American Culture**
- **Global Environmental Politics – Galapagos**
- **Transatlantic Public Administration and Policy**
- **International Development and International Migration**
- **Experiences from the 20th Century**

Data

The Institute Commons (Ning)

- course observation logs
- Institute-wide forums

Google Drive

- case study template to be completed by each team (22 x ca. 20 pages)
- extra documents: course syllabi, projects, assessment rubrics, etc.

Institute Capstone

A.1 Partnering

A.2 Teaching

A.3 Learning

A.4 Content

A.5 Technology

B.1 Crossing Cultures

B.2 Course Support

B.3 Collaboration

B.4 Students

B.5 Course Design

C.1 Assessment

**C.2 Sustainability and
Institutional Support**

**C.3 Instructional
Designers**

C.4 Publications

C.5 Networking

Students' Primary Language		Language of Instruction	
English	24	English	33
Japanese	4	Japanese and English	4
Spanish	3	Korean and English	1
Russian	3	Russian and English	1
Arabic	2	Danish and English	1
German	2	Spanish	1
Korean	1	Romanian, German, Hungarian & English	1
Romanian	1		
Ghanian dialects	1	Language of Collaboration	
Dutch	1	English	19
Afrikaans	1	bilingual, both groups L1 & L2	2
Danish	1	Bilingual, each group L1	
Croatian	1		
Belize Kriol	1		
French	1		

Language Issues

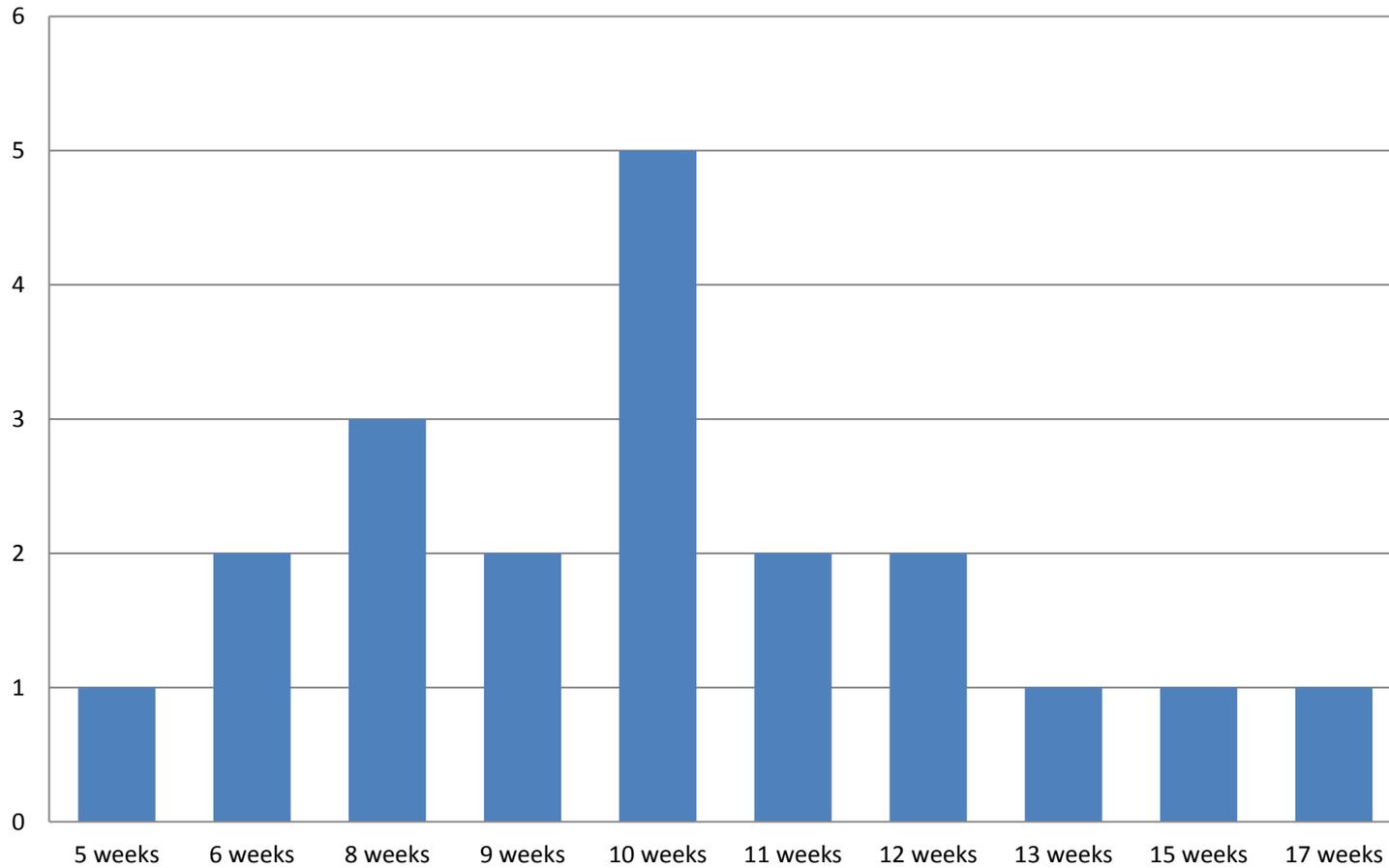
US perspective

From [my] perspective, the differential language skills had a relatively small impact on the course. I overestimated the problems from language skills and underestimated the problems caused by logistic issues. In classroom discussions, the Russian students as a group more than held their own. I would estimate that they easily did 50% of the talking and usually without any extra prodding--certainly no more than the prodding that was sometimes necessary to get the [US] students talking. The Russian students were slightly less adept in written English and seemed more reticent in the online discussion boards. All in all, I think the Russian students did an amazing job with their English usage in the class.

Russian perspective

From [my] perspective language was a problem. Students with poorer English were not coping with required reading and as a result their contributions were not as good as they would have liked them to be. Some felt shy because of that (though this was certainly not the general problem). Language was also one of the reasons for a high dropout level. Those whose English was better from the start, blossomed, others felt that the course required too much effort without bringing the pleasure of success, and as the course was not obligatory, they simply left.

Duration



Format

Almost all blended/hybrid

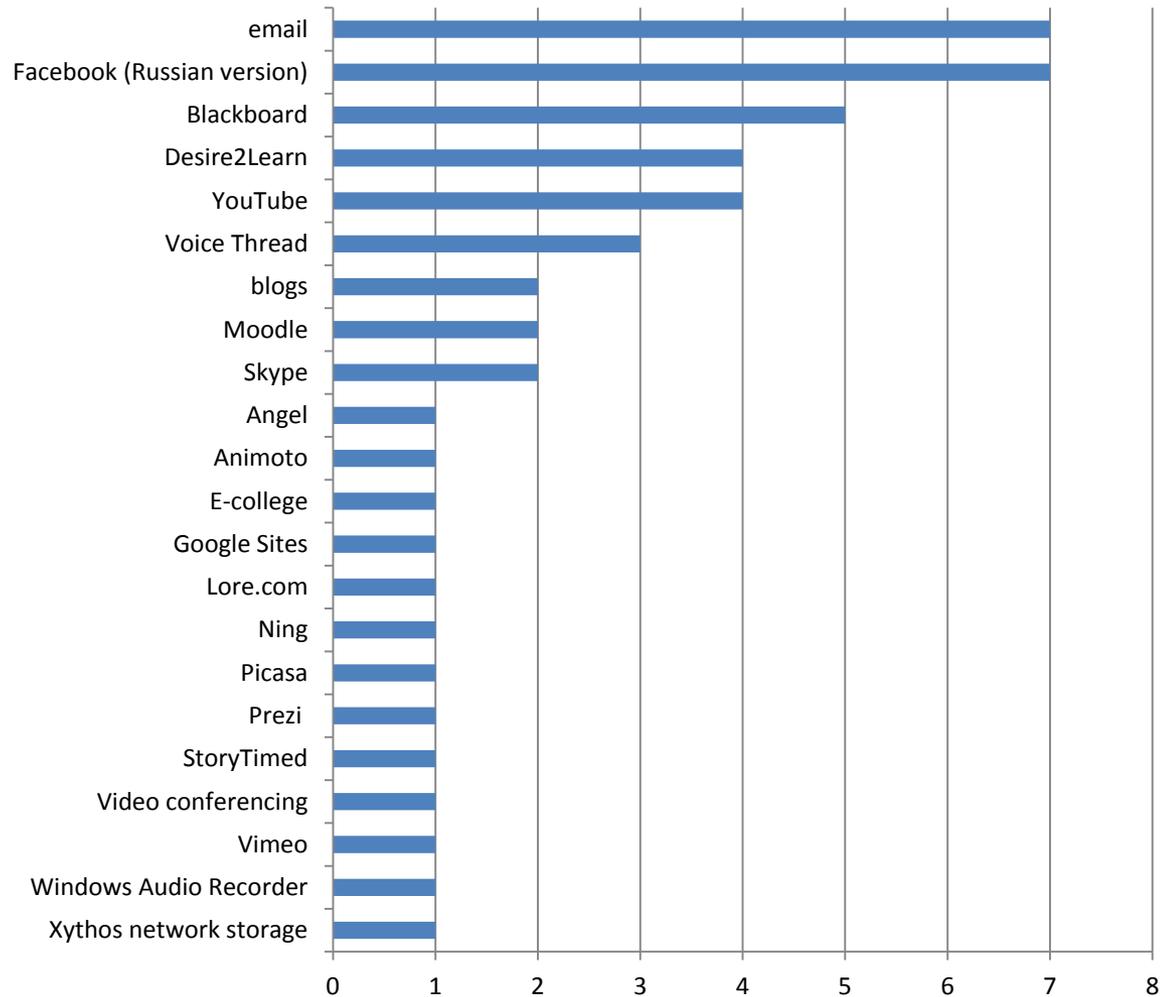
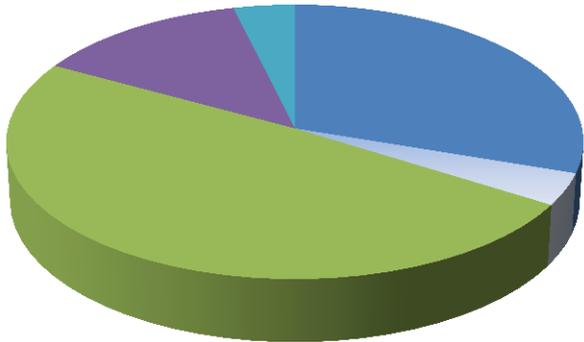
In 1 case, both home courses were fully online

In 2 cases, one of the home courses was fully online

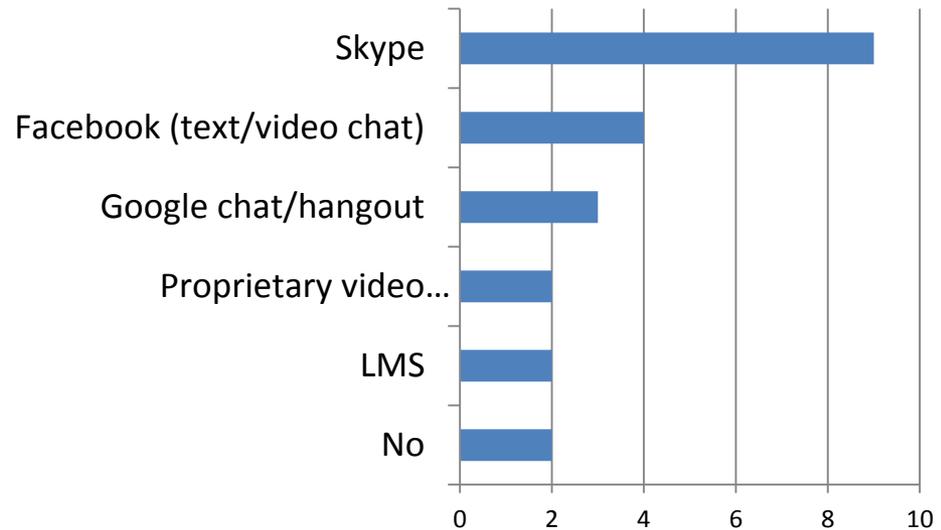
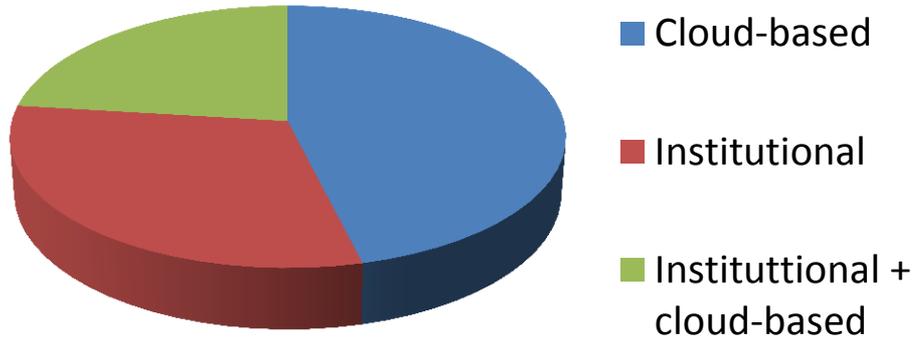
Tasks/Activities:

- Joint lectures/classes (synchronous video)
- Shared readings + discussions online
- Class-based creation of multimedia objects + sharing online
- Cross-class creation of texts/and or multimedia objects + sharing online

Asynchronous Tools



Synchronous Tools



Institutional Support

From the very beginning, we had the support of our Department Chair and the Director of [...] So the opportunity of the grant was a great opportunity for the campus. In March, we received the grant (funds) to NYC for the grant and presentation time release to administrative support grant to respond to the support was development. Our school and [our school] given a green light to the faculty to assist with the project and that initial contact was made by the designer and speaker. We had an enthusiastic response and, from his request, support from his supervisors - specifically to agree to time release for his availability to work on the COIL project.

Carol Long, Provost, SUNY

5 ways to promote internationalization

From the COIL discussion

- Provide institutional financial support (not only financial support (showcasing))
- Identify and secure administrative support (travel funds) outside the box
- Prioritize student learning and development (learning and development)
- Form development partnerships
- Connect internationalization initiatives, i.e. don't keep it separate

financial
administrative
pedagogical
technical

11 teams received
support in all or 3
out of 4 areas

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Financial Support

- funding faculty to travel to one another's countries;
- funding international faculty to come to the COIL workshops and, for some, the COIL Conferences;
- allowing course releases;
- purchasing equipment and technology;
- financial incentives;
- hiring support, e.g. graduate students or teaching assistants.

Administrative Support

- assistance in writing the grant proposal,
- possibility to reduce class size,
- help in organizing logistical matters.
- “not knowing the full extent of our workload, we did not consider requesting administrative or resource support.”

Pedagogical Support

- 1 team stated they received direct pedagogical support from their institution, i.e. their Center for Excellence in Teaching and Learning and the Department of Learning Instructional Technology Services.
- 4 teams felt they had received pedagogical support from COIL.
- 2 explicitly stated they received no pedagogical support .
- In many cases pedagogical support was provided through the process of collaborative course development and implementation: learning from and together with partners.

Technical Support

8 teams had good to excellent technical support in *both* institutions

- assistance in the search for the right tools for different tasks
- problem solving
- help from instructional designers to develop activities
- student and faculty training on how to use new tools

Recognition

“As the collaboration moved through the various phases of conceptualization, weekly online meetings, planning and implementation, it became clear how labor intensive the project would be. NCCU created a buzz on the campus about the COIL collaboration and course, spotlighting it in the campus magazine, sending press releases and invitations to present the COIL course in technology symposiums on campus. The attention from senior administration raised the profile of the COIL collaboration and had an impact on faculty in other areas. Many faculty related to me of their being inspired to create or infuse curricula with global components or asked for feedback on new courses in development.”

Student Feedback: Positive

- Enthusiasm: I was honored to be a part of this pilot course and I firmly believe the collaboration between the two universities should be continued. Although my writing partner and I got off to a somewhat rocky start, we have agreed to continue collaborating on our project outside of school.
- Learning:
 - “It was fascinating to see the different perspectives concerning the topics we discussed in the course. It was interesting to see how we generalize our opinions while in reality they might be just exclusive to us.”
 - “It changed my perspective.”
 - “It challenged me to think in new ways.”

Student Feedback: Negative

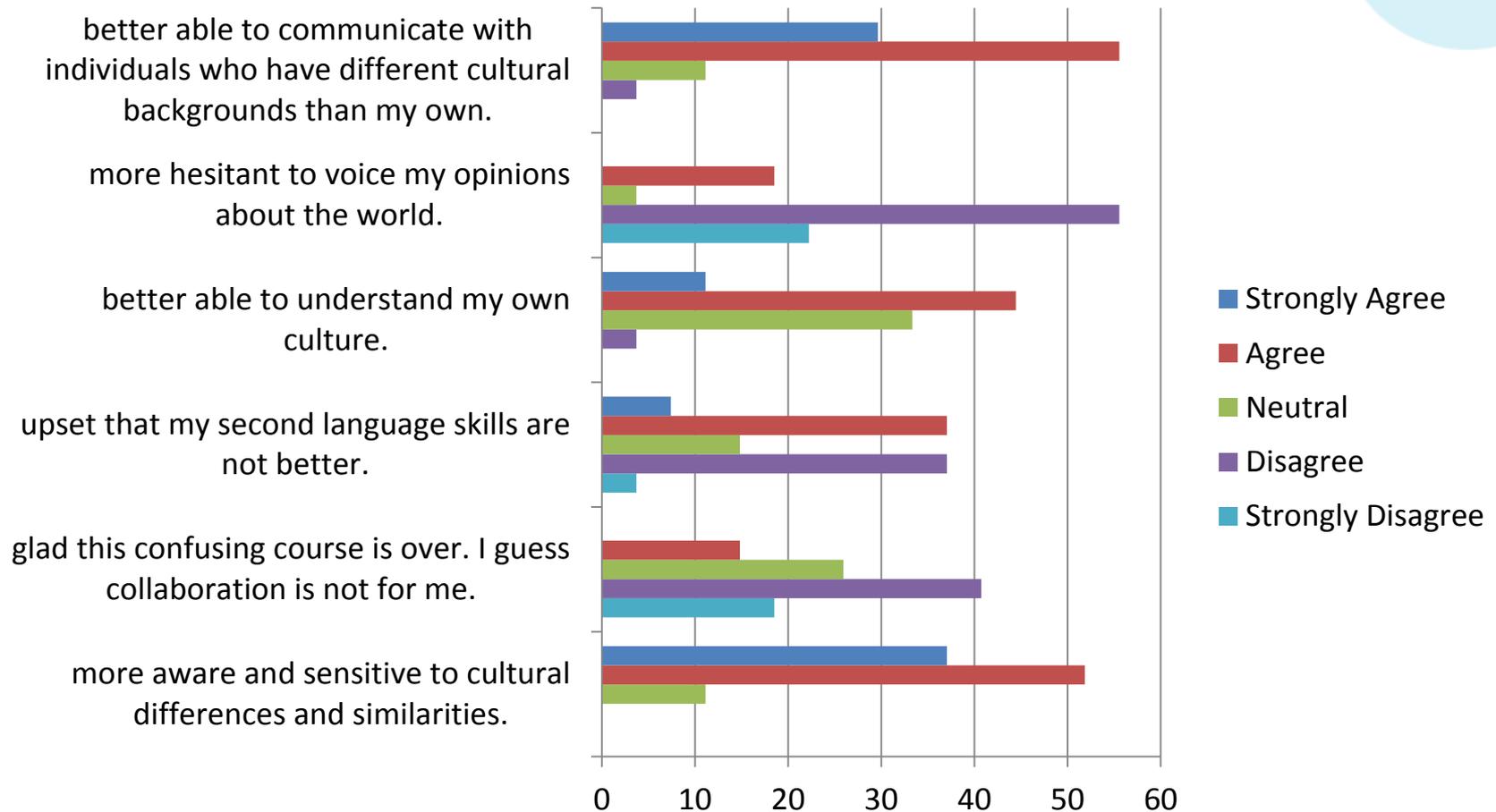
Primarily logistical and organizational:

- too heavy a workload
 - “cut down the readings”
- unclear guidelines for assignments and/or discrepancy between guidelines given to the different groups
 - “The lack of clear guidelines on how works would have to look like.”
- time difference
 - “The time difference exacerbated problems like work and school schedules.”
- lack of time to effectively complete collaborative or peer-dependent tasks, especially in situations where there was a significant time difference
 - “It was hectic...too many assignments not enough time to rest in between.”

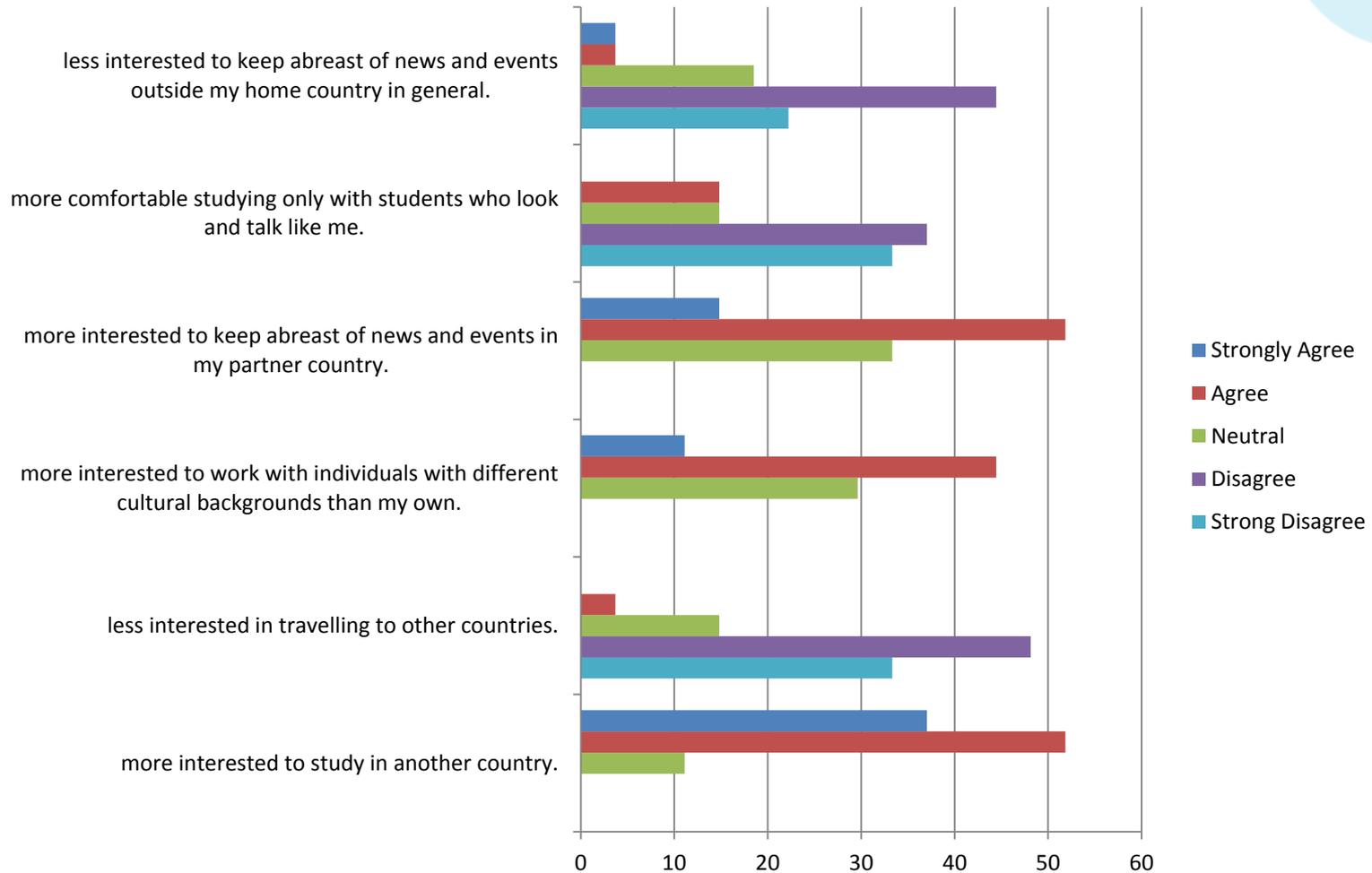
Student Feedback: Recommendations

- The most frequently occurring word in student recommendations was “more”:
 - “time for collaborative work”;
 - “months” (2 semesters rather than one);
 - “time for class discussions”;
 - “time to talk with [the international] students”;
 - “video chats”;
 - “class time”;
 - “oral sessions”;
 - “comparisons between both cultures”;
 - “mas interacciones entre los alumnos”.
- Organization:
 - “pace assignments better, especially where there is a bit time difference”.
- Tools (differing opinions):
 - “I wish we had a different communicative tool in class, such as text chatting” VS. “Less different ways to communicate over things that are course related. Stick to one channel”.
 - “Constant emails work better than trying to have a synchronized discussion on Skype [...] emails can lead a meaningful discussion” VS. “It felt like I was in the Stone Age communicating via email”.

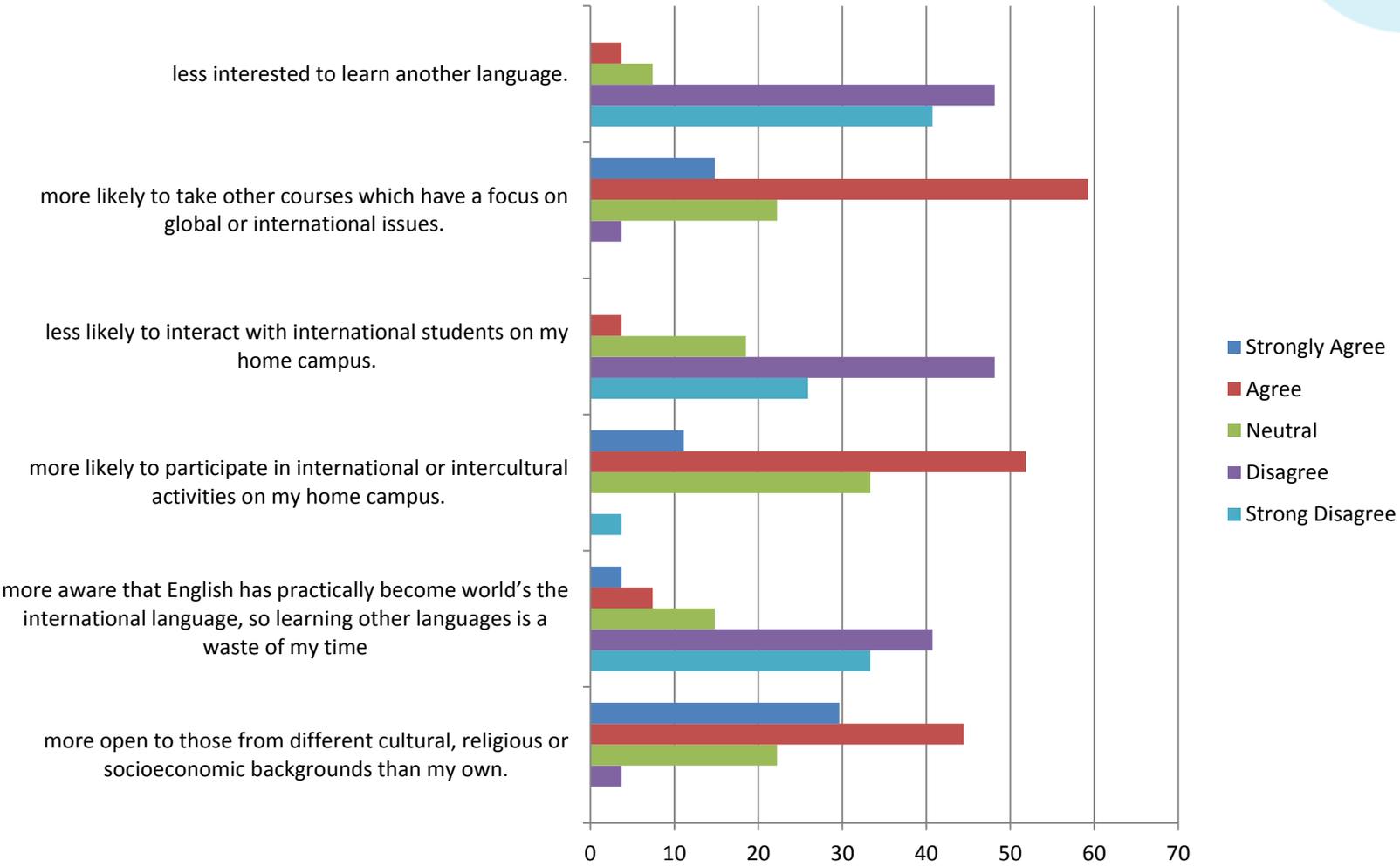
Question 3 (1-6)



Question 3 (7-12)



Question 3 (13-18)



Faculty Feedback

- Initial objectives achieved?
 - 16: yes
 - 3: partially
 - 2: no
- Course assessment: Although several teachers could not ‘prove’ that objectives had been achieved, they felt their teaching and students’ learning had been transformed by the GNL course.
 - “Some students shied away from both written and oral discussions until the end. But they spoke highly of the course both to me and to their peers.”

Faculty Feedback: Faculty Learning

- Personally, I feel that my teaching has been challenged and invigorated, students have experienced a unique learning environment, and everyone involved has learned.
- I gained new perspectives from my international partner from the outset, as well as confidence in my own approach toward my students at our institution. I am more convinced than ever that, with proper institutional and technical support, these collaborations are invaluable for students and instructors around the world. Particularly for students with limited opportunities to travel abroad, the opportunity to share an educational experience with students from other cultures and countries is very important.
- I feel I learned a great deal from resources and training provided by the COIL Institute, and had an extraordinary time building relationships with my international colleagues. I feel ready to create the course anew and build a more dynamic impactful experience.

Faculty Feedback: Student Learning

- As I reflect on the course, what stands out in my memory are the many conversations I had with students that reflected their increased mindfulness of their own communication processes. Although students might have initially thought our main goal was to increase their knowledge of Russian communication, the outcome we hoped to (and did) achieve was increased knowledge and understanding of their own communication. Numerous times during the course, students would come to me newly aware of the role culture plays in communication to discuss how best to negotiate communication differences.
- the destabilization of the traditional notion of what a classroom looks like helped students erase the false dichotomy between the classroom and the world. As such, learning was understood to occur through their interactions with their counterparts across the globe not just from their teachers.

Faculty Feedback: Changes

Logistics	Course Design	Technological
<p>have more explicit discussions about deadlines and shared responsibility in collaboration</p> <p>establish a clear understanding between partners of student expectations for the course</p> <p>spend more time organizing the course with the co-instructors</p> <p>do icebreaking for two weeks</p> <p>begin synchronous activities sooner</p> <p>insist upon release</p> <p>expand the course over two units</p>	<p>narrow the historical focus of the class</p> <p>conduct more activities with a “playful” structure where students focus more on the act of communicating than on the fact that they had to communicate for the course</p> <p>add “traditional knowledge-providing activities” to allow students to learn not only through the process of their practical work, but also from engaging with each faculty member</p> <p>have both professors should engage in the non-class discussions with students</p> <p>improve non-class communication between students</p> <p>increase the virtual communication assignments outside the class</p> <p>introduce admission criteria for the course, selecting students with a</p>	<p>change the types of technology used based on the previous experience</p> <p>train the students in technology use</p> <p>add a tool such as VoiceThread</p> <p>work with a videographer/ audio engineer to ensure high quality audio and video to post</p>

Sustainability

Half of the teams replied that it was a singular commitment on the part of faculty and to make it sustainable they have to 'prove' that it is worth the investment, e.g. "we need a solid track record of success".

- Both institutions are eager to continue to develop globally-networked learning environments as they see it as an important development in globalizing their respective institutions. That being said, this specific course stems more from a singular commitment on the part of the participating faculty Fellows and if it is run again, it would be at the initiative of the two Fellows.
- Although I asked for a teaching assistant or teaching load reduction to my department chair, not only I was not able to get either of them until I got sick, but also I had to do additional duties due to the budget crisis and my [...] coordinator's sabbatical leave. Also, the [...] program coordinator always asks me when I can get rid of this COIL project from his point of view [...]. Thus, I had been caught between the Dean (+COIL staffs) and the Chair and Program coordinator in my department.

The other half do have support.

- As Director of the Center for Global Education, I believe that this initiative is extremely relevant to the work of the Center for providing global experiences to [our] students, faculty and staff, and for that reason, I was one of the drivers of the project. It is an example of the kind of curriculum globalization that can benefit both students and faculty who are not able to travel or engage in study abroad experiences. Once the technology platforms are sorted through, this course can become a model for other departments in how to engage globally without leaving campus. The learning of the professors involved was significant and changed their perceptions about teaching and learning in an international setting with international counterparts. These are the kind of experiences The Center should continue to foster.

Best selling points?

“It was a long, hard slog, but we think that we have a winning formula.”

“The learnings garnered from the many layers of planning, design and implementation in our COIL Course will be invaluable in our humanities coursework across our campus. We look forward to sustaining and building more global networks in the future.”

“The collaboration and interaction with international faculty members and students were beneficial to our growth as academics, educators and students.”

“What we designed and implemented took full advantage of the ability to transcend physical space, and thus created a unique opportunity for the participants.”

“Yes, it was worth it, which is why we’re doing it again and looking forward to a third collaboration next academic year.”

Thank you.

**Sarah Guth
Program Coordinator
SUNY COIL Center**

**sarah.guth@suny.edu
coil.suny.edu**

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