

COIL AS A CATALYST: LEVERAGING COIL TO SCALE COMPREHENSIVE INTERNATIONALIZATION



Veronica Onorevole, *Senior Program Specialist*, Center for Internationalization and Global Engagement (CIGE), American Council on Education

Daniela Ascarelli, Associate Vice Provost, Global Engagement, Drexel University

Ms. Lea Minniti, Executive Director, International Education & Student Support Services, Xavier University

Comprehensive Internationalization

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

- #1: Increasing study abroad for U.S. students
- #2: Recruiting international students
- #3: Partnerships with institutions abroad
- #4: Internationalizing the curriculum/co-curriculum
- #5: Faculty development 

Global Learning

- **64%** of U.S. institutions have specified international or global student learning outcomes for all students, or for students in some schools, departments, or programs.
- **9%** increase since 2011.
- **More** institutions have established global learning outcomes and implemented academic policies (e.g., general education requirements) to extend the reach of internationally focused content to a larger proportion of students.



Access to Global Learning

Take-away:
Embedding global learning in
the curriculum is essential.

Low participation in
education abroad

Study abroad
demographics

Increasing value of
global experience

Internationalization
at home

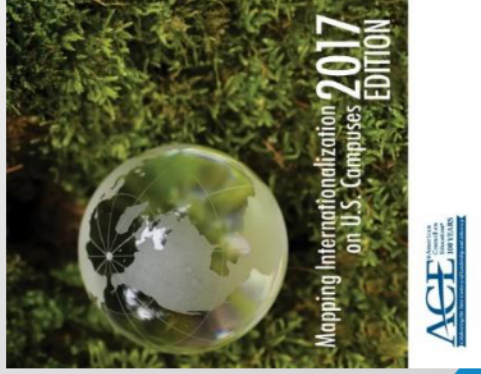
Quality, cost,
scalability

Sources: Institute for International Education, Open Doors 2017, Bill & Melinda Gates Foundation

	Study abroad participation	Total U.S. Enrollment
Associates-level	1.7%	48%
Women	66.5%	56%
White	71.6%	55%

Use of Technology in U.S. Higher Ed Classrooms

Reported use of video conferencing, online learning programs, and/or social media to facilitate course-level collaboration between faculty and/or students on the home campus and with counterparts overseas



AY 2011 20%

AY 2016 32%



Photo Courtesy of ACE: U.S. and Japanese Faculty collaborating on COIL course development in Washington, DC, 2018.

What is COIL?

Collaborative Online International Learning

“A model for fostering cross-cultural student competence through the development of multi-cultural learning environment that links university or college classes in different countries.”



COIL

Collaborative Online International Learning

COIL is also known as globally networked learning, virtual mobility, tele-collaboration

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

COIL is **not**:

- A replacement for study abroad
- A massive open online course (MOOC) or online course
- A curriculum
- Teleconferencing
- A technology platform
- Software

COIL is:

- Team teaching across two or more cultures using online communication
- Structured so that the success of students in each class depends upon the others’
- Customized, to fit the mission, culture, and learning outcomes of each institution
- Applicable to any discipline

COIL Models

- Can be incorporated into any model of course (online, in person, hybrid, accelerated)
- Length of time varies
- Common readings, assignments
- Collaborative tasks (project-based or team-based learning)
- Online Ice breaker Activity
- Asynchronous and synchronous tasks
- Reflection

Examples of Student Assignments/Projects

- Photo Collages
- Positive and Negative Photo Comparisons
- Brainstorming
- Concept Maps
- Wordle Construction
- Power Point Sharing
- Discussion Board Reflections
- Bilingual Rap

Benefits of COIL

Students work together to achieve a common goal

Project-based (mirrors real world experiences)

Experiential learning

Transformational

Innovative Use of Technology

Links Students

Offers means of facilitating **cross-cultural collaborations**

Provides the basis for deep reflection

Enhances comparison perspectives

Facilitates analysis of impact of decisions and actions

Develops digital literacy

Interdisciplinary approach

Increases global awareness

Develops **intercultural competence**

Practice interpersonal skills

Leads to greater flexibility, openness to differences

Engages international partners

Drexel Examples of Global Classrooms

Course: Design and Merchandising

Partner: City University of Hong Kong

Course: Your Immigration Story

Partner: Ben Gurion University, Israel

Course: Sustainable Water Resource Engineering

Partner: IUAV, Venice, Italy

Course: Spanish IV

Partner: Universidad Católica de Chile

Course: Domestic and Global IS Outsourcing

Partner: Ahmedabad University, India

Course: Writing on Identity

Partner: Nankai University, China

Course: Foundations of Business

Partner: University of Leeds, UK

Course: Senior Design BIOMED

Partner: L'Institut National Polytechnique, Cote d'Ivoire

Xavier COIL Courses

International Courses

- Philosophy: Ethics & Citizenship
- History: History of Nicaragua
- MBA: Marketing Management
- English: Conversation
- English: Advanced
- English: Level I
- Theology: Mystical Theology & the Gospel of Life
- Chemistry: Analytical Chemistry II
- Peruvian Literature
- Project Leadership
- Business Administration
- Education: Children's Literature

US Courses

- Spanish: Phonetics and Dialectology
- Theology: US Catholicism – Past & Present
- MBA: Business Information Systems
- Spanish: Contemporary Issues in Peru
- Theology: Discernment & Integration
- Chemistry: Quantitative Analysis
- Education: Content Area Literacy
- Education: Teaching the Writing Process
- Education: Children's Literature
- Business: Information Systems
- Health Administration: Intro. to US Healthcare System
- English: Writing as a Social Action
- First Year Seminar

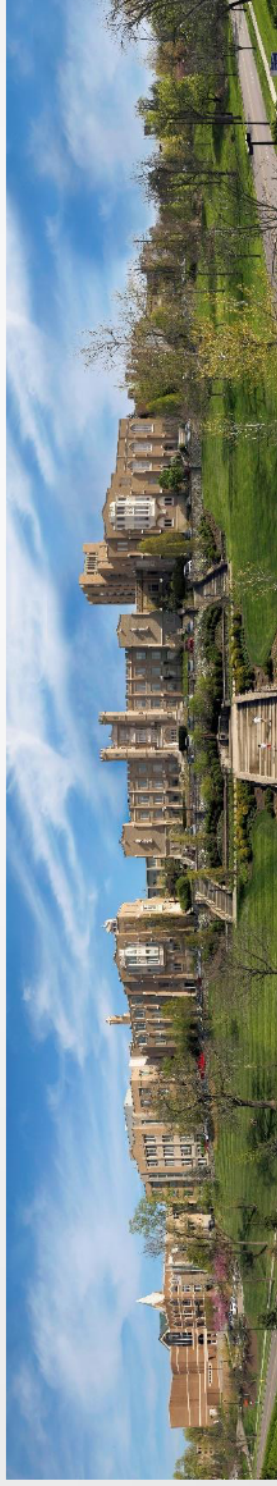
Technology Choices



Blackboard



XAVIER



- Private Jesuit, Catholic, liberal arts university
- 47 countries and 20 religions represented
- 6,538 Total Students
 - Undergraduate: 4,633 students
 - Graduate: 1,905 students
- Cincinnati, Ohio



ACE-SUNY COIL Center

Internationalization Through Technology Awards Program



[Connecting Classrooms: Using Online Technology to Deliver Global Learning \(ACE 2016\)](#)

COIL at Xavier University

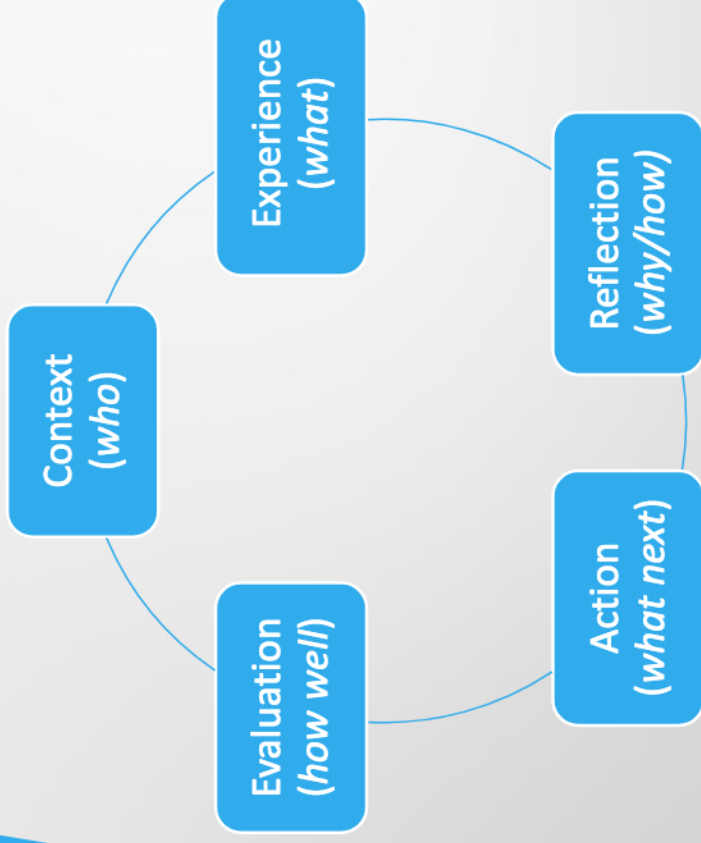
Alignment with Institutional Mission

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.



Jesuit Pedagogical Paradigm

- Challenging and rigorous;
- Interdisciplinary;
- Embraces the unique qualities of each student;
- Facilitates students' understanding of information in a personally relevant and appropriate manner;
- Utilizes novel teaching methods and technologies;
- Emphasizes student responsibility and independence



DREXEL UNIVERSITY



- Research 1 university
- Quarter Calendar, Co-op school
- 15,000 UG students, 80 UG Majors
- 9,000 Professional and GR students, including a medical and law school
- 5000 online students
- Located in Philadelphia, PA



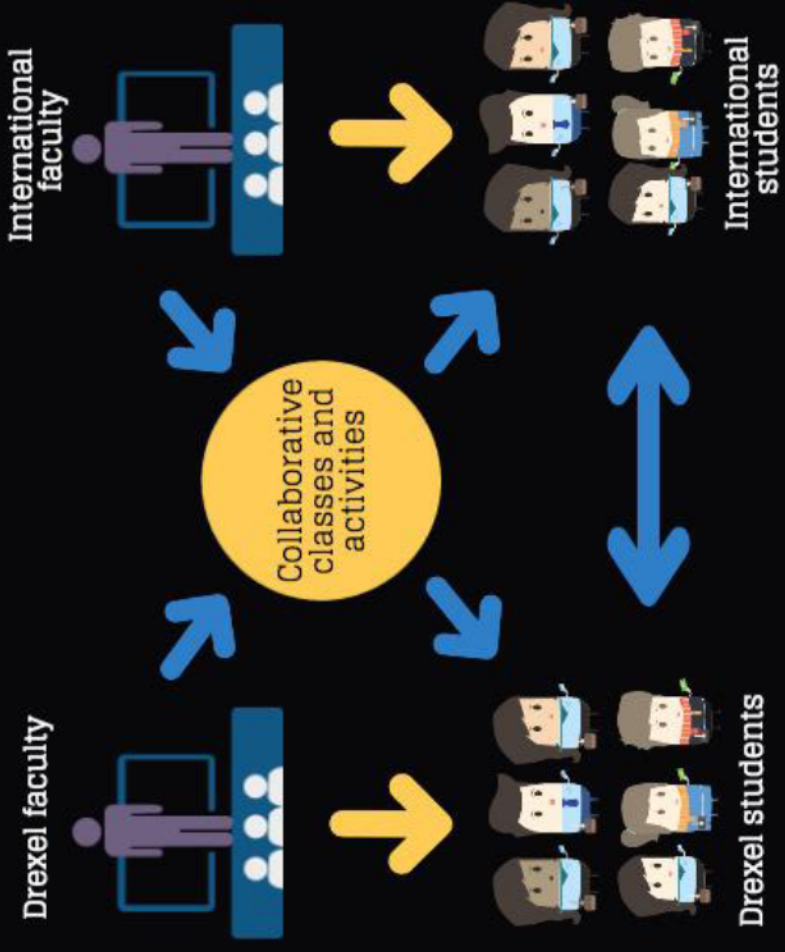
Technology for Global Engagement & Student Opportunities

- In 2013, the Office of Global Engagement and Education Abroad, launched the Global Classroom program, using the COIL method, to promote internationalizing the classroom and provide students with opportunities for international exchange at home.
- Strategic Global Initiative
- ~1,400 Drexel students (~2,800 worldwide) have had a global experience without leaving the classroom and at no cost to them.
- Over 75 courses developed since 2013



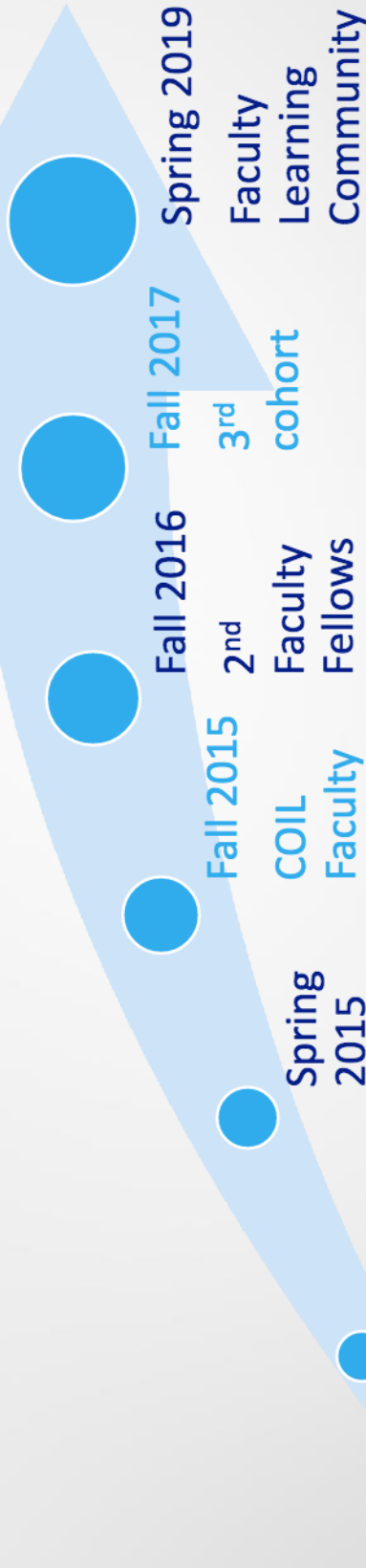
GLOBAL CLASSROOMS

Drexel University

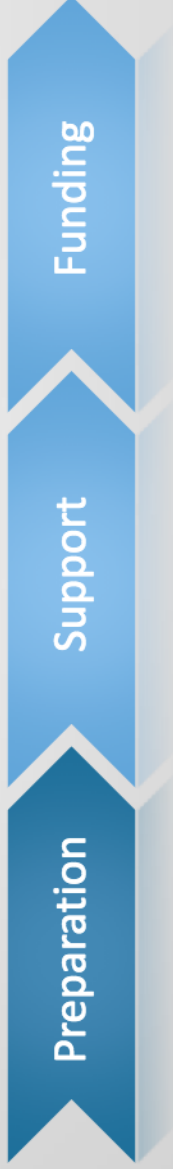
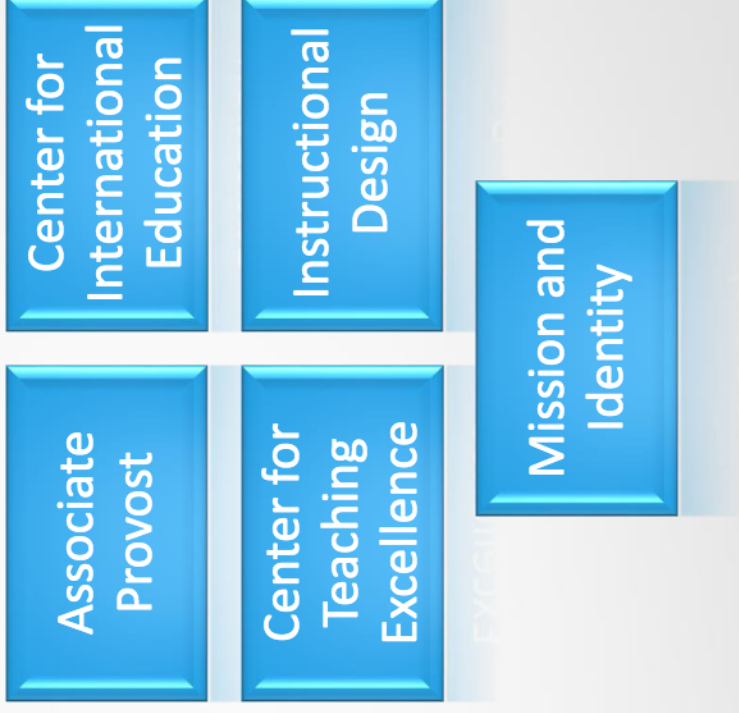


COIL At Xavier Timeline

Building Capacity



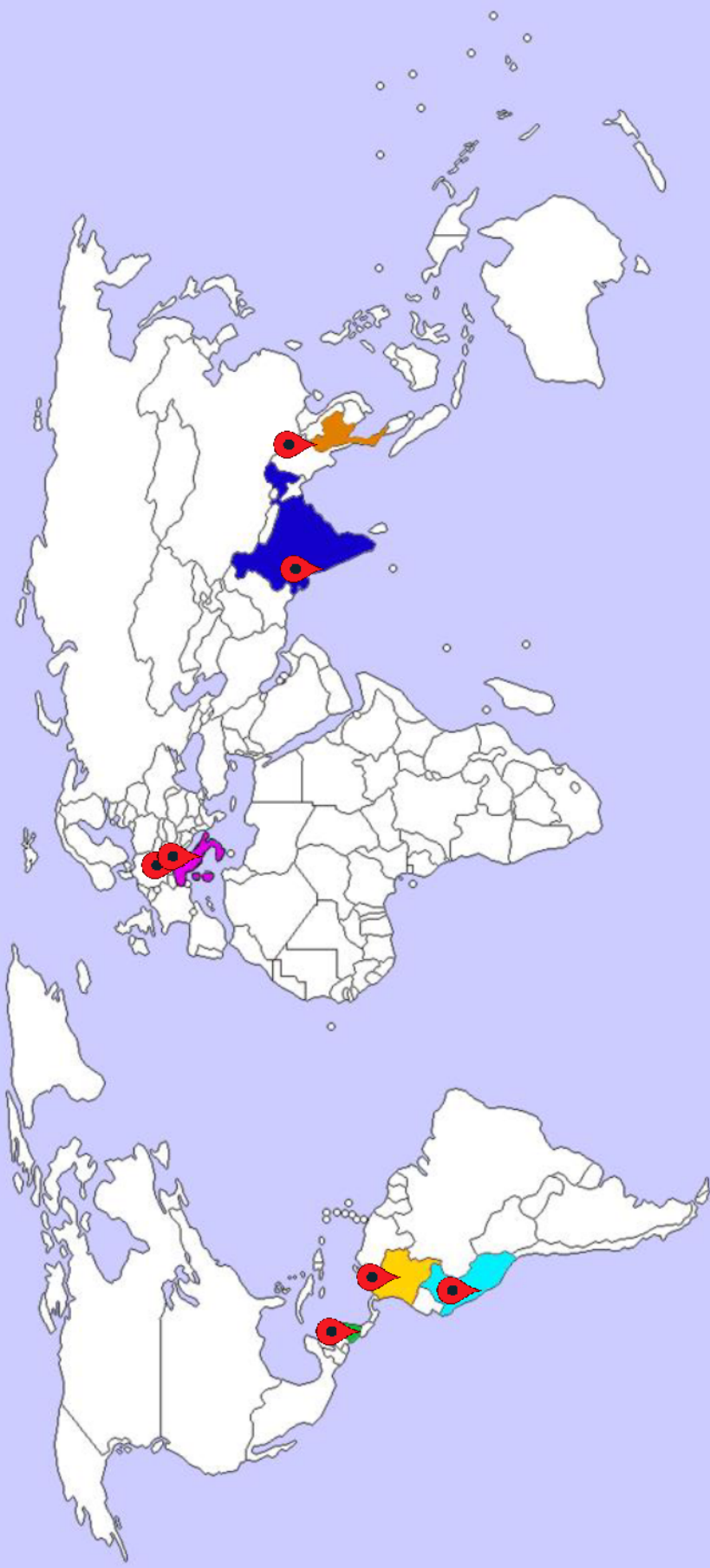
COIL Faculty Fellows Program



COIL Growth – Initial Partner



COIL Growth – 1st cohort



Lima, Peru

Cali, Colombia

Managua, Nicaragua

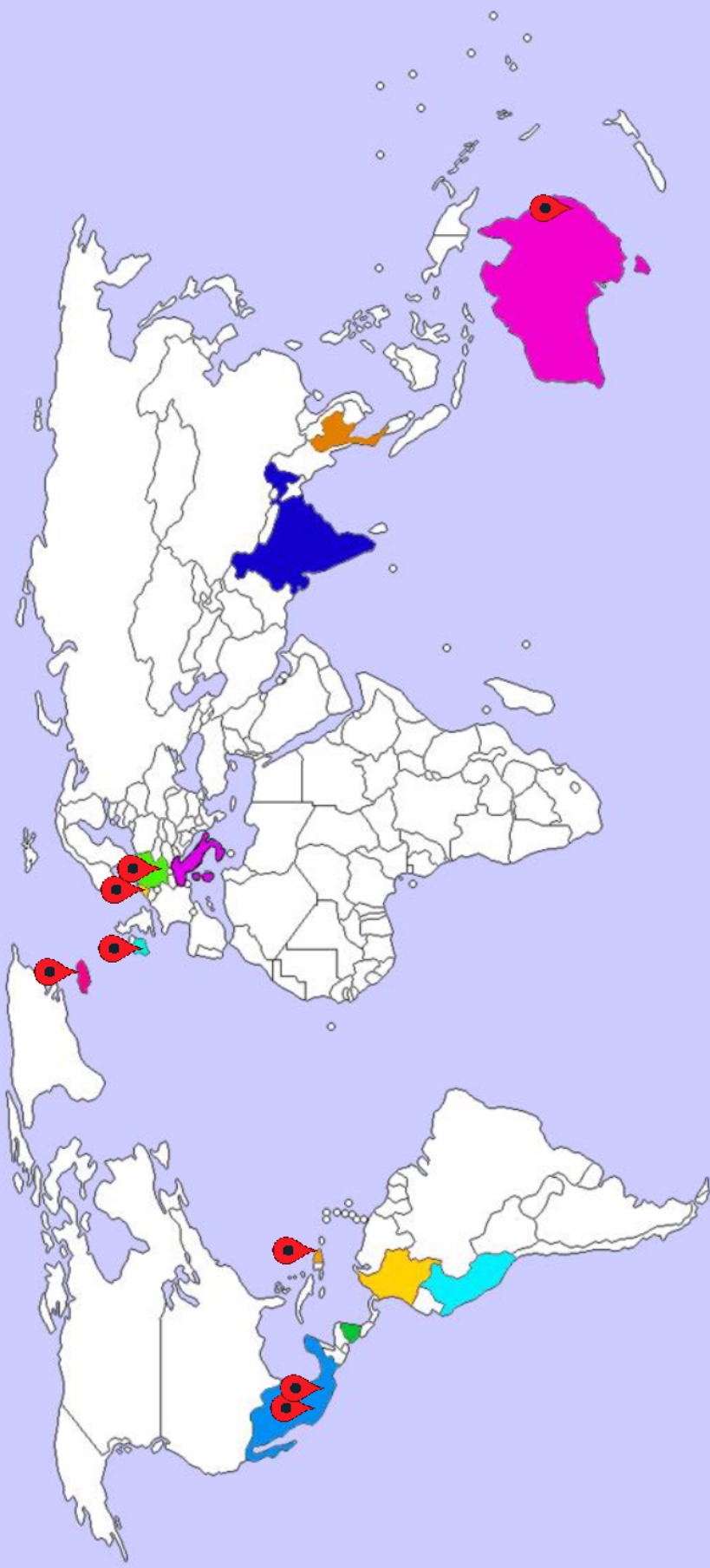
Padova, Italy

Rome, Italy

Mumbai, India

Chiang Rai, Thailand

COIL Growth – All cohorts



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Lima, Peru	Rome, Italy	Puebla, Mexico	Regensburg, Germany
Cali, Colombia	Mumbai, India	Akyreyri, Iceland	Dominican Republic
Managua, Nicaragua	Chiang Rai, Thailand	Limerick, Ireland	Lismore, Australia
Padova, Italy	Guadalajajara, Mexico	The Hague, Netherlands	

The Drexel Program

- Faculty members from any discipline can incorporate a global dimension into their **scheduled class** and link it to a class of students at an international partner institution are eligible to apply at Drexel.
- The incentive:
 - \$750 professional development stipend
 - Partnership development support
 - New pedagogy
 - Assessment Support



Partners

- Office of Global Engagement and Education Abroad
- Faculty
- Instructional Technology Group
- International Partners
- Institutional Research



DREXEL UNIVERSITY
Information Resources
and Technology

XU/UARM Partnership Growth



Drexel-Universidad Católica de Chile

- Drexel Spanish 201 (Beg-Int) course
- Católica English intermediate course
- Students speak in the opposite language through the lens of mural arts in Philly and Santiago
- Católica visit Drexel for two-week intensive language program at the English Language Center following the course.



Drexel-Univ of Leeds

- Foundations of Business (Freshmen-level)
- Students placed into teams (4:3 ratio)
- Students must complete a 6-minute pitch project for a new company. Their collaboration is done asynchronously; students determine pace of project
- Synchronous presentations to a Drexel and Leeds judging panel of expert faculty and business professionals
- Face-to-face Faculty-led program to Amsterdam
- New exchange partnership developed from faculty-led program
- New Global Classrooms with Amsterdam Univ of Applied Sciences



Content Area Literacy: Global Competencies

1. Students investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Students recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Students communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Students take action to improve conditions, viewing themselves as players in the world and participating reflectively.



Reflection Example

- Virtual Meetings:
 - I used to think.....
 - Now I think...
- Final:
 - This intercultural and linguistic experience has taught me...



Drexel Student Learning Priorities



DREXEL STUDENT LEARNING PRIORITIES

Leadership

Responsible Citizenship

Professional Practice

Global Competence

Research, Scholarship, and Creative Expression

Communication

Creative and Critical Thinking

Ethical Reasoning

Information Literacy

Self-Directed Learning

Technology Use

Build Your Own Future



Perceptual Assessments: Drexel students

- On a scale of Strongly Disagree to Strongly Agree:
This Global Classroom...
 - improved my cross-cultural communication skills.
 - **76% agree or strongly agree**
 - supported or increased my interest in Drexel's global opportunities.
 - **74% agree or strongly agree**
 - improved my ability to work on multicultural teams
 - **77% agree or strongly agree**
 - helped me understand the global relevance of the course topic
 - **80% agree or strongly agree**
 - was a positive addition to the course
 - **75% agree or strongly agree**



Perceptual Assessment: Partner students

- On a scale of Strongly Disagree to Strongly Agree:

This Global Classroom...

- improved my cross-cultural communication skills.
 - **85% agree or strongly agree**
- supported or increased my interest in my University's global opportunities.
 - **85% agree or strongly agree**
- improved my ability to work on multicultural teams
 - **86% agree or strongly agree**
- helped me understand the global relevance of the course topic
 - **86% agree or strongly agree**
- was a positive addition to the course
 - **90% agree or strongly agree**



Quantitative and Qualitative Analysis of the Global Classroom on Drexel Students

Author: Tatiana Fried, Honors Finance and Accounting STAR Scholar
Faculty Advisors: Professors Dana D'Angelo, Jodi Cataline, and Emilee Simmons

Introduction

Drexel University's Global Classroom experience for business uniquely allows students to work in group settings with international students, exposing them to different cultures. Below is qualitative and quantitative data from Drexel's participants over two years. The data is in KSA format (knowledge, skills, and attitudes) in order to analyze what the students learned from their experiences.

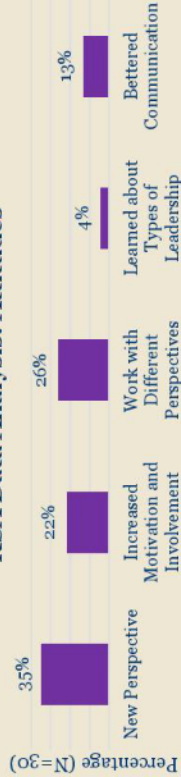
KSA Data Analysis: Knowledge



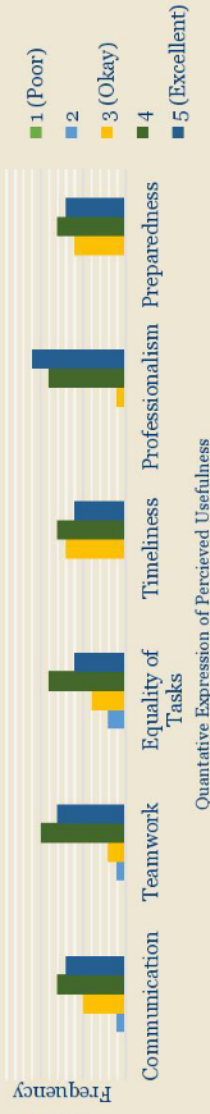
KSA Data Analysis: Skills



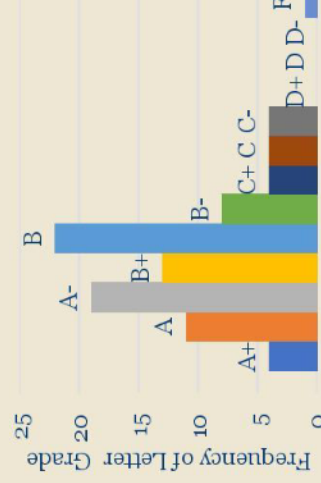
KSA Data Analysis: Attitudes



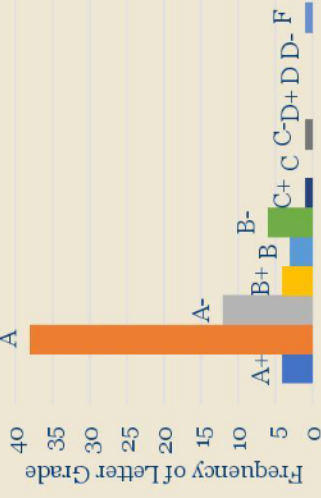
Self Assessment of Global Classroom Usefulness



Final Grades for Non-Global Classroom Students



Final Grades for Global Classroom Students



Conclusion

Overall, students reported that they became increasingly knowledgeable and learned skills about business topics. The Global Classroom fostered an enthusiastic and open-minded attitude that compelled students to learn more leading to a positive correlation between a student taking part in the Global Classroom and a higher final grade in the course. The Global Classroom created a better student measured by KSA. This novel and unique method of learning forced students to think outside their culture and prepared them for a world without boundaries.

Other Outcomes

- 67 of a sampled 173 students from BUSN101 (~39%) included completed at least one international related “activity” after completing a global classroom section. (10 students completed 2, 5 students completed 3, and 1 student completed 4)
- Almost every faculty member offering global classroom again.
 - Provide professional development to other faculty; local high school partners
- 4 faculty developed face to face travel components and all participants are exploring the option of adding a travel component in the future
- Strengthened existing partnerships for the university and laid the foundation for new ones



Questions to Consider

- How does/might COIL be leveraged to enhance institutional reputations? To engage faculty? To re-engage existing partnerships?
- How have you/could you use COIL as a springboard for other international activities? How could/do you use COIL to increase student mobility?
- If you have international education goals, how can COIL either launch or reinforce these overall goals?
- Which partners/offices would be your champions? How do you make the case/advocate to stakeholders to allocate time and resources for COIL? What are the barriers? Challenges?
- How have you assessed student learning in COIL? How do you determine if your COIL project/program is successful?

Planning Tips

- Consider utilizing existing university partnerships.
- Work with International Programs office to determine a suitable match.
- Network with faculty who are familiar with the potential institution.
- Leverage Study Abroad partners—the relationship is already there
- Determine Technology Choices and coordinate with university technology teams if needed.
- Have multiple partners in mind.
- Start with the “can-do” faculty who are already “sold” on the idea, then grow program after initial successes.

Implementation Tips

- Finalize syllabus that includes international interactions and mapping to course objectives.
- Discuss expectations at the beginning. Remember the importance of setting expectations.
- Decide if you will “team teach” or have staggered teaching patterns.
- Model discussion and reflection techniques with your partner for your students
- Utilize modern technology that is comfortable for students from both countries.
- Allow students to guide interaction, but be prepared to help facilitate discussion.
- Have an open conversation on culture and language differences.
- Evaluate learning after course completion.
- Be flexible!

Lessons Learned

- Pay attention to the importance of flexibility, open-mindedness, collaborative spirit, trust;
- Take into account the power differential;
- Consider longer Module for more significant changes;
- Test technology in advance for synchronous interactions;
- Provide cultural sensitivity training for all involved;
- Prioritize (if possible) structure; and,
- Asynchronous is safe and synchronous is exciting!

Resources

- <http://www.uwb.edu/globalinitiatives/academic/coil-initiative>
- <http://coil.suny.edu/>
- <http://drexel.edu/oip/academics/global-classroom/>
- <https://www.acenet.edu/news-room/Pages/Internationalization-Through-Technology.aspx>

Lea Minniti, Xavier University, minniti@xavier.edu

Daniela Ascarelli, Drexel University, ascareld@drexel.edu

Veronica Onorevole, ACE, vonorevole@acenet.edu