

## Towards Global Gallaudet

Themes embraced during Gallaudet's ACE IZN Lab (2017-19) included<sup>1</sup>:

- **Internationalize the Learning Experience**
  - “The university will emphasize global learning outcomes in every aspect of the campus community, and provide faculty and staff development and support to enlighten and empower them to guide students...”
    - In the face of high student demand for ‘global learning’.
- **Favor multi-faceted global relationships and transformative partnerships**
  - “Rather than overarching and attempt to be “all things to all people,” select global relationships that incorporate Gallaudet’s values and harness the power of trans-national learning and exchange, thereby ensuring mutual benefits.
  - Advance values-based learning and research opportunities that foster concerted efforts on global challenges facing deaf and hard of hearing people and the planet...”

**With faculty-led “global learning for all” as the nucleus of the university’s global engagements, prospects rise for rich mutual benefits and for sustainability.**

## Joint challenges

**Faculty leaders** to build on:

- A base of faculty commitment to globalized courses,
- “Global citizenship” now in SLOs via General Education requirements,
- Education abroad as our only institutional investment in global learning
  - Initiated by staff or solo students, too rarely an expression of faculty aims,
  - Highly complex, labor-intensive, and expensive.

**Administrators** must:

- Draw on scholarly relationships, with motivated faculty as “drivers” for int’l agreements
  - Prior agreements languished without faculty at the center and dedicated staffing.

---

<sup>1</sup> For findings and four themes: [Internationalization \(IZN\) Lab – Gallaudet University](#)

## **Enter Virtual Exchange /COIL**

Drawing upon “lessons learned” during initiatives with OsloMet University (Norway), Japan College of Social Work (hereafter JCSW), and DeLaSalle’s College of St. Benilde (Philippines).

Together, these three helped us “add a second string” on our ‘global learning’ guitar: VE /COIL.

**Gallaudet-OsloMet VE/COIL is a slowly unfolding “success story” about faculty-driven pursuit of global learning for their students, enabled by Norwegian funding.**

For a chronicle of the arc of collaboration between OsloMet and Gallaudet: [CLICK](#)

### **Key inputs:**

1. No traction in the overall partnership until DIKU funding for course development,
  - a. With JCSW, gave one-time stipends to faculty to motivate module development.
2. ACE-DIKU Virtual Exchange /COIL Transformation Lab: U.S.–Norway.
  - a. Simultaneous COIL training at Gallaudet (J. Rubin)
3. From Norway:

At OsloMet, the VE/COIL initiative has the outspoken support of the top leadership....This is an important part...but ...not enough to “win people over”. A major part of the encouragement to get involved ...has been the ability to offer admin. and academic staff competence development...” -B. Solheim

### **Results and Future plans - GU-OM**

- “International Connections and International Sign among Deaf People” has been taught twice, and will be integrated in the BA in Norwegian Sign Language (OsloMet) and MA in Deaf Studies (Gallaudet).
- With remaining funds from the Diku project, OM will organize a VE/COIL workshop with HEIs in Europe with programs in Deaf studies/Sign interpreting/ Linguistics. To explore VE COIL use for education in and about signed languages.
- Norway has moved up to the top of our priorities for broader collaboration. GU’s President will go to Oslo in April to explore possibilities.

## **On the value of Virtual Exchange COIL**

- Easily accessible, low cost, and high value.
- By nature, puts the faculty as the center of global learning
  - Exercise in inter-cultural competence,
- Administration to support agilely,
  - Global Learning Faculty Administrator, as bridge-builder, trainer, and sustainer,
  - Drawing on int'l relations to identify compatible overseas units and faculty,
- Internal & external relationships built through VE-COIL are serving as a “springboard” for broader collaboration in research and exchanges.
  - Pairing with study abroad programs, as a global learning funnel.
  - Starting with a low risk working agreement
    - Chance to assess the “fit” between institutional values,
    - See Gallaudet’s [COIL MOU template w/ agreed values](#)

For success in VE COIL, faculty members must choose to join and to use their pedagogical craft, and the university then supports agilely. Thus, VE COIL reflects a positive spirit of internal cooperation aligned with participatory campus review of global opportunities.

- See Gallaudet’s [Global Opportunity Assessing League \(G.O.A.L.\)](#)

And spurs development of faculty-administration “design-build-operate” processes for this and other global learning innovations.

## AIEA 2022

Tuesday, February 22, 1:00-2:00 pm (CST, UTC/GMT)

### **Virtual Exchange/COIL Practices & Policy: Digital Internationalization Between USA and Norway**

Learn how one U.S. and Norwegian partnership is advancing digital internationalization through Virtual Exchange COIL and gain insights on what the Norwegian government is working on to enhance, renew and evolve higher education and mobility.

- What would be possible if we combined internationalization and digitization to reimagine the future of international education?
- How would this transformation get done and who would do it?
- How could SIOs contribute even more?

### *Audience Q&A Discussion (20 minutes-Charles and Veronica)*

- What do you feel are the most important considerations for administrators to address in order to implement and sustain COIL programs?
- What did you observe to be common challenges and strengths amongst the different administrators/institutions (resources--technology/budget/enrollment/time/interest in internationalization/institutional culture)?
- How did the teams manage to balance their relationships/communications and decision-making?