

# Virtual Exchange in the Global Learning Portfolio

January 23, 2019  
AIEA Annual Conference – San Francisco

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Presenters:

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## Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented and internationally connected**.



# 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



June 2017 Edition is downloadable at  
[www.acenet.edu/mapping](http://www.acenet.edu/mapping)



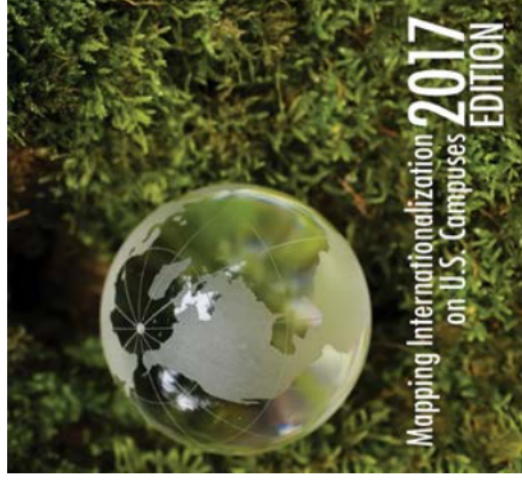
# Global Learning



- **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.



# Integration of Global Learning



## General Education Requirements

**49%** of institutions reported that their general education requirements include an international/global component.

For the first time since 2003, foreign language requirements are on the rise.

## Curriculum

**Half** of responding institutions reported having curriculum internationalization initiatives. **92%** of these institutions indicated that internationalization of individual courses is taking place.

**More** in 2011 vs. 2006 reported efforts toward curriculum internationalization at the department/program, school, and institution levels.

# Global Learning at Clemson

**Global Learning:** Global learning is the education process (curricular, co-curricular, research, outreach, and learning) through which students acquire and apply global competency outcomes.

**Global Competency Outcomes:** Clemson University students will learn to apply knowledge, skills, and behaviors to their lives and careers in a global context

## Knowledge

### Professional & Disciplinary Contexts

Seek information about and describe the global context of their chosen profession and discipline  
K1

### Ethics and Social Responsibility

Describe the ethical consequences of decision making and social interactions in diverse and global contexts  
K2

### Communication, Connectivity & Global Diversity

Explain how local and global contexts and events in the past, present, and future are interrelated and mutually shape one another  
K3

## Skills

Apply professional and disciplinary perspectives and techniques to critically examine and address both local and global challenges  
S1

Evaluate the impact and ethical consequences of one's own and others' actions of the natural and human world  
S2

Demonstrate effective and appropriate communication, interaction, and teamwork among different nationalities, language groups, and cultures  
S3

## Behaviors

Demonstrate an ongoing willingness to seek out international or intercultural opportunities and an ability to articulate how these experiences contribute to one's development  
B1

Take informed action to address ethical, social, and environmental challenges in local and global contexts  
B2

Apply an understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction and communication with peoples of other cultures  
B3

ClemsonForward calls for an infusion of Global Learning throughout the curriculum. A faculty task force has developed this competency matrix to guide departments and units as they consider how best to deliver global learning within their programs and curricula. Whether articulating current outcomes within existing classes, proposing new courses or introducing minor or majors, these outcomes are meant to assist in the articulation of your global learning outcomes and goals.

# Clemson: From Naught to Global Learning

- 2014 ACE Lab Review identifies “over reliance on study abroad”
- 2016 CU Strategic Plan calls for “infusing Global Learning through out the Curriculum”
- 2017 Global Learning Task Force identifies “Global Learning Competencies” as guideline/recommendation for curricular internationalization and Gen Ed revisions
- 2018 Inaugural Global Learning Institute for Faculty & Seed Grants
- Next Steps: Mapping



# Global Learning at DePaul

- **University and General Education Goal 4: Intercultural and Global Understanding**
- This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.
- **Outcomes: DePaul graduates will demonstrate:**
  - respect for and learning from the perspectives of others different from themselves.
  - knowledge of global interconnectedness and interdependencies.
  - knowledge to become a steward of global resources for a sustainable future.

# Global Learning at DePaul

To be identified as a “global learning” course, a course must substantially (e.g. with at least 50% of content and learning activities) address the University learning goal 4: *Intercultural and Global Understanding*, in connection with at least one, ideally two, of the following four general criteria:

- **Geographic:** Students are learning about places/peoples outside of the US;
- **“Glocal” (global in the local):** Students are learning about international communities/issues within the US or from a US perspective. Ex: Immigrants in Chicago; US foreign policy;
- **Systemic:** Students are learning international theories or systems, considering the globe as a whole. Ex: International relations theory; global environmental theory;
- **Linguistic:** Students are learning foreign languages.

Notwithstanding these four general criteria we also recognize that each discipline has a localized version of what global learning looks like, influenced and driven by unique aspects of the history, development, focus, practices, and traditions of the discipline itself.

# Global Learning at DePaul

- Grounded in Mission – The plan for DePaul 2024
  - Strategic priority 3: Excel in preparing all students for global citizenship and success
    - Objective 3.1.c:
      - Increase global perspectives and multilingualism of DePaul graduates
    - Objective 3.2.d:
      - Increase the use of high impact practices in classes across programs, among them (...) global learning experience projects.
  - Objective 3.4.b:
    - Enhance support for global learning, including study abroad.



# 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 Virtual Exchange?

- “Virtual exchanges are technology-enabled, sustained, people-to-people education programs.
- Developed over the past 30 years from experience in the field of educational exchange and study abroad
- Employs a wide variety of technologies and educational pedagogy integrated at all levels of education from kindergarten through university
- Distinctive in their use of new media platforms to enable deep, interactive, social learning.

(Source: Virtual Exchange Coalition)



# What is COIL?

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 2016)

## 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 is not about the technology; it's about collaborative teaching and learning across cultures. The relationship between faculty partners has to be worked out first. Then technology can be used to bridge the distance."**

-Jon Rubin, COIL Consulting

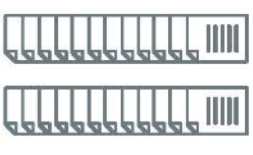
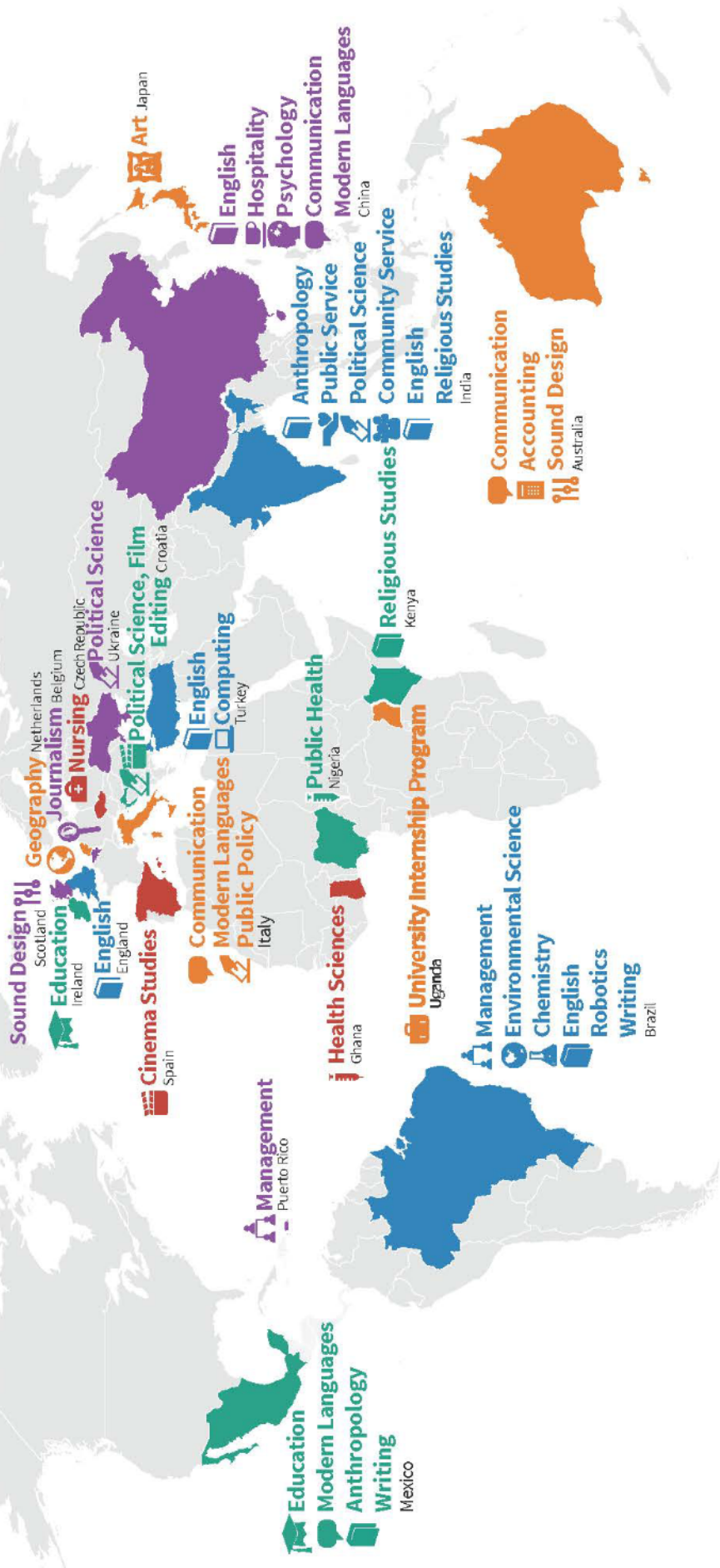


# Clemson: Virtual Exchange for Global Learning

- 2016-2017. Support and Accompany faculty travel to COIL/VE conferences (Results in two pilot courses)
- 2018 Inaugural Global Learning Institute introduces VE as opportunity for “infusing global learning throughout the curriculum”
- Global Learning Seed Grants prioritize VE. Award 4 grants
- Host VE workshop on Campus (G. Besana) (results in one more pilot)
- Send 8 Grantees & Instructional Designers thru DePaul’s On-Line Training
- Currently developing resources for faculty & 4 new course being launched



# DePaul



# Questions and Implications of Virtual Exchange

- **Virtual exchange vis-à-vis physical exchange**
  - Students & faculty
  - Substitute, supplement, enhancement?
    - Consider: Overall low and stagnant study abroad rates
- **Incentivizing and supporting faculty**
  - Virtual exchange as a tool versus extra work
- **Virtual exchange as part of strategic international partnerships**
- **Virtual exchange in advancing broader institution strategy and goals**
  - E.g. broadening access, enhancing diversity
  - Different institutions, different role/goals for COIL/virtual exchange

# ACE Internationalization Through Technology Program and Resources

Visit [www.acenet.edu/internationalization-through-technology](http://www.acenet.edu/internationalization-through-technology)

Connecting Classrooms: Using Online Technology to Deliver Global Learning

Bringing the World into the Classroom

U.S.-Japan COIL Initiative

Collaborative Online Learning and Internationalizing Teaching:  
The COIL Method and How to Apply It"

Study Abroad (At Home)

Bringing Global Learning to West Virginia



Join the COIL and Virtual Exchange in Higher Education LinkedIn  
community.





