

Virtual GLO/COIL Guide for Mohawk College Faculty

Contents

Welcome to Virtual GLO/COIL!	1
What does Virtual GLO/COIL look like in practice?	2
Process Steps for Planning your Virtual GLO/COIL	2
Tips for a Successful Virtual GLO/COIL	3
Risks and Mitigations	4
Appendix I: Worksheets to Complete with Partner	5
Contacts	5
Time Considerations.....	5
Language Considerations	6
Course Content Considerations	6
Assessment of Learning Considerations	8
Technology Considerations.....	9
Appendix II: Sample Linguistic Diversity Statement	11
Appendix III: Resources Used in this Guide and For Further Reading.....	11
References	12

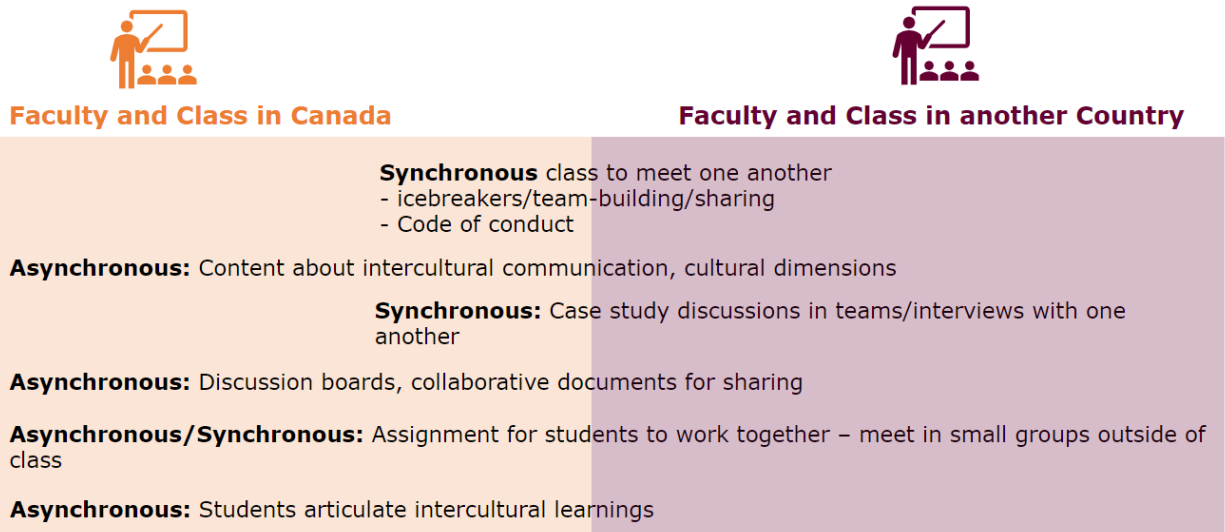
Welcome to Virtual GLO/COIL!

Congratulations on your foray into Virtual GLO/COIL! As you probably know by now, COIL has been defined by the State University of New York, where it originated, as a way to “connect... you and a colleague in another country to develop collaborative projects that your students do together across time zones, language differences and geographical distance using online tools. It becomes one aspect of your course, supporting your student learning goals, giving you and your students the opportunity to engage hands-on with your course concepts and new ideas and – most importantly – exploring them from different cultural perspectives.” (SUNY COIL Center, n.d.)

This document had been developed as a “nuts and bolts” guide to help you to develop your Virtual GLO/COIL with your global partner and has been adapted from several excellent guides listed in the Resources section. Be sure to check them out if you’d like to learn more! If you would like an MSWord version of this Guide or have any questions, please contact: glo@mohawkcollege.ca.

What does Virtual GLO/COIL look like in practice?

You will work with your partner professor abroad to develop intercultural and experiential learning activities that you will embed into both of your courses. The learning activities will allow students in both countries to experience the culture of the other, work together on joint projects, develop intercultural communication skills and reflect on global learning themes. The diagram below shows an example of what Virtual GLO/COIL looks like in practice.



Process Steps for Planning your Virtual GLO/COIL

The following are some recommended steps for planning a successful Virtual GLO/COIL experience!

1. Set meetings with your partner either in-person (if possible) or virtually
 - a. Discuss how you will communicate with one another: It can sometimes be helpful to set up weekly or bi-weekly touchpoints to ensure that planning stays on track. You might want to determine how you will contact one another if you run into difficulties during the COIL – for e.g., text, phone, WhatsApp, etc.
2. Complete the Worksheets in the Appendix with your partner professor and coordinate 1-2 follow-up meetings to discuss the responses
3. Understand that learning about intercultural communication will form a large part of the learning during the COIL. Be prepared to provide your students with resources for this learning (e.g., see the Pre-Departure Orientation and International Faculty Toolkit, both in MyCanvas, for resources) so they are prepared for intercultural communication challenges and misunderstandings. “Teachers must also learn how to turn awkward moments of misunderstanding into teaching moments” (SUNY, n.d.).
4. Plan out the COIL modules in advance with learning outcomes for each one. This will help especially the first time you run it and also creates a common understanding with your teaching partner on the goals and objectives of the COIL. You will also be able to gauge if it was successful and have a model on which to grow the next time. It’s important also to be flexible as learning can take different shapes and forms; for example, a discussion might go in an interesting direction.

5. Test the technology in advance, perhaps by connecting with your teaching partner. Let students know there may be technical difficulties and that you are all learning together.
6. Complete an assessment after the experience to gather lessons learned, feedback from students, etc. The International & Partnerships Department can provide templates for the assessment.
7. Review the International Faculty Toolkit and the International Pre-Departure Orientation courses located in MyCanvas. Determine if there is any content you wish to use that covers intercultural competence development, intercultural communication, etc. Don't have access? Contact: glo@mohawkcollege.ca

Tips for a Successful Virtual GLO/COIL

(The below tips were adapted from: Online Global Learning Experiences, Forum on Education Abroad: <https://forumea.org/resources/guidelines/virtual-exchanges-and-global-learning-online/>)

1. Prepare students for an intercultural experience by including modules/content on intercultural communication, cultural dimensions, etc. Include reflections on the cross-cultural experience throughout so that students have time to learn from their experiences.
 - a. See the International Pre-Departure Orientation for content to include
 - b. Consider including the Intercultural Development Inventory (IDI) assessment as part of the course – speak to an International & Partnerships Department staff person about options
2. Include icebreaker and team-building activities so participants can get to know and feel comfortable with one another.
 - a. See the [Intercultural Activity Toolkit](#) for a list of potential activities.
3. Establish a Code of Conduct during the first few classes – suggestion: create this with the students so that they have buy-in. Reference institutional anti-bullying and harassment policies where possible.
4. Include both asynchronous and synchronous activities
 - a. Synchronous activities allow students to work together and have rich cross-cultural interactions
 - i. Examples: Guest speakers, case study discussions in teams, team discussions, one-on-one student interviews with one another in breakout rooms
 - ii. Be mindful of time zones and technical limitations when scheduling synchronous activities – allow for asynchronous back-ups and substitutions for students who are not able to attend due to time zone or technical difficulties
 - iii. Allow extra time for both technical and language issues when scheduling synchronous activities
 - iv. Include options for students to meet synchronously in small groups so that they can better navigate time zone differences and get to know one another better
 - b. Asynchronous activities allow students to participate at a more convenient time and reflect on their learning and responses
 - i. Examples: discussion boards, collaborative documents, sharing of reports and documents/readings

- ii. Try to include assignments that will bring together students from both groups to work together and collaborate so that they can benefit from the intercultural learning opportunities
- 5. Include opportunities for students to showcase their learning after the experience through conferences or presentations to college stakeholders – utilizing artefacts such as joint project deliverables, videos, presentations, etc.
- 6. Include a cross-border collaborative assignment that forces students from both countries to have to work together and not independently. In this way, they learn how to work within a global working environment and are forced to seek solutions together and collaborate.
- 7. Support students in learning how to articulate what they have learned and the intercultural competencies they have gained so that they can add these to their career readiness toolkit (e.g., cover letters, resumes, when speaking to employers). Encourage them to reflect on their learning so that they are aware of the new intercultural skills they are gaining.

Risks and Mitigations

Risk	Mitigation
If students are cyber bullied, share offensive materials, behave inappropriately	<ul style="list-style-type: none"> - Ensure faculty are able to monitor participant interactions, especially during the early part of the program.
If there is a technological disruption at one partner's location (e.g. power/Internet outage)	<ul style="list-style-type: none"> - Build flexibility into the program so that a class can be rescheduled later if synchronous - Build back-up asynchronous activities for this purpose
If timing classes is difficult due to time zone issues, how will you ensure hours spent on asynchronous activities are fair for both classes?	<ul style="list-style-type: none"> - Discuss with your partner how many hours per week are reasonable and aim for that when developing asynchronous activities.
If students have difficulty understanding one another due to language difficulties.	<ul style="list-style-type: none"> - Allow writing as a back-up (via chat). - Include a Linguistic Diversity Statement and refer students to it at the beginning of each class. (See Appendix for an example). - Include information at the beginning of the COIL about clear communication so that students are reminded of the potential language challenges, for e.g., ask them to always spell out acronyms, do not use abbreviations, avoid using contractions, avoid using local jargon, local humour or examples from pop culture that might be misunderstood by students in another country.

Appendix I: Worksheets to Complete with Partner

These worksheets were adapted from the [SUNY COIL Center COIL Course Development Manual](#) under a Creative Commons licensing agreement.

Contacts

Contact Information	Faculty Member	Faculty Member
Name		
Email address		
Cell phone number		
Professional areas of interest		
Personal areas of interest (optional)		
Twitter/Linkedin URL		

Time Considerations

Time Consideration	Faculty	Faculty
What time zone are you in?		
Is there daylight savings time there when clocks are moved forward/backward? If so, when does it begin/end?		
What are the best hours/days to contact you (include time zone)?		
During which semesters of terms might this course run?		
When does your semester start and end?		
What are your class times, if any?		
Are there holiday breaks during the semester? If so, what are the dates?		
How many hours per week can you commit to the development of new course content?		
How many hours per week can you commit to the teaching of course modules within this COIL opportunity?		
Are there specific institutional expectations regarding the time students are expected		

to put into the course (outside of class time)?		
--	--	--

Language Considerations

Language Consideration	Faculty	Faculty
What languages do you read, write and/or speak?		
What is the primary language spoken by your students?		
Generally, how fluent are your students when reading, writing and speaking in English?		

Course Content Considerations

Course Content Consideration	Faculty	Faculty
Please list the three most important goals you hope this course collaboration will achieve for your students.		
Do you intend to create a new course with a new syllabus or adapt existing parts of your course for the collaborative component?		
What aspects or units of your existing syllabus do you think would lend themselves best to cross-cultural critical reflection by students? (Please list).		
Try to break these content areas down into modules and identify when they normally		

occur during your course?		
What are the learning		
Have you thought of collaborative tasks, activities and outcomes that you think can support each module's learning outcomes? If so, what are they?		
How will you and your partner decide what content to use and who will be responsible for reviewing, editing and posting this content online?		
Will student-generated content, e.g. from a discussion forum or video project, be a significant resource for your course?		
How much time do students expect to spend on this course each week outside of class time?		
Are your class sessions primarily structured around faculty lectures? How much are students expected to contribute their thoughts in class?		
Do student-initiated discussions add valuable content or are they seen more as distracting from pre-determined content?		
Are your students used to group work? Are they comfortable being graded for group work?		

<p>Are there other aspects of the way that teaching and learning takes place in your classroom or at your institution that should be shared with your partner faculty member?</p>		
--	--	--

Assessment of Learning Considerations

Assessment Consideration	Faculty	Faculty
<p>How do you typically assess students? Would you like to use the same methods/tools for the collaborative component?</p>		
<p>Do you usually use rubrics (i.e. stated criteria) when assessing students? Would you like to define shared rubrics with your partner?</p>		
<p>Will there be a common grading scale or will each instructor grade his/her own students separately?</p>		
<p>How will you deal with student attendance for the module or course? How will online participation be assessed?</p>		
<p>Do you plan to use pre-and/or post-course evaluations? Have you considered what types of questions you might ask?</p>		
<p>Have you considered how you might</p>		

assess the intercultural learning that may take place? If so, what tools or methods might you use?		
Is regular class attendance and participation important when determining a student's grade? If so, how will online participation in this collaboration be evaluated?		
Has interest been expressed by your university administration in internationalizing the curriculum through globally networked learning or through other approaches?		

Technology Considerations

Technology Consideration	Faculty	Faculty
Does your institution have a primary (centrally supported) Learning Management System (LMS) (e.g. Blackboard)? If so, what is it?		
Have you used this LMS to teach an online course or to extensively support a blended or face-to-face course?		
Do your students use this LMS on a regular basis for their coursework?		
Are there any other teaching technologies in use at your institution, for example, MSTeams? What webconferencing platform do you use (e.g. Zoom, MSTeams, Webex, etc.)?		

<p>Please describe the likely bandwidth available to you and your students at home or where you or they work.</p>		
<p>Do you or your students pay by megabyte, for data usage on the Internet? And is this a limitation to you and your students' use of the internet.</p>		
<p>During the course, do you wish to engage in synchronous (real-time) in-class activities such as videoconferences? If so, have you considered potential time zone differences and bandwidth demands?</p>		
<p>Would you like to have your students work together synchronously, outside of class, using Skype or other tools? Why or why not?</p>		
<p>Will asynchronous (delayed-time) activities, such as email, discussion forums, and the exchange of photos and/or videos be an important aspect of the course?</p>		
<p>If either/both partners are teaching a fully online course, how will you work together to resolve which LMS or other asynchronous online tools to deploy?</p>		
<p>Would your institution be supportive of adding and/or allow you to add students from another school into your LMS?</p>		
<p>What issue of technology appears most troublesome or</p>		

<p>threatening at this stage? How might you overcome those issues?</p>		
<p>Is it okay to record asynchronous sessions and share them with students? Will permission need to be obtained from students?</p>		

Appendix II: Sample Linguistic Diversity Statement

The following is verbiage and resources that you could insert into your course to make students aware of the diverse communication styles that may be present in their learning environment and through the COIL experience.

Diverse languages, dialects and communication styles are welcome in this classroom. As we communicate with one another, keep in mind that there are many different styles of communication and that the reader/listener should work as hard as the writer/speaker in the communication process to create shared meaning and understanding. This means that we will listen patiently, work to understand one another, seek out clarification when necessary, allow those who wish to do so to pause and collect their thoughts before speaking, and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so.

Learn more about intercultural communication with the following resources:

AFS. (n.d.). *Direct & indirect communication styles*. AFS-USA Intercultural Programs. <https://www.afsusa.org/study-abroad/culture-trek/culture-points/culture-points-direct-indirect-communication-styles/>

Kolovou, T. (2020). *Developing cross-cultural intelligence* [Video]. <https://www.linkedin.com/learning/developing-cross-cultural-intelligence/individual-and-group-focused-cultures-2?u=56972321>

Appendix III: Resources Used in this Guide and For Further Reading

- [COIL Connect Registry](#)
- [Forum for Education Abroad: Online Global Learning Experiences](#)
- [NAFSA Virtual Exchange 101](#)
- [SUNY COIL Center COIL Course Development Manual](#)
- [The Collaboratory, Bureau of Educational and Cultural Affairs, U.S. Dept. of State Virtual Exchange Toolkit](#)
- [Virtual Exchange Guide for Senior International Officers](#)

References

Forum for Education Abroad. (n.d.). *Online global learning experiences*. The Forum on Education Abroad. Retrieved May 15, 2022, from <https://forumea.org/resources/guidelines/virtual-exchanges-and-global-learning-online/>

Stevens Initiative. (2020, September). *Virtual exchange guide for senior international officers*. Stevens Initiative. Retrieved March 12, 2022 from <https://www.stevensinitiative.org/resource/guide-for-sios/>

SUNY COIL Center. (n.d.). *Intro 2 COIL: Welcome*. Intro 2 COIL. Retrieved June 28, 2022, from <https://online.suny.edu/introtocoil/>