COIL AS A CATALYST: LEVERAGING COIL TO SCALE COMPREHENSIVE INTERNATIONALIZATION

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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

Key
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.

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

<table>
<thead>
<tr>
<th></th>
<th>Study abroad participation</th>
<th>Total U.S. Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates-level</td>
<td>1.7%</td>
<td>48%</td>
</tr>
<tr>
<td>Women</td>
<td>66.5%</td>
<td>56%</td>
</tr>
<tr>
<td>White</td>
<td>71.6%</td>
<td>55%</td>
</tr>
</tbody>
</table>
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.”
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
**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

Facebook
Blackboard
Wimba
Skype
Tumblr
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

Drexel faculty

International faculty

Collaborative classes and activities

Drexel students

International students
COIL At Xavier Timeline

Building Capacity

- Fall 2013: Receives ACE/SUNY COIL award
- Spring 2014: Preparation with international partner
- Fall 2014: Launch two COIL courses
- Spring 2015: Fall 2015 COIL Faculty Fellow Program
- Fall 2015: 2nd Faculty Fellows cohort
- Fall 2016: 3rd cohort
- Spring 2019: Faculty Learning Community
COIL Faculty Fellows Program

Preparation Support Funding

Associate Provost
Center for International Education
Center for Teaching Excellence
Instructional Design
Mission and Identity
COIL Growth – Initial Partner

Lima, Peru
Spanish & Education
Universidad Antonio Ruiz Montoya

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COIL Growth – 1st cohort

Lima, Peru  
Cali, Colombia  
Managua, Nicaragua  
Padova, Italy  
Rome, Italy  
Mumbai, India  
Chiang Rai, Thailand
COIL Growth – All cohorts

Lima, Peru
Cali, Colombia
Managua, Nicaragua
Padova, Italy

Rome, Italy
Mumbai, India
Chiang Rai, Thailand
Guadalajara, Mexico

Puebla, Mexico
Akyreyri, Iceland
Limerick, Ireland
The Hague, Netherlands

Regensburg, Germany
Dominican Republic
Lismore, Australia
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
XU/UARM Partnership Growth

- COIL courses
- Student-teaching
- Semester program
- 100,000 Strong Grant
- Strong Grant

Short-term program
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

- 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
Perceptional Assessment: 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
Perceptional 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**

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Percentage (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship</td>
<td>14%</td>
</tr>
<tr>
<td>Communication</td>
<td>38%</td>
</tr>
<tr>
<td>Time Management Skills</td>
<td>10%</td>
</tr>
<tr>
<td>Learned about Consumer Marketing</td>
<td>29%</td>
</tr>
<tr>
<td>Research Skills</td>
<td>10%</td>
</tr>
</tbody>
</table>

**KSA Data Analysis: Skills**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Percentage (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management and Time Differences</td>
<td>28%</td>
</tr>
<tr>
<td>Different Creative Mindsets</td>
<td>17%</td>
</tr>
<tr>
<td>Insight from Different Cultures</td>
<td>14%</td>
</tr>
<tr>
<td>Communication</td>
<td>31%</td>
</tr>
<tr>
<td>Entrepreneurial Skills</td>
<td>10%</td>
</tr>
</tbody>
</table>

**KSA Data Analysis: Attitudes**

<table>
<thead>
<tr>
<th>Attitude Area</th>
<th>Percentage (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Perspective</td>
<td>35%</td>
</tr>
<tr>
<td>Increased Motivation and Involvement</td>
<td>22%</td>
</tr>
<tr>
<td>Work with Different Perspectives</td>
<td>26%</td>
</tr>
<tr>
<td>Learned about Types of Leadership</td>
<td>4%</td>
</tr>
<tr>
<td>Bettered Communication</td>
<td>13%</td>
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</tbody>
</table>

**Self Assessment of Global Classroom Usefulness**

Quantitative Expression of Perceived Usefulness

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1 (Poor)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>2</td>
</tr>
<tr>
<td>Equality of Tasks</td>
<td>3 (Okay)</td>
</tr>
<tr>
<td>Timeliness</td>
<td>4</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5 (Excellent)</td>
</tr>
<tr>
<td>Preparedness</td>
<td>5 (Excellent)</td>
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</tbody>
</table>

**Final Grades for Non-Global Classroom Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>10</td>
</tr>
<tr>
<td>A</td>
<td>20</td>
</tr>
<tr>
<td>A-</td>
<td>15</td>
</tr>
<tr>
<td>B+</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
</tr>
<tr>
<td>B-</td>
<td>5</td>
</tr>
<tr>
<td>C+</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>C-</td>
<td>0</td>
</tr>
<tr>
<td>D+</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>D-</td>
<td>0</td>
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<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**Final Grades for Global Classroom Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>5</td>
</tr>
<tr>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>A-</td>
<td>15</td>
</tr>
<tr>
<td>B+</td>
<td>5</td>
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<tr>
<td>B</td>
<td>10</td>
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<td>B-</td>
<td>5</td>
</tr>
<tr>
<td>C+</td>
<td>0</td>
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<tr>
<td>C</td>
<td>0</td>
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<tr>
<td>C-</td>
<td>0</td>
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<td>D+</td>
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<td>D</td>
<td>0</td>
</tr>
<tr>
<td>D-</td>
<td>0</td>
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<td>F</td>
<td>0</td>
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**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.

Compiled by Xavier University COIL faculty fellows.
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!

Compiled by Xavier University COIL faculty fellows.
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!

Compiled by Xavier University COIL faculty fellows.
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

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