Part 1
Introduction To COIL
Exploring International Collaborations For Your Courses

University of Washington – Bothell

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http://www.uwb.edu/globalinitiatives
GOALS FOR TODAY

To Answer:

1. What is Collaborative Online International Learning (COIL)?
2. How does COIL work?
3. Do I want to do it?
4. Where can I get help?

http://www.uwb.edu/globalinitiatives
What is COIL?

- International
- Interactive
- Virtual
- Unique audience

* The term was coined by SUNY COIL Center. The pedagogy is also called globally networked learning or online intercultural exchange. The name is not proprietary.
Faculty Guide for COIL Course Development

Our current v1.5 guide includes info on collaborative online international learning, gathering institutional support, locating and negotiating course content with your partner professor.

Please email coilinfo@suny.edu to get a free copy of the guide.
Welcome
This platform is aimed at supporting university educators and mobility coordinators to organise and run online intercultural exchanges for their students. In these exchanges, students from universities in different countries collaborate together using online communication tools to carry out collaborative projects and to learn about each other's language and culture. By taking part in such projects, students can develop foreign language skills, intercultural awareness, electronic literacies as well as learning more about their particular subject area.
Key components of COIL courses

- Partnering faculty co-create course curriculum
- Highly interactive, takes place over at least 4 weeks
- Professors agree on technology accessible at both institutions
- Students remain enrolled at own institution, graded by own professor

http://www.uwb.edu/globalinitiatives
Course Design

You  Partner
UW COIL Initiative: Development

Conference presentation: alignment with institutional goals

AY 2013-14 pilot project: 3-part faculty workshop series

Grant from JSIS

Global Engagement through Technology Symposium

AY 2014-15 COIL Fellows

AY 2015-16 COIL Fellows

Conference presentation: alignment with institutional goals

AY 2013-14 pilot project: 3-part faculty workshop series

Global Engagement through Technology Symposium

AY 2014-15 COIL Fellows

AY 2015-16 COIL Fellows

Grant from JSIS

Building support

Engaged faculty

Encouragement from administration

External consultant

Key partnerships

Teaching and Learning Center

SUNY COIL Center

Cascadia College

UW Seattle

UW Tacoma
Why COIL?

Huge impact on students and faculty

- Reaches a large and diverse audience (90%)
- Global team work
- Less costly
- Enhance Diversity
- Retention
Impact: Student Voices

“I know I will be applying the skills and knowledge to my life outside of school. For what seems to be the first time, I feel like I've taken away something from a class.”

“Previously when I was working and I saw a girl wearing Hijab I was not sure whether it would be socially acceptable for me to greet her or make eye contact. I didn’t know how to act, but now I feel so much more comfortable and able to greet her and ask her how her day is going.”
Impact: Faculty Voice

“I never imagined that Facebook would have been such a powerful tool for learning.”

Ursula Valdez, Professor of Interdisciplinary Arts & Sciences
2015-16 International Collaborations Facilitator
www.washington.edu/trends/valdez-classroom-without-borders/
How does it work: COIL in practice

“How does it work: COIL in practice”

“From the Cascades to the Andes: Environmental issues in Peru and the Pacific Northwest”

(Valdez, Spring 2015)
Course Overview

- 20 senior conservation students in Peru, UPCH; 9 diverse students in UWB
- Language of instruction: English
- Peruvian students started one month earlier (semester vs. quarter)
- Joint assignments: a- and synchronous discussions, responses to readings, case studies, development of action plan
- Hybrid feature: in-class work, social media, in-person visit of the other instructor, field trips
Areas of overlap

Shared learning modules:
1. Biodiversity
2. Fisheries salmon | anchovy
3. Use of resources: logging | mining
4. Climate change and mountains: Cascades | Andes

UWB: Interdisciplinary elective

UPCH: Advanced conservation course
Use of communication technology
Power of Non-verbal Communication

From daily life styles to deeper cultural issues
Hello everyone! My name is Samar Malik, I am 21 years old, and I'm an Environmental Studies major at the University of Washington Bothell. I am an avid outdoorsman and as a result, my favorite place in the state of Washington is the North Cascades national park as it caters to my hobbies of hiking, mountaineering, backpacking, and camping (pictured below). Here, the mountains are rocky, jagged, and capped with glaciers and have always seemed almost surreal to me, as if they w... See More

Hi everyone!
My name is David Valqui and I’m 19 years old. I study biology in Cayetano Heredia university and this is my last year. I am very interested in molecular biology, but seen from an ecological point of view (it cost me a lot to choose my orientation, I have tried many other things but this is what I like to do more). I like playing and listening to music (I haven’t a musical genre in particular, I like everything).
Well, my favorite place is Yumbilla Falls, located ... See More
Students introduce content
Students blog and take action

Cascades to Andes

WHERE ARE OURS GLACIERS GOING?
By Susan Yu

In the recent decades, the glaciers have retreated at such a speed that hasn’t been seen in the past due to human activity and climate change (Science News 2006-2015). It has accelerated such that certain mountain ecosystems are in danger of disappearing (NRSC 2013). Not only do many species rely on the melting of ice during summer, people too heavily rely on it for a supply of fresh water for both drinking and agriculture (NSIDC 2015). As the snow retreats further and further back, the snow is no longer reflecting heat back into the atmosphere; instead the ground is absorbing heat. This further adds to the increase in temperature which makes the snow retreat even faster in a feedback loop called ice-albedo feedback. It has been noted that the snow melts a lot earlier in the season and so it might not last until the summer. This causes increase chances of flooding during spring and drought in the summer which increases the chances of forest fire (NSIDC 2015; NRSC 2013). Even though exposed ground from retreating glaciers does increase the area for plants to grow it takes a long time for it to grow due to the process of succession and the fact that the shift up in altitude is slow for plants as they are not mobile and may take a long time to seed. That exposed ground is now very vulnerable to erosion and landslides. We can already see examples of the effects of the retreating in many of the mountain regions, such as in the Cascades in the Pacific Northwest and in the Andes in Peru (Science News 2000-2015).

Protecting the snow in our mountains is important not only to the mountain’s ecology but also for the health and safety of people, and the economy. I especially would like to protect the beauty of our mountains so that we will still have it in the future. Glacial retreat may seem like too big of a problem to solve, but there is something that we can do to help. Increase in carbon emission has played a huge part in the loss of snow pack in our mountains from increase in temperature due to greenhouse gases and from snow that falls onto the snow from the carbon emissions (NSIDC 2015; Washington Blog 2007-2010). One thing we can do as individuals is to try to cut down on our carbon emissions. There are many ways that we as individuals can cut down on our carbon footprint, e.g. finding alternative ways to travel instead of driving or decrease impact of driving by carpooling or sometimes in between: using energy efficient technology, using local, etc.
Pre-Major Course Series: Global Action Teams with Tibetan Students in India (Tuke, 2014)

Course Overview: Social Movements through an International Lens

- Course overlap during ~8 weeks
- Students in India more advanced than in US
- Instructors teach and assess their own students
- Project-based learning approach: global teams of 2-3 students discuss and decide on a shared social issue, then co-produce a 4-minute video
- Two Skype conferences: intros, final projects
- Closed Facebook group for class discussion
I really like to wear the veil, especially since we didn’t understand why we should.

Execution in the name of freedom.

Ooh! I’m the monster of darkness.

Give me the veil back!

You’ll have to lick my feet!

Giddyap!
Course Goals: Use of culturally diverse comics and graphic novels

1) to help think critically about how images and words can combine to structure our view of ourselves and our values

2) to explore on their potential to bridge language barriers, spark cultural communication and grapple with problems in different communities across global borders
Students from UWB and U. of Beirut, Lebanon: use social-media tools and collaborate to produce comics examining global issues
Other Course Themes

• Communications  (Global Networking, Comic Journalism)
• Sociology     (Social Movements/ International Lens, US/Japanese pop. Culture)
• Introductory Core  (Intro to writing, research)
• Health        (Policies, Politics)
• Media         (Social Media and Global Change)
• Political Science (South Africa culture and Mediascapes)
• Technology    (Video for social causes)
• Environmental Studies  (Peru and US bioregions)
Getting Started

1. Partner Identification
2. Institutional Support
3. Agreed Objectives
4. Agreed Activities
Classrooms without borders

UW Bothell lecturer Ursula Valdez uses Facebook, Skype and other social media tools to bring together students in Bothell and Peru

This past spring, Ursula Valdez, a UW Bothell lecturer in Interdisciplinary Arts & Sciences, used readily available technology and social media tools to bring Peru and its people right into her Bothell classroom.

She teamed up with a colleague in Peru to teach the same class in two countries at the same time, creating a dynamic virtual learning community that encouraged students from vastly different backgrounds to work and learn together.

“Working with students who are thousands of miles away is not impossible anymore,” says Valdez, who is encouraging colleagues to consider launching similar classes. “We can be in China, in Egypt, in Peru or in a dozen other countries.”
General tips

October 1, 2015

Classrooms without borders

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WHAT STUDENTS SAID

"I learned why collaborating and researching with other people from other parts of the world is..."
SIX TIPS

1. Find a faculty partner
2. Apply to UW COIL
3. Select parallel topics
4. Require collaboration
5. Use social media
6. Activate students
Key Challenges

- Faculty must **embrace technology**
- Students must **re-learn/get tech** tools
- **Power imbalances** must be anticipated
- Students need more **practice working across cultures**
- Students need **virtual teamwork skills**
- Faculty relationship building **takes time**
- **Synchronize effort and activities**
Do I want to do it?

Short exchange of ideas:

- What are 2 reasons that COIL could be a good fit for you?

Note: Share your answer in the chatbox
Need help?: The COIL Toolbox

**SUNY COIL Center**
overview of COIL, course examples, faculty guide
[www.coil.suny.edu](http://www.coil.suny.edu)

**UNI Collaboration**
match-making site for professors and institutions
[uni-collaboration.eu](http://uni-collaboration.eu)

**UW COIL Initiative**
[www.uwb.edu/globalinitiatives/academic/coil-initiative](http://www.uwb.edu/globalinitiatives/academic/coil-initiative) - readings, information on COIL Fellows, examples of COIL courses

**Greg Tuke’s Going Global Blog**
instructional videos and practical tips for implementing COIL
[www.tukeinternationalconsulting.com](http://www.tukeinternationalconsulting.com)
Resource people

- UWB Global Initiatives Office:
  Natalia Dyba (Director) nataliak@uw.edu
  Ursula Valdez (International Collaboration Facilitator) uvaldez@uw.edu

- Learning Technologies Department (IT- UWB)

- Identify your institution’s resources

http://www.uwb.edu/globalinitiatives
Questions, Discussion
Part 2:
Planning to Apply For a COIL Fellowship?

Global Initiatives Office
University of Washington Bothell
Applying for a COIL fellowship

- Eligibility: UW faculty
- Cohort of 10 fellows
- Workshops and strategic support
- $2000 grant
- Conference attendance opportunities (upon additional funding availability)

**Deadline 9 Nov 2015 by 5pm**
$2,000 UW Grants for International Course Collaborations

UW Bothell is spearheading a UW-wide effort to deepen global engagement of students in the classroom, without requiring travel abroad, by implementing online collaboration with international partners. The COIL Fellows program is designed to support UW faculty and staff from all UW campuses to develop Collaborative Online International Learning (COIL) courses. The initiative is overseen by Global Initiatives on the Bothell campus and funded by a grant from the UW Jackson School of International Studies.

COIL is an approach to fostering global competence through development of a multicultural learning environment that links university classes in different countries. Using various online communication technologies, students from different countries complete shared assignments and projects, with faculty members from each country co-teaching and managing coursework. Read more at:
http://coil.suny.edu/page/course-models

2015-2016 UW COIL Fellows

UW faculty and staff across the UW system are invited to submit a proposal for

- http://www.bobothell.washington.edu/globalinitiatives/academic/cool-initiative/cool-fellows
COIL Fellowship Timeline

• Deadline: Monday, Nov 9, 2015, 5pm

• Awards Announced: Friday, Nov 20, 2015

• Community of Practice Meeting #1: Wed, December 9, 2015, 11:15am - 1:15 at UW Bothell

• Funding Available: January 1, 2016 - June 30, 2016. Awards are disbursed as salary and benefits or spendable funds

• Course Implementation Deadline: August 31, 2017
# What goes in the application

1. Name(s), title, department/ school/ campus, e-mail

2. Working course/project title with description of proposed course topic, timeline, and learning outcomes

3. Description of desired international partner: country, university type, area of focus. Please include a brief history of any contact or discussions to date with the potential partner(s). Note: It is not necessary to have a confirmed partner

4. Statement addressing: (a) why you are a qualified candidate for this grant, including integration with teaching plan and professional goals, (b) anticipated challenges in project development and implementation, and (c) sustainability and long-term impact of the international collaboration (750 word maximum)

5. CV (3-page maximum)

6. Proposed use for $2,000 funds
Selection Criteria

• Commitment to internationalizing the classroom
• Cross-cultural competence
• Commitment to innovative approaches to teaching
• Use of successful communication technologies
• Clear focus on activities that deepen student engagement, improve learning outcomes and develop global perspectives
• Persuasive evidence that course will be successfully implemented within the expected timeframe
Some helpful preliminary Qs

- What is a strong general topic in which you could develop a course?
- Do you already have potential international connections?
- What skills/contributions are you bringing to the project? What skills/contributions do you expect from your collaborator?
- What kind of technology you could potentially use?
Finding an international partner

Existing individual connection

Existing institutional connection

Professional listservs

*Doesn’t have to be in the same discipline
The COIL Toolbox

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