SUNY COIL CENTER

Faculty Guide for

Collaborative
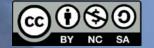# Online
International
Learning

Course Development

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Not for Distribution.

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About the SUNY COIL Center

In 2006, the Office of International Programs (OIP) at the State University of New York (SUNY) joined with Purchase College to create the SUNY Center for Collaborative Online International Learning (the COIL Center). The COIL Center's early mission was to promote the development of online courses with an international dimension throughout the 64 campuses in the SUNY system. In 2009, the Center created the SUNY COIL Nodal Network to provide a more intensive environment for those campuses most committed to developing this curricular internationalization modality through the innovative use of technology. The Network was created with seven founding SUNY institutions and has continued growing in number since and as of this writing there are 18 member campuses. An element of this growth has been the creation of a cohort-based grant program in which teachers new to COIL can apply to become part of each year's Nodal Network Academy to receive training and support as they develop their COIL courses. In 2013, COIL created a parallel Global Partner Network which includes international and other U.S. institutions working with the SUNY Nodal campuses on COIL projects.

In 2010, COIL moved from Purchase College to join the new SUNY Global Center in New York City. This move has allowed the COIL Center to not only better support SUNY campuses and their international partners, but also to play a larger national and international leadership role in the field of globally networked learning. By opening dialogue between faculty, international programs offices and instructional design staff across traditional institutional and cultural boundaries, COIL embraces the new globally networked landscape of academia. As part of this expanded role, the COIL Center hosts an annual international conference every Spring. COIL Center staff also do extensive outreach at international conferences and through campus visits around the world to help spread the uptake of collaborative online international learning.

The COIL Center has received grant support and recognition from agencies such as the National Endowment of the Humanities (NEH), the Open Society Institute (OSI), the American Council on Education (ACE) and Banco Santander. These grants have aided the Center move towards its goal to help prepare students for work and civil engagement in a global context.

COIL's Mission

To encourage and support the development and implementation of collaborative online international courses as a format for experiential cross-cultural learning. Participating students are sensitized to the larger world by deepening their understanding of themselves, their culture, how they are perceived by 'others' and how they perceive 'others'. These globally networked courses intensify disciplinary learning in fields where engaging other cultural perspectives is key. COIL seeks to build bridges between study abroad, instructional design and teaching faculty through team-taught courses, thereby promoting, integrating and enhancing international education experiences across curricula. The COIL Center also strives to help international programs offices better integrate technology into their workflow.

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Introduction

If you are reading this guide, you have probably decided (or are in the process of deciding) to collaborate with an institution in another country to set up a COIL course. You are about to embark on a teaching and learning experience that will likely take you and your students on an intellectual journey that will be rich in cross-cultural experiences, and which will bring your students to a deeper, more enriched understanding of the course content. This guide is designed to help you gather the tools and information needed to get started. It has been organized around a set of key questions that you and your partner[1] should be asking as you proceed with the shared course development[2].

The guide begins with some background information about collaborative online international learning, followed by discussions on how to locate a partner, how to gather institutional support and how to negotiate course content with your partner. In the *Working Together* section, eight sets of key questions are presented (with theoretical responses) that you and your partner can work with to gather information about each other as you begin developing your course together. Finally, *COIL Process Suggestions,* supported by *Stories from the Field* from experienced COIL faculty, elucidate some of the important considerations in developing and teaching in a globally networked environment.

We hope that you find this guide useful as you and your partner embark on this exciting journey of online international collaboration. It is a work in progress and the COIL center welcomes any feedback you wish to share on how the guide could be improved to better serve you.

Regards,

The COIL Center team

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[1] Throughout this guide we use the singular form of partner but COIL courses may also involve two or more partners.
[2] Throughout this guide we use the word course but collaborations may involve anywhere from just a part of a course (e.g. one specific module) to an entire course.

Background Information

What is Collaborative Online International Learning (COIL)?

COIL, also referred to as globally networked learning and virtual exchange, is a new teaching and learning paradigm that promotes the development of intercultural competence across shared multicultural learning environments. Through the use of Internet-based tools and innovative online pedagogies, COIL fosters meaningful exchanges between university-level teachers and students with peers in geographically distant locations and from different lingua-cultural backgrounds. Our method links a class at a U.S. institution with one at a college or university abroad. Courses are co-equal and team-taught by educators who collaborate to develop a shared syllabus that emphasizes experiential and collaborative student-centered learning. In most cases students are enrolled, charged tuition, and awarded grades only at their home institution. While the international component of the course takes place solely online, the individual courses may be fully online or, more often, are offered in blended formats with traditional face-to-face sessions taking place at both schools.

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How is a COIL course different than a typical online or distance learning course?

A COIL course is specifically designed to link students who have different cultural and geo-physical perspectives and experiences. A typical online course may include students from different parts of the world; however, a COIL course engages students in learning course content both through their own unique cultural lens and also by exchanging their cultural and experiential lenses as they move through the learning material together. By helping students to reflect **with each other,** you and your partner instructor will be facilitating a cross-cultural dialogue that brings a global dimension to your course content.

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What is specific to the COIL course model?

COIL courses emphasize the collaborative process between both teachers and students. While podcasts, webinars and video-streaming may be ways to reach an international audience, we believe that it is the actual negotiation of meaning from the creation of the syllabus between teachers, through the use of open discussion forums to the development of collaborative project work between students where the stakes are raised as participants work to create shared experiences and understanding. By committing to a bi-directional process which is often multi-

lingual, cross-cultural discoveries are made and these courses begin to model relativistic, less hegemonic approaches to meaning and truth. As Hans de Wit sums up in a 2013 article[3]:

> 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.

Another important aspect of COIL courses is that they aim to exploit the multimodal potential of online communication. Although they do not allow collaborating students to meet over coffee or to go out dancing once their course work is over, through social media partners can still engage in informal communication with their distant peers in much the same way as they do with their local peers using everyday tools such as Facebook.

Finally, COIL is different from other models of globally networked learning in that it offers neither a platform (e.g. the Soliya Connect Program[4]) nor a specific set of tasks and activities (e.g. the *Cultura* Project at MIT[5]). Each COIL course is unique as the course content, the individual institutional resources and support, the country context, and the relationship between the partners differ from course to course.

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How have COIL model courses been implemented before?

As the Internet has become more widespread, faculty across the world, mostly in grassroots initiatives, have been partnering with their peers to collaboratively teach their courses. One of the aims of the COIL Center is to work towards the normalization and institutionalization of COIL across campuses in order to move beyond this "one-off" model towards broader curricular internationalization. COIL also seeks to engage the key stakeholders on the campuses with which it is engaged to better support collaborating faculty and to build infrastructure to create sustainable institutional partnerships.

To this end, the Center applied for and received a grant from the National Endowment of the Humanities in 2010 to implement the *COIL Institute for Globally Networked Learning in the Humanities.* A total of 22 US institutions were selected from a national call for participants to design and develop pilot COIL courses. Some institutions developed two courses and/or had two international partners. Thus ultimately the Institute included 25 international partner institutions from 19 countries across all of the world's inhabited continents and led to the development of 24 COIL courses. Case Studies for each course as well as a summary report that analyzes all of the courses implemented can be found at http://coil.suny.edu/case-studies

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[3] http://www.universityworldnews.com/article.php?story=20130528175741647
[4] http://www.soliya.net/?q=what_we_do_connect_program
[5] http://cultura.mit.edu/

Getting Started

Below are three steps that you should follow to ensure that you and your partner have the basics covered and have all required information to support your communication as you negotiate and develop your COIL model course.

Step 1: Determining your content and institutional resources

Getting your course content and institutional resources ready should be your first step for COIL course development. To do this, there are some key considerations that you should take into account. The questions listed in this section will help you initially sort out what will be required on your end so that you are well prepared for your first COIL experience.

What qualities make a course a good candidate for a Collaborative Online International Learning Experience?

There are very few courses which cannot be adapted to the COIL model; however, it may not always be obvious what specific qualities within the course make it a good candidate. Here are a few reflective questions that you can ask yourself to help determine how COIL could help enhance the delivery of your course content and your students' learning experience:

- Which components of your course would be enhanced if students could discuss their implications with peers in another geo-location?
- Which components of your course might be de-emphasized and which could be more foregrounded to encourage time for extensive discussion and collaboration?
- How would having multiple or different cultural perspectives enhance your students' understanding of the course content and energize your classroom?
- Are there projects that the two student cohorts could develop together or are there photos, videos or other course-related artifacts that students could exchange and discuss cross-culturally?

Are you ready to teach your course in a technologically enhanced way?

Regardless of the tool(s) you choose, there is a minimum level of comfort you should have with technology before embarking on a COIL course. The good news is that you and your partner are in control of the tools that you use. If you are only comfortable with one or two technologies, such as email and Skype, then design your course within those boundaries. If you or your partner's university has a learning management system (LMS) such as Blackboard or Moodle and access can be shared, then you can build your course upon that platform. If you want to explore other Web 2.0 tools, then that is another avenue to consider. The real point is that you both should feel comfortable enough with the technology before the class starts to facilitate the technology gradually 'fading into the background' so you, your partner, and both sets of

students can focus on the course content and on their exchange. In a similar way, you'll usually have to allow some time and possible training at the beginning of the COIL course for the students to become familiar with the tools used.

If you are basing your collaboration on courses that are already fully online you will probably want to stay with that format. However, if you or your partner has been teaching in a traditional classroom setting, you have a few options. You can overlay your usual face-to-face sessions with the online collaborative component that you are now developing or you can replace some of the usual classroom meetings with online sessions. This type of combined class format is called a blended or hybrid learning model, and when well-executed combines the best of both worlds.

Do you have the support of your institution?

In institutional settings, while there may be some flexibility regarding course content, there may also be boundaries that limit curricular changes. Fortunately, COIL courses can be considered a means to internationalize your curriculum, and in that way you may be able to gather support centrally from administration to accommodate course alterations. Additionally, if the collaboration is limited to a short module of 4-6 weeks (we do not recommend collaborations shorter than four weeks as it takes time for students to develop trust), you may not need to submit your changes to a curriculum committee or other academic authority. The key point is that the course content is not about to dramatically change, but rather your delivery of the content is about to be potentially enhanced with an international or global component. On the other hand, you may want to propose an entirely new course with your partner. In this case, both partners need to go through the necessary steps to receive approval for a new course offering that has COIL at its core.

You should be aware that administrative support can be vital to receiving technological and teaching resources as well as providing teachers time to design, develop and deliver the course so every effort should be made to get an institutional commitment to the developmental process. The COIL Center may be able to be helpful in this regard, and we would be pleased to visit your campus in person or via Internet to discuss the positive implications of COIL courses with administrators and colleagues.

Step 2: Obtaining and Developing your Partnership

Do you have a partner to work with?

Locating the right partner with whom to co-teach can be the most challenging aspect of your design process because having the right partner can literally make or break your COIL course. As in developing any type of close working relationship, you need to find a good fit where there is an alignment of goals and a sense of trust, but in this case you are adding the complexity of crossing cultures, which may demand real sensitivity on both sides. If you already have a partner, then you can go directly to *Step 3: Beginning Negotiation*.

If you don't have a partner, where can you locate one?

There are many ways you can find partners. A 2012 survey of European practitioners engaging in COIL-type activities found that two-thirds of respondents found their partner through their own network of colleagues and collaborators, and the remaining third through colleagues they had met at professional conferences, through their institution's network of partner institutions and/or through partner-finding websites and/or social networks[6]. If you don't have someone immediately in mind, here are some key questions that you can ask to get started on your search:

- What geographic global perspective(s), if any, would best suit your course content?
- Do you have colleagues in that part (or those parts) of the world? Do any of your colleagues?
- Does your college have a partnership with an institution in that part of the world from which you can draw? (Your international programs office may be able to help with that.)
- Are there academic communities or disciplinary associations that could help you connect with a colleague? Do they have listservs or other portals through which members can communicate directly with each other? If so, you may consider directly posting a clear description of what you want to do, while stating the key goals of your course and the value of the proposed academic collaboration.

If you are unable to find a partner, COIL may be able to support you in this process through its Global Network.

When seeking a partner, what are some of the key criteria for their selection?

Equal commitment

Both you and your partner need to be relatively equally engaged, committed and responsive to negotiating the course content and teaching load that you will be sharing. Without equal input the course can become unbalanced and will only reflect one cultural perspective. This can undermine the most valuable aspect of the course as you and your partner should

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[6] http://intent-project.eu/?q=node/10

ideally be modelling productive cross-border collaboration to your students. Understandably, this can be challenging because most initial partnered relationships, especially across international borders, are never completely equitable. Nevertheless, this should be a goal.

Shared course development

The starting point for these discussions is often an existing course syllabus, but it can be useful to step back from this foundational document to discuss each teacher's goals for their course and for the cross-cultural exchange. This shared developmental process can open a course or courses up to deeper revisions, rather than simply revising one teacher's syllabus to fit the other. Put otherwise, it may be OK to start with one faculty member of the collaborative team as the "lead," but the full benefits—both for the teachers and students—will be most fully realized to the extent that the conceptualization, development and day-to-day teaching of the class are truly shared.

Differences in Institutional Cultures

In many countries and at many institutions, professors are not expected to propose major structural changes to the way their course is taught. Even modifying their syllabus may require authorization from a supervisor, while proposing to work in partnership with a colleague in another country may require the direct involvement of a senior administrator. So in the early stages of planning the potential shared course it is important to openly discuss the institutional cultures and hierarchies that may need to be navigated if there is to be a successful outcome of the collaboration.

Keeping an open mind

The aim is usually not to find an exact copy of your existing course in another cultural context, but to look for ways another teacher's material and approach might enrich your existing course. The more open-minded both partners are, and the more flexible they are, the better the end product is likely to be.

Step 3: Beginning negotiation

Once you have found a partner and determined that you both have the commitment and institutional support needed to embark on the development of a COIL course, the next step is to begin your negotiation. The Oxford dictionary defines negotiation as the process to "*try to reach an agreement or compromise by discussion".* This initial discussion can take place over a number of weeks or over a semester; it may be done synchronously (in real-time) e.g. using Skype, phone, or face-to-face, or asynchronously e.g. using email; it may be seamless and easy with much agreement or be riddled with false starts and end up being quite challenging. Regardless of how it ensues, it is essential to have this discussion at the onset of your collaboration to provide an opportunity to 'work through the details' of your collaboration and reduce the 'surprises' that may arise. For example, you will need to first determine a timeline for your collaboration, and consider issues such as time zones and technological resources available for the collaboration. You will also need to discuss content, shared learning objectives and how you intend to assess students. This type of pointed discussion may best be accomplished with the help of a template in which key topics are identified.

The following section (**Working Together: Table Samples**) provides eight tables with pointed questions that can be used by collaborating faculty to retrieve key information before beginning the discussion, and then can be used as a tool to gauge the items that require negotiation (for example, if both partners use different learning management systems, which one will be used? How will all students get access? And who should students contact if there is a problem?). We recommend that you and your partner complete the table questions individually, and then arrange to discuss each item until you have a shared vision about how you will proceed.

These tables are available as a Google Drive spreadsheet and can be accessed by contacting the COIL Center at coilinfo@suny.edu.

Working Together: Table Samples

This section presents the eight tables[7] the COIL Center suggests partners complete before beginning the discussion and negotiation phase. Each one touches on some of the basic issues that play an important role in the design and success of a COIL course. Though it may seem tedious to fill out the table, if done thoroughly, they provide an excellent starting point for fruitful discussion amongst partners. Each question is numbered to facilitate such discussion. Completing the table also gives each teacher and campus team time to reflect on their own context and objectives before engaging in a discussion with partners. We say 'team' because teachers may have to seek out technical staff, instructional designers, deans, the international programs office, etc., in order to provide as much detailed information as possible.

Once each partner has completed the tables with as much information as possible, the tables can be merged and used as a single document. In addition to providing a spring-board for discussion, the information gathered in these tables creates a record that partners can continue to refer back to when they are implementing the COIL course.

Table 1: Contact Information

It is important to have all possible contact information for you and your partner in order to guarantee ongoing communication, before, during and after the course.

	Contact Information	Sample Responses Faculty 1	Sample Responses Faculty 2
1.1	Name	*Prof. X*	*Prof. Y*
1.2	Email address	*X@yourschool.edu and X101@gmail.com*	*Y@anotherschool.edu and Y101@gmail.com*
1.3	Skype name (if available)	*X101*	*Y101*
1.4	Instant messaging names (AIM, Yahoo, MSN, G-Chat, etc.)	*X101@gmail.com*	*Y101@gmail.com*
1.5	Cell phone number (for calls and texts)	*222-555-1010*	*555-222-2020*
1.6	Professional/Individual/Personal Website (URL)	*www.yourschool.edu/faculty/X*	*www.anotherschool.edu/faculty/*
1.7	Relevant Degrees (PhD, MA, MS, etc.)	*MA; PhD*	*MA; PhD*
1.8	Professional Areas of Interest	*Art History*	*Art Design*
1.9	Personal Areas of Interest	*Skiing and marathon running*	*Travelling and reading*

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[7] These tables were adapted from Clarke Shah-Nelson's *COIL Cross Cultural Course Collaborations Template* under a Creative Commons licensing agreement.

Table 2: Issues of Time

One major consideration when collaborating across international borders is time. Countries often have different academic semesters and they may be separated across different time zones. This can be a major factor during the course so it is important to outline these up front and then negotiate how you want to proceed with your partner e.g., would real-time (synchronous) shared virtual classes be possible? If so, at what times would this be possible? Asynchronous tools (such as email and blogs), which allow for delayed time communication and collaboration allow teachers and students to contribute when they are available. This can be especially important if using synchronous tools across time zones becomes daunting.

	Issues of Time	Sample Responses Faculty 1	Sample Responses Faculty 2
2. 1	What time zone are you in? (in relation to GMT)	EST	GMT
2.2	Is there daylight savings time there (i.e. when the time is moved forwards or backwards)? If so, when does it begin/end?	Sunday, March 31 to Sunday, October 27	No.
2.3	What are the best hours/days to contact you by Skype or phone, taking into account time zone differences?	Mondays 1-3pm; Thursday/Friday 3-5pm	Anytime, I just need a day or two notice
2.4	During which semesters or terms might this course run? (Please specify dates.)	1Sept-15 Dec 2010 (Fall)	30Sept-15Jan 2011 (Fall)
2.5	When does your semester start and end, and what are your likely class times?	Sept. 2nd – Dec. 14th (MWF – 10am-11am)	Online (no specific class time)
2.6	Do you have fixed times of day for the classes in this course? When?	Mon, Wed, Fri. I can't have class on Tues and Thurs.	No.
2.7	Are there holiday breaks within the semester? Identify the precise dates.	Labour day – Sept 6th and Memorial day – October 11th	Oct 26 (National day) and Dec 25, 26 and Jan1
2.8	How many hours per week can you commit to the development of new course content?	Before the course starts: 2 hours/day; During the course 3 hours/week	About 5 hours per week
2.9	Are there institutional expectations for new course development or modification (e.g. a year's notice? does it need to be provided in writing for addition in the institutional course calendar)?	As long as the syllabus and outline remain the same, I don't have to provide any notice.	I don't think I need to tell anyone what I am doing, as long as I cover all my course material.
2.10	How many hours per week can you commit to the teaching of course modules?	3hrs/week	I regularly visit my course once a day
2.11	Are there specific institutional expectations regarding the time students are expected to put into the course (outside of class time)?	3 hrs/week	No, but we recommend that students dedicate at least 30 hours per course each semester

Table 3: Issues of Language

While English tends to be the dominant language of the Internet, you may be teaching a language course or your partner's students' primary language may not be English. This can provide great cross-language communication opportunities, but may also create inequities in the communication flow putting one set of students at an advantage and the other at a disadvantage. It is important to address these differences at the onset, so that collaborative exercises and assessment address the differences in language competency.

	Issues of Language	Sample Responses Faculty 1	Sample Responses Faculty 2
3.1	What languages do you read, write, and/or speak?	English	English and German
3.2	What is the primary language spoken by your students?	English	German
3.3	What is the language of instruction used at your institution/program/course?	English	German, but my course is taught in English
3.4	If the course will be taught in English and English is not your students' first language, generally how fluent are your students when reading, writing and speaking in English?	English	A very high level.
3.5	If English is not your students' first language, have they taken the TOEFL or another language competency test to demonstrate their proficiency?	English	To be at this level course, they must have advanced proficiency.
3.6	In addition to English, what other language(s) could be used during this collaborative course?	None	Only English is needed.
3.7	Especially if yours is a language course, would a bilingual approach be useful and viable for this course? If so, what would the second language be?	Everything will need to be in English for my students	I will help translate
3.8	How will you deal with language translation issues when (or if) they arise? Would you consider using student translators?	I can contact our teachers of German.	I think I can serve as a translator if necessary.
3.9	Overall, how do you expect language skills to affect your course, and do you see language learning as an important component for either cohort?	Maybe we could do some things in German to exploit the fact that your students speak 2+ languages?	I don't expect any problems.

Table 4: Course Content

Negotiating the course content is critical to ensure that the COIL course makes sense for both sets of students, and fits in with the learning objectives of each course. Deciphering the what, who, and when of the shared content to be used at the onset will help streamline co-teaching during the semester. The answers in this table provide an excellent starting point for more detailed discussion via email, Skype, etc. to define the specifics of your COIL course.

	Course Content	Sample Responses Faculty 1	Sample Responses Faculty 2
4.1	Please list the three most important goals you hope this course collaboration will achieve for your students.	- For students to understand how their own background influences what they see and how they see it. - For students to learn to listen to other ways of viewing art. - For students to be encouraged to study German art and possibly study abroad.	- I would like my students to explore how their understanding of American Art may be similar or different from that of the US students. - Course content.
4.2	Do you intend to create a new course with a new syllabus or adapt existing parts of your course for the collaborative component?	No, I will be modifying the course ARTH 111 – The History of Art in Society	The Course is called The Basics of Design Art
4.3	What aspects or units of your existing syllabus do you think would lend themselves best to cross-cultural critical reflection by students? (Please list).	- The 'other' in contemporary Art - World views on American Art	- 20th century American Design culture
4.4	Try to break these content areas down into modules and identify when they normally occur during your course?	Mid-semester, October.	Early-semester, October-November
4.5	Could you formulate learning objectives for the collaborative component with the partner institution? Please elaborate and be specific.	- To be able to interpret art in contemporary culture - To understand the nuances in different world views on American Art	To know what 20th century American Design culture was and how it is reflected in the art from the US in that time.
4.6	Have you thought of collaborative tasks, activities and outcomes that you think can support each module's goals? If so, what are they?	I think it would be good if we provide a series of contemporary cultural Art from here, and you could do the same... we could then create cross-border groups of two, and have them select an image from each culture, and write a collaborative wiki page reflecting on images of 'the other' Perhaps at the end they could do a peer review of each other's work wiki... I've done something like this in my class (not using a wiki though) with only American images... it would be interesting to see how your students respond and vice versa.	I think we will have to figure out what we could do for both sets of students. If they could engage in discussion and learn each other's perspective about 20th century American Art it would be very interesting and enlightening for them.
4.7	How will you and your partner decide what content to use and who will be responsible for reviewing, editing and posting this content online?	I guess we need to work this out. I have some readings that I'd like to use, and you think your students would benefit, we use Moodle and I could post. As for discussions, we could both post question	I don't know. I already have readings and an assignment for this module. I'll send it to you and see if it could work for your students too
4.8	Will student-generated content, e.g. from a discussion forum or video project, be a significant resource for your course?	My students have to write a final paper. Maybe this could be a collaborative efforts with your students?	We usually have final oral presentations. Our students could do these together?

Table 5: Assessment of Learning

Assessment is a large component of any institutional course and needs to be defined up front and made transparent to students. While you and your partner may have different ways or methods of assessing your students, it is important to address these and to be aware of how you both intend to assess students. Be transparent with your differences in assessment by communicating this with both sets of students, for you can be certain they will discuss this amongst themselves.

	Assessment of Learning	Sample Responses Faculty 2	Sample Responses Faculty 2
5.1	How do you typically assess students? Would you like to use the same methods/tools for the collaborative component?	*For these modules, one written assignment (like what I described earlier) (15%), and perhaps a participation grade (10%). I will also have a midterm (25%) and a final paper at the end (50%)*	*There are 4 written assignments in the class. Also, an end of semester exam*
5.2	Do you usually use rubrics (i.e. stated criteria) when assessing students? Would you like to define shared rubrics with your partner?	*Knowledge of content – 70% Critical thinking and reflection – 30%*	*I don't have a set criteria. I just give a grade based on how good the paper was researched and explains the topic. 15% for each assignment and 40% for the final.*
5.3	Will there be a common grading scale or will each instructor grade his/her own students separately?	*I would prefer to assess my own students*	*I will grade my own student papers (they will be writing them in German)*
5.4	How will you deal with student attendance for the module or course? How will online participation be assessed?	*I like attaching grades to participation... which is not just showing up, but that is usually at least half (5%) of the grade.*	*I don't care about attendance, as long as they do the work*
5.5	Do you plan to use pre- and/or post-course evaluations? Have you considered what types of questions you might ask?	*I think that the final paper options will have at least one about the module content.*	*I have about ten exam questions that I choose from each year. The exam is an essay question that they have two days to complete.*
5.6	Have you considered how you might assess the intercultural learning that may take place? If so, what tools or methods might you use?	*Student evaluations are sent by the university to all students at the end of the semester. That will be a big indicator for me.*	*We could send a questionnaire after the course is finished to see how it went for them.*

Table 6: Issues of Technology

Not all colleges use a proprietary Learning Management System (LMS), such as Blackboard, and if one is being used, partners may have different levels of comfort using it. Also, depending on your and your partner's colleges' policies, issues of access to the technology for both sets of students (where one cohort is not registered at the college) and support for those technologies may vary. For this reason, many COIL courses use free, open-access applications such as Skype and Google Drive, but both partners need to check with their campus IT support to be certain that the tools they plan to use will not be problematic, or even blocked. Another suggestion is that when there is a language imbalance, i.e. one group is made up of native speakers and the other foreign language speakers, it may be worth tipping the balance back to the foreign language speakers by using tools they are already familiar with. In this way one cohort has a linguistic advantage, the other a technological one. Regardless, you will both need to determine and agree on what technologies you want to use for communication and collaboration purposes. Once again, remember that as teachers you are modelling collaborative online international communication for your students.

	Issues of Technology	Sample Responses Faculty 1	Sample Responses Faculty 2
6.1	Have you ever taught a partially or entirely online course?	No.	Yes.
6.2	Does your institution have a primary (centrally supported) Learning Management System (LMS) (e.g. Blackboard)? If so, what is it?	Yes, we use Moodle	Yes, we use CLIX
6.3	Have you used this LMS to teach an online course or to extensively support a blended or face-to-face course?	No.	Yes.
6.4	Do your students use this LMS on a regular basis for their coursework?	Not really.	Yes
6.5	Please estimate the percentage of your students that have taken an online course before?	10%	100%
6.6	Does the LMS have the capability of displaying navigation and core functions in other languages?	Yes, I think so	Yes, I think so
6.7	Does your institution have dedicated instructional designers or another technical/pedagogical support system in place to facilitate your course development? Please describe.	Yes, we have an IT unit specifically there to help faculty. My contact there is Ms Y, Y@yourschool.edu	Yes, but I don't think they will add students not at our university. I can ask.
6.8	Please describe the bandwidth (speed and capacity of the Internet connection e.g. slow, fast, etc.) available to you and your students at your institution.	Pretty fast. At school we have a LAN, and students have computer labs available. I have high speed available at home.	Pretty good... students have to be connected for their other courses too.

6.9	Please describe the likely bandwidth available to you and your students at home or where you or they work.	*High speed.*	*High speed.*
6.10	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.	*I guess on some level, students have to pay for their own internet unless they are in residence, where it's included in price.*	*They pay their own Internet*
6.11	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?	*Yes, videoconference would be great.*	*Yes, I think that would be good for students*
6.12	Would you like to have your students work together synchronously, outside of class, using Skype or other tools? Why or why not?	*Yes, I think it would create a greater sense of community.*	*I'm not sure. They're already online so much for their courses.*
6.13	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?	*I think email and discussion boards (in the Moodle)*	*I plan to use my own LMS for student discussion, but they like to email too.*
6.14	If you are adapting a traditional class, will the new online collaborative sessions replace face-to-face class meetings or be held in addition to them?	*I will have to negotiate to see if I can have release time. As is, I should have all my regular in class sessions*	*No, because this is an online course.*
6.15	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?	*I don't have much experience so I can pass it over to you.*	*We can use our systems.*
6.16	Would your institution be supportive of adding and/or allow you to add students from another school into your LMS?	*I would have to get special permission.*	*No problem.*
6.17	**4.4** How and by whom will the students be added into the LMS? What information is needed to do this?	*Ms. Y would need a list of names of the students and their emails.*	*Could we try an external application, or use yours?*
6.18	What issue of technology appears most troublesome or threatening at this stage? How might you overcome those issues?	*For us to get to know the technology.*	*I can't oblige my students to attend synchronous sessions.*

Table 7: Institutional Cultures and Expectations

Once you and your international colleague have decided to work together, recognizing the underlying institutional teaching cultures upon which each of you practice is vital. While the specifics of these practices may not be immediately obvious to either party, developing an understanding of the accepted institutional practices at each school requires an exploration of what is normally expected to take place in each classroom and how this might be affected by the dynamics of the COIL component. It is also critical to learn where each faculty member is situated within their program or department, to whom they report and to what degree their supervisor understands and supports the goals and demands of the COIL project. Each partner needs to commit to this discussion as they begin to formulate their potential collaborative work together because the sustainability of the collaboration ultimately will depend on administrative buy-in. However, great sensitivity is required in moving this discussion forward because either party could feel uncomfortable sharing information their job depends on.

Institutional Cultures and Expectations		Sample Responses Faculty 1	Sample Responses Faculty 2
7.1	If your class meets face-to-face, how much reading or other out-of-class work do students at your institution expect each week?	*I'd say about 2 hours a week.*	*40 hours per week*
7.2	If your class meets only online, how much time spent reading, writing and interacting do students at your institution expect each week?	*N/A*	*We only meet in class.*
7.3	How much of a students' grade is typically determined by their final exam? If it would encourage student interaction, is it possible to give more credit to other exercises during the semester?	*Much greater than half of the grade is determined by the team report and final presentation.*	*30-40%*
7.4	Is regular class attendance and participation important when determining a student's grade? If so, how will online participation in this collaboration be evaluated?	*Yes. 30% of the grade for participation. I would like to evaluate quality and not quantity of online participation.*	*Rarely. If so, it is a small portion, say 5%, but I have flexibility here. I can give up to 50% for participation.*
7.5	Are your class sessions primarily structured around faculty lectures? How much are students expected to contribute their thoughts in class?	*No. We do lots of project-based team work so class is centered on this discussion.*	*Yes but many are now Edu3.0 style - discussion, activities.*
7.6	Do student-initiated discussions add valuable content or are they seen more as distracting from pre-determined content?	*Absolutely. It's expected.*	*In theory, yes, but this is new so it's hard to get students to speak up.*
7.7	How much in-class (if your class meets face-to-face) or out-of-class group work do your students typically do with fellow students? Are they comfortable being graded for such group work?	*A lot. They all live on campus and know they are teacher and peer graded for group work.*	*We try, but it's hard since most students commute. They won't like being graded for group work but I can do it.*
7.8	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?		*The culture here is still very much sage on the stage so students have trouble believing there is anything to be learnt from their peers.*

Table 8: Administrative and International Programs Support

As stated earlier in the guide, COIL courses can become more sustainable if and when they have administrative support and in some cases this may be necessary to even embark on the journey of designing a COIL course. The questions below are very much based on the U.S. structure of higher education institutions; therefore, both the language used, e.g. 'dean', and existence of certain offices, e.g. 'international programs office' may be culturally-biased. Please approach these questions with an open mind, being aware that we all have some sort of supervisor, regardless of the term used, and engaging them in the process will only benefit the COIL course in the long run.

	Administrative Support	Sample Responses Faculty 1	Sample Responses Faculty 2
8.1	Has your chair, dean or other direct supervisor been directly involved with establishing this collaborative course?	*Both my Dept Chair and the Dean have a good understanding.*	*Dept Head is aware of it, but nothing more.*
8.2	Do you feel that your chair, dean or other direct supervisor fully understands the purpose and extent of this collaboration and the amount of work it may entail?	*Absolutely.*	*No, this is my own initiative.*
8.3	Do you think that students taking your course may become more interested in studying abroad from this experience?	*I hope so!*	*Most have already studied abroad on the Erasmus project.*
8.4	Have you discussed this potential linkage with those at your university responsible for student mobility?	*Yes.*	*No.*
8.5	Is the international programs office or equivalent department at your institution aware of, or are they directly involved in, supporting your course?	*Yes. They see it as supporting and promoting study abroad.*	*Not at all – completely separate.*
8.6	Has interest been expressed by your university administration in internationalizing the curriculum through globally networked learning or through other approaches?	*Yes.*	*No. Erasmus and attracting international students for PhDs only.*
8.7	Has your administration provided direct support, release time or travel subsidy to aid you in your development of this globally networked course? If so, what is the form of this support?	*Some direct support will be provided; I don't expect release time.*	*No.*
8.8	What kind of administrative support would be most helpful to you in supporting your course implementation going forward?	*Financial incentives or release time. Recognition for tenure.*	*Tech support and access to computer labs.*

Issues of Process: COIL Center Suggestions

Here are ten process suggestions to help ease the transition to collaborative teaching. To illustrate these points, we have provided examples from teachers who have already implemented COIL courses. These are called "Stories from the Field".

1: Arrange a face-to-face meeting with your faculty partner, if possible

Since you and your partner probably live in different countries, arranging a meeting can be difficult (and costly). However, developing a working relationship takes time and having some face-to-face contact with your partner will help build trust as you get to know each other, and develop your syllabus together. If meeting in-person is not possible, then meeting via Skype or some other format of audio/video conference can be a very productive alternative.

Story from the Field

At a late-fall international academic conference several years ago I met a Belarusian sociologist. Circumstances conspired to have us sitting next to one another on a long bus ride to a destination planned as part of the conference agenda. As we talked, it became apparent to me that her interests and expertise would be a perfect fit with the curriculum at my home institution.

I quickly explored with my college's administration plans for inviting her as a visiting professor. As her visit to my American institution was being planned, she invited me to visit her at Belarus State University in Minsk during the summer. I eagerly accepted. In the following fall semester she visited my institution, taught several courses, gave several guest lectures and, together, we began planning to teach our first collaborative, on-line international learning class.

From our personal perspectives, this became a way of extending an international collegial relationship that we had each grown to value. It also became a way of solidifying the international connection between our academic institutions by including our students. As you can see from this account, the initial contact happened by mere chance. However, as the collegial relationship developed, it became clear that we could partner to create and teach a COIL course. Part of what made that clear to each of us was the interaction we had in our face-to-face interactions during our visits.

Though I do not believe it is essential to have the same frequency and duration of face-to-face contact that my partner and I had prior to developing our GNLE class, the shared trust, understanding and knowledge promoted by these contacts have served us well over several years of COIL teaching.

Prof. C. Little, SUNY Cortland

2: Foster honesty and open communication

Because of the cross-cultural and technological nature of this work, many issues will likely arise for yourself and your partner the first time you co-teach. Having open communication about the challenges that you face will help you to help each other. Pretending that things are always fine, when actually you are undertaking something quite challenging and even disruptive, may make things more difficult while teaching the course. Some ways to avoid serious dislocations are to collaboratively outline in advance how the communication is to proceed, for example: by specifying the maximum wait time for an email response; by scheduling Skype meetings on a regular basis to discuss how the class is progressing; and by using text messages for more urgent communications. Similar alignments are also important for your students. Having a set of ground rules for communication for the class can help prevent misunderstandings while having a support system in place for students (and communicating that to them) can prevent undue stress when issues arise.

Story from the Field

My partner and I are using the LMS at my home institution. While on the whole using WebCT/Blackboard has worked well for us in our asynchronous class enrolling students from America, Belarus and Australia, occasionally there are technical glitches. My partner and I communicate weekly via e-mail whether there are any problems or not—and more frequently if there are problems to "discuss." We have also been using Skype occasionally and hearing and/or seeing my partner in an extended discussion has been extremely helpful…An important aspect of our class we call Student-Led Discussions (SLDs). Each of our asynchronous course modules includes an SLD with the following instructions that are intended to foster the open communication we seek for our students.

Prof. C. Little, SUNY Cortland.

Sample from Course Outline:

> **General Instructions:** There is one SLD in each course module. You are to contribute a ***minimum*** of <u>six</u> posts per module. **VERY IMPORTANT:** You should spread your on-line discussion activity <u>throughout the module</u>. Numerous, high-quality posts throughout the module will receive a much higher discussion grade than the minimum number of posts near the end of the module.

> **Discussion Expectations and Etiquette:** Although the SLDs are relatively informal, you should write carefully, using complete sentences and avoiding abbreviations. In other words, the SLDs are intended to be written in the style of a public, open, polite, thoughtful exchange of views and certainly **<u>not</u>** in the abbreviated style of "text messaging." As in any public, democratic discussion the substance and tone should be respectful.

3: Get a real commitment from your partner and your college

You will be investing a lot into course development and delivery, as will your partner. It is important to define expectations to each other and make a real commitment, ideally in writing. This can help if either of you need to secure college resources or gain additional support from outside your institution.

Having your college commit to your course (in writing if possible), is not only a good idea for you, but also for the institution because the COIL model can be considered a means to internationalize the curriculum. If articulated properly to your institution and aligned with their strategic goals, administrators should see the benefit and help you secure the support needed.

Story from the Field 1

COIL provided a unique experience in partnering with a professor at Warsaw University (Poland) who expressed interest in a collaborative international course on the COIL website. During the previous semester, my partner and I explored a variety of ways to bring our students together. I notified our Associate Dean of Instruction of my plan and tracked her suggestions and approval by archiving our e-mail dialogue. I also collaborated with a SUNY faculty film instructor and conferred with a technical advisor from our Center for Professional Development since I was only moderately experienced with recent technology. Working through regular e-mail exchanges, I became confident that the partnership was right for both of us and we could manage the technology to put the project on track for Spring!

Prof. Susan St. John – SUNY Corning Community College

Story from the Field 2

From the very beginning, our senior administrator (Dean Carlton Wilson) and our Department of Music Interim Chair (Baron Tymas) and Director of Jazz Studies (Dr. Ira Wiggins) were enthusiastic about the opportunity of the proposed COIL project for our campus. In March, 2011, I traveled (using my personal funds) to NYC for the COIL conference of workshops and presentations from pilot projects. I received the time release to attend the conference, and **administrative support** *to assist with the writing of the grant to respond to the RFP from COIL. At that time, the support was seen as faculty professional development. Once the grant application was awarded and NCCU was designated as lead partner, I was given a green light, and a directive to engage other faculty to assist with* **pedagogy and course design**. *I approached our Center for Teaching and Learning staff, and that initial conversation with our subsequent IT designer and specialist, Dan Reis, also garnered his enthusiastic response and, from his request, support from his supervisors - specifically to agree to* **time release** *for his availability to work on the COIL project.*

Prof. L. Helm, North Carolina Central University

#4: Envision your course as a forum for developing intercultural competence

Understanding intercultural communication, upon which COIL courses are based, is a bit like learning a new language. Unspoken differences between collaborating students can create challenging moments when material presented is interpreted or responded to in a completely unexpected way. For example, humour and irony can be difficult to understand cross-culturally, so respondents to that type of material may not see the humour in what was said or may even take offense where none was actually meant.

However, these sometimes awkward moments are a normal aspect of intercultural communication and they can provide an opportunity for the discussion and exploration of cultural differences that otherwise would go unnoticed. Part of what courses based on the COIL model do for students is to provide them with the opportunity to challenge their own assumptions about communication, about learning and about each other.

We all tend to react instinctively to the world around us and that includes what goes on in our classrooms, but in this situation everyone needs to look twice at many of the exchanges which take place – before making false assumptions about the meaning of what we are receiving. This complexity will be part of your learning environment so it is especially important that faculty partners make an effort to react sensitively to possible culturally-based misunderstandings between students and even between themselves.

It is important for both teachers and students to be prepared for intercultural communication. We recommend teachers explore the literature before the course begins and prepare tasks and readings for students before and at the beginning of the course to raise awareness. Teachers must also learn how to turn awkward moments of misunderstanding into teaching moments. At the end of this guide we have prepared a series of resources that you can use as a starting point.

Story from the Field

Previous to the course, many students at my small, rural community college could not locate Poland on a map of Europe without country names – my "pre-test" in preparation for the project. After 6 weeks of interaction with Polish partners, students were dialoguing about Polish students' experiences in a country with a national religion rather than the U.S. system with separation of church and state! Our students learned that they had many things in common with students so far away. Photo essays became a great use of technology to convey cultural concepts, in that pictures informed American students of Polish cultural practices, the city of Warsaw, nearby Belarus, recycling practices, and the political climate. There were also amusing moments when a Polish student wrote that a "husband's chores" included "carpet beating" and "outlet mending". Even after our semester ended, several students continued e-mailing Polish students on everyday topics such as apartment rental prices and the economy! As an instructor, I learned a lot from our students and this experience as it encouraged me to think differently about how we convey concepts, carried by photographs and fewer words. I am still in touch with my faculty partner, as we continue discuss international events from our unique cultural lens. We hope to collaborate again in the future.

Prof. Susan St. John – SUNY Corning Community College

5: Develop actual course and module lesson plans

At the post-secondary level, having a lesson plan may not always be necessary, however in a COIL course working things out in detail will save you time and streamline the flow of the class. Online teachers know that when facilitating an online discussion, staying on task and being well prepared is one of the keys to a successful virtual class. Furthermore, module plans can be tweaked and re-used in subsequent semesters and they will ease some of the initial nervousness when embarking on your first few sessions. Having clear lesson plans set out and available to students also helps them navigate the often unknown waters of online intercultural communication.

Story from the Field

When my partner in Istanbul, Turkey, and I began to sketch out our plans for our GNLE course on the history of religion and politics in Europe, we were immediately confronted with the intersection of religion and academic politics. Because of the timing of Ramadan, the current academic year would start later than normal in Turkey, and as a consequence, the number of weeks that our universities were simultaneously in session was reduced and careful planning of our twelve "common" weeks during the semester took on added importance.

To begin, we set aside one week at the beginning for getting-acquainted activities, and we agreed that we would need another at the end to wrap things up – for final papers and exit interviews/oral exams. This left us with just ten weeks into which we needed to shoe-horn the substance of a course that we would normally do in fourteen weeks if we were working solo. Thinking in terms of five course-content modules – as opposed to discrete blocks of time measured in weeks or number of class meetings – helped us a great deal as we tackled this challenge. For each module, we needed to assess what was essential reading, what kind of student activities might work best with the reading, and how we might assess student work in the process. Though we found we needed occasionally to improvise as the semester unfolded, this turned out to be relatively easy because we had carefully considered the specific objectives of each module at the outset. In the end, not all modules were allotted equal time, and in some cases, we ended up having the student activities of one module overlap with the reading and preliminary discussions of the next.

But what to do with the weeks when our semesters did not coincide? Here planning in terms of modules was helpful as well. In my case, because we were the early starters, I could develop an introductory module on the history of modern Turkey and the essentials of Islam, which helped to make us better collaborators with our Turkish counterparts, who we could assume already knew a good deal about the United States. And for my partner, the extra weeks at the end of the semester afforded the opportunity to develop an extra module on religious pluralism in North America, which helped break down some of the common stereotypes regarding our "neo-European" culture.

Prof. Wayne Te Brake, Purchase College.

6: Test the technology

Murphy's Law seems to always surface when technology is involved when teaching, so be prepared. If embarking on a synchronous activity, go online at least 30 minutes ahead of schedule to make sure things are working as they should, and if at all possible have someone from your tech support on hand to assist if required. Even if it works during testing, something could always go wrong so make sure you always have a Plan B. If you will be using solely asynchronous communication, check that your assignments, if posted in an LMS for example, are accessible. Check and double-check. Encourage students to point out problems (e.g. via e-mail to you) and reward them with praise when they do. Also let students know that you are learning with and through them. Everybody—teachers, students and tech staff—are doing innovative, challenging things in a COIL course. Everybody needs to be patient with one another and help out if things don't go perfectly.

Story from the Field

*Teachers need to be flexible. This has never been more apparent for us than when working on a COIL course. For us, there were surprises; for example, the first time we had the New York students log into the course they couldn't get in. The user names and the passwords weren't being recognized by our partners' LMS; our students were frustrated as were we. We had to figure out the problem pronto, and we did. This involved all tech people in both countries. As we all know, with technology, we must be prepared to wheedle, coax, cajole, fiddle and fix. In short: **be patient and be flexible**.*

SUNY Ulster anchored this experience in our Contemporary World Literature class. Our partner students were studying English as a foreign language. We focused on one book in the SUNY Ulster course: Persepolis [a graphic novel] by Marjane Satrapi. In preparing the course, we would SKYPE with our partner professors on a bi-weekly basis. It was not unusual for the SKYPE sessions to fizzle into chats [IM] because the video connection was often lost. The ability to tweak and overcome these technological glitches, especially in the initial planning stages, was integral to the success of the class. There needs to be a technical point person in each country to regularly check that what is being asked of the students can, in fact, be accomplished. When we knew the activity would require group input, our partner IT person built a link to an open Google doc so everyone could post information to a common location. We needed that point person to ride herd on the collaboration to make sure the bumps in the road could be fixed and smoothed over for the activity to be successful. We also noted, as students in both New York and Minsk progressed into their final collaborative project, that they sometimes hit road blocks. Specifically, the LMS-[Moodle] was not well received as the tool to communicate and strategize while working on their final project [a series of graphic stories]. The students were flexible and found work-arounds. We found them strategizing in Facebook and SKYPE; they also moved directly into Pixton, a collaborative click and drag online comic tool. The results were spectacular. We look forward to working with our partner colleagues again in the future.

Prof. Richard Cattabiani and Hope Windle, Instructional Design, SUNY Ulster County Community College.

7: Engage students with icebreaker activities to get to know each other

Your students will likely be as new to this form of learning as you may be, and they may approach the course with some false expectations and apprehensions. Fostering relationship-building between students will help you all as a class to grow and engage in the course content. Indeed in Salmon's widely used 5-step model for online learning (see Resources at the end of the guide), the first step is Access and Motivation (dependent on teachers and tech staff) and the second is Socialization and Familiarization with technology, before Information Exchange. Allowing one to two weeks for preparatory tasks that allow students to develop a sense of trust and community as well as to feel comfortable with the technology, leads to a more fruitful exchange. For a list of possible ice-breaker activities, visit http://twt.wikispaces.com/Ice-Breaker+Ideas .

Story from the Field

During Week I, as an ice-breaker activity, we asked all students to post to the course blog in an exercise called, "A Day in Your Life," where we prompted students to introduce themselves to each other and share details about their age, family, living circumstances, hobbies, and interests. Additional question prompts were directed at, "likes, fears, wishes, and challenges," which added texture and dimension to responses, and where several students in each country conversed back and forth on commonalities they discovered in each other. COIL faculty also posted a welcome to the class using the "A Day in The Life" prompt, and we each made a point to comment on each student's individual posting in both Brockport and Novgorod as a way to communicate our interest and encourage student comfort in talking with us in this format. The blog is fascinating to read and shows incredible diversity in person and place.

Prof. B. LeSavoy, the College at Brockport (SUNY)

8: Have at least one cross-border collaborative assignment

Helping students learn to work with other students is always challenging, and having them do so with students in different countries may be even more challenging. If we consider that part of our role as educators is to help prepare our students to be ready for global work, this sort of activity can provide an invaluable experience for students from all participating institutions so be certain to engage students in at least one collaborative assignment. However, task design is important since many well-intentioned collaborative activities often end up not being collaborative at all. For example, if students are asked to co-write an essay, what often happens is that they divide the work up so that they are co-dependent, i.e. the final product depends on the various parts, but is not collaborative as each partner individually completes their part. Collaborative tasks must, therefore, have some degree of inter-dependence, e.g. completion depends on knowledge, information and/or artifacts that *only* peers have access to and that cannot be found on the Internet.

Story from the Field

In my Cross Cultural Video Production course, cross-border collaboration is the central focus of the class activity and all readings and discussions are built around this extended exercise in video co-production. Early in the semester students in each country form two-person teams. These teams then select a team abroad with whom to partner by agreeing on a common theme that both teams find interesting, to form a larger group of four collaborating students. One of the teams within each group then shoots and edits a video based on the chosen theme. The video must be under four minutes long and the team has two weeks to produce it and send to their partner team abroad. Once received, the partner team then also has two weeks to shoot and edit a response video that should be designed to follow the first video, as though it is the next scene in one movie. The first team then has another chance to make a response to the second video and finally the recipient team creates a fourth and concluding video, yielding a linear movie about 15 minutes long.

Throughout the process the teams are in contact by Skype and email and all the students in both collaborating classes view all the videos and comment on them in a discussion forum. Creating a sense of continuity or discourse in this serial collaboration format is a challenge and many exchanges involve real struggles by the student teams to make sense of what came before and how to build upon it. Students must negotiate different aesthetic positions and divergent cultural biases that are often not at first even apparent to them. But centering the class work on student-generated video content makes every exchange an adventure and is especially compelling in the age of YouTube.

Prof. Jon Rubin, Purchase College

9: Provide the opportunity for critical reflection

Students may have a lot to say about the experience so provide the opportunity for them to do so while taking care to recognize that direct self-expression may not come easily to some students. This kind of reflection can be supported by weekly journaling or blogging, or by conducting a virtual meeting to discuss lessons learned. This is an integral aspect to their learning about and engaging with the content from a global perspective. The insights that emerge will likely add to your own understanding of the course content. Having a written record of learning throughout the course also allows students to reflect back on the experience post-course. Given the challenges associated with assessing intercultural competence, many educators (see O'Dowd 2010 in Guth & Helm 2010 in Resources) use portfolio assessment by which students reflect on their learning and provide examples (e.g. text from a forum or audio clips from a Skype recording) of how and when this learning took place.

Story from the Field

One of the things that we built into our course on the Psychology and Politics of Terrorism was the opportunity for students to think critically about both the content of the course and their own development as a result of cross-cultural interaction that was an integral component of the course. The course involved approximately 20 students from Purchase College, State University of New York, and 20 students from Dublin City University in Ireland. In the first couple of course meetings and online sessions, students were asked to respond to several questions about some topical matters in terrorism (definitions, examples, active groups) and also about their own engagement with the topic. Later in the semester, as the course was winding down – students were asked to go back and reassess their earlier responses and to think about the way that this particular experience influenced them. We tried to build feedback and critical discussion into all aspects of the course. In this way, we made a very conscious effort to create a normative expectation of critical reflection and feedback that permeated many aspects of the course. We also asked students to think about the way that the conversations on sensitive and difficult topics related to terrorism unfolded, through the use of the discussion forums – with the specific solicitation for them to provide feedback, advice, guidance, and reflection that could be leveraged to improve subsequent offerings of the collaborative online international class.

Finally, my faculty partner and I authored a paper called "Across the divide: reflections of a collaborative class on terrorism" which is published in a peer-reviewed journal, and is accessible at the ELiSS website (vol 2, Issue 3 at www.eliss.org.uk). So, the critical reflection that we built into the course was not only encouraged for students, it was an essential part of how we – the instructors – worked to maximize the value of this course module.

Prof. Anthony F. Lemieux, Purchase College

10: Expect the unexpected

One of the truly fascinating aspects of COIL courses is that the knowledge building that you are about to witness and be a part of will take unknown shape and form. This is all part of the strength of this type of environment so be open to changing course – or at least shifting emphasis - during the course to support your students as they engage with the subject matter and with each other. Teachers need to be prepared to let plans take longer than expected if, for example, activities are leading to an interesting discussion or to let plans go if activities aren't working. Where possible this flexibility can be built into the course syllabus, but constant communication between partner teachers is the only way to guarantee real flexibility.

Story from the Field 1

Though our COIL course focuses on sociological issues of social control, some of the most interesting on-line discussion exchanges have happened outside the strict parameters of this subject matter. Several years ago a male Belarusian student posted a message similar to this: "I would like to wish all of the women in the class a happy International Women's Day." Very shortly thereafter one of the American students in the class acknowledged having never heard of International Women's Day before. The on-line threaded discussion that ensued was marvellously inspiring with students branching out into "conversation" about the rights of women in their societies and the role of designated days to acknowledge progress and problems. Spontaneous, learner-centered "teachable moments" like this one make all the work worthwhile.

Prof. C. Little, SUNY Cortland.

Story from the Field 2

Our COIL course on the history of religion and politics sought to move beyond "clash of civilizations" notions of religious politics by focusing, to a great extent, on the domestic relations among different groups of Christians and Muslims within the various states of Western Europe and the Ottoman Empire. Still, it did include one simple set of four documents representing a variety of contemporary religious perspectives – Latin Christian, Jewish, Muslim, and Orthodox Christian – on the First Crusade. Though this was only part of a larger module, the asynchronous online discussion of these documents turned out to be perhaps the longest and liveliest of the course as our students not only encountered the widely divergent perspectives of a complex set of historical actors but also discovered how differently they – from their various religious and national perspectives – read and reflected on those nine-hundred-year-old documents. What we had conceived of as a token acknowledgement of the Crusades turned out to be the real intellectual ice-breaker of the course.

Prof. Wayne Te Brake, Purchase College

Conclusion

The information provided in this guide holds much of what you need to embark on a journey of global teaching. Be aware that the included tables and suggestions are only meant as guidelines for you and your partner as each COIL course is unique and requires unique consideration. However, equipped with the above information you are ready to move forward to begin the design and development of your COIL course. Keep in mind the stories from the field, where flexibility, patience, and open communication between partners have proven to be useful attributes contributing to the success of COIL courses.

As a next step, we encourage you to share this guide with your partner, and together use the Collaborative Information Gathering Table template that we have created in Google Drive to gather important information about each other, and use the questions identified to facilitate your shared course content negotiation. For a customized version of this template, please email coilinfo@suny.edu.

To learn more about SUNY's Center for Collaborative Online International Learning (COIL) visit: http://www.coil.suny.edu.

Resources

- *Globally Networked Teaching in the Humanities: Theories and Practices* (2015), edited by Alexandra Schultheis Moore and Sunka Simon available for purchase from Routledge with a free preview available at http://books.google.com/books?id=aJkGCAAAQBAJ.
- *Designing Globally Networked Learning Environments: Visionary Partnerships, Policies and Pedagogies* (2008), edited by Doreen Starke-Meyerring and Melanie Wilson for examples of GNLEs across the globe. Available for purchase from Sense Publishers (first 2 chapters available as free preview at https://www.sensepublishers.com/media/243-designing-globally-networked-learning-environments.pdf).
- *Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century* (2010), edited by Sarah Guth and Francesca Helm (Peter Lang). This book is an excellent resource for researchers and practitioners who are ready to use their imagination and open their minds to intercultural adventures in education without borders. http://books.google.com/books/?id=M54SYaVquyAC
- *E-tivities: The key to active online learning* (2013, 2nd ed.) and *E-moderating: The key to teaching and learning online* (2011, 3rd ed.), written by Gilly Salmon (New York: Routledge). For those new to online teaching and learning, these books are written in a user friendly and accessible style, challenging thinking not to merely shift from 'traditional' teaching to technologically supported learning, but to re-think the learning process and conceptualise content and delivery differently, in an e-form.
- *COIL Institute for Globally Networked Learning in the Humanities Case Studies* compiled and summarized by Sarah Guth. To our knowledge the documents that came from the COIL Institute (mentioned on page 5 of this Guide) represent the first detailed analysis of globally networked learning projects on a large scale. As part of our efforts to capture the results of the course development and implementation experiences of the 100+ Institute Fellows, SUNY COIL staff and COIL Institute staff guided each of the 24 teams that fully implemented a COIL course in completing a detailed case study describing the outcomes of their 18-month initiative. Fellows were given an online template and asked to collaboratively complete the 59 questions divided into 10 sections. Where possible, they were also asked to provide extra documentation such as syllabi, student work, etc. The aim of the case studies was to not only help the Fellows learn more about each other's work, but to also serve as valuable resources for future developers of globally networked courses. The results of these efforts can be found on the COIL website (http://coil.suny.edu/case-studies) in four formats:
  - Brief overview that summarizes the contents of the 24 COIL courses
  - Document that contains all of the Case Studies
  - Case Study Template with links to the answers to each question
  - Individual Case Studies (Listed alphabetically by international partner country)
- For practitioners interested in exploring the possibilities of using Web 2.0 tools, a good starting point is the Tools of Engagement Project, http://suny.edu/toep

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