COIL Course Examples: Activities and Considerations

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What is Collaborative Online International Learning (COIL)*?

Pedagogy that is:

➤ International

➤ Interactive

➤ Virtual

➤ With a unique audience

* The term was coined by SUNY COIL Center. The pedagogy is also called globally networked learning or virtual exchange. The name is not proprietary.

SUNY COIL Center

Center for
Collaborative
Online
International
Learning
@ the SUNY Global Center

Key components of COIL courses

➢ Instructors co-create course curriculum, overlap content during at least 4 weeks

➢ Highly interactive: students engage in problem solving with international peers

➢ Professors agree on technology accessible at both institutions

➢ Students remain enrolled at own institution, graded by own professor

More information at: http://coil.suny.edu/page/course-models

Rationale for COIL at the UW

➢ Increase the number of students graduating with **high-impact global experiences** (local, less costly alternative to study abroad)

➢ Improve **integration of culturally diverse students** in the classroom

➢ Increase **retention**

➢ Important component of **comprehensive internationalization**

➢ **Alignment with eLearning** initiatives

UW COIL Course Topics

comics and **graphic novels**

feature writing for print media

professional **nursing** practice

growth and development through the lifespan

health policies and politics

personalized **medicine**

biological science and medicine in the movies

alternate **economies**

cultural mediascapes

mapping **cultures**

chinese cultural heritage

migration and multiculturalism

democratization and **civic engagement**

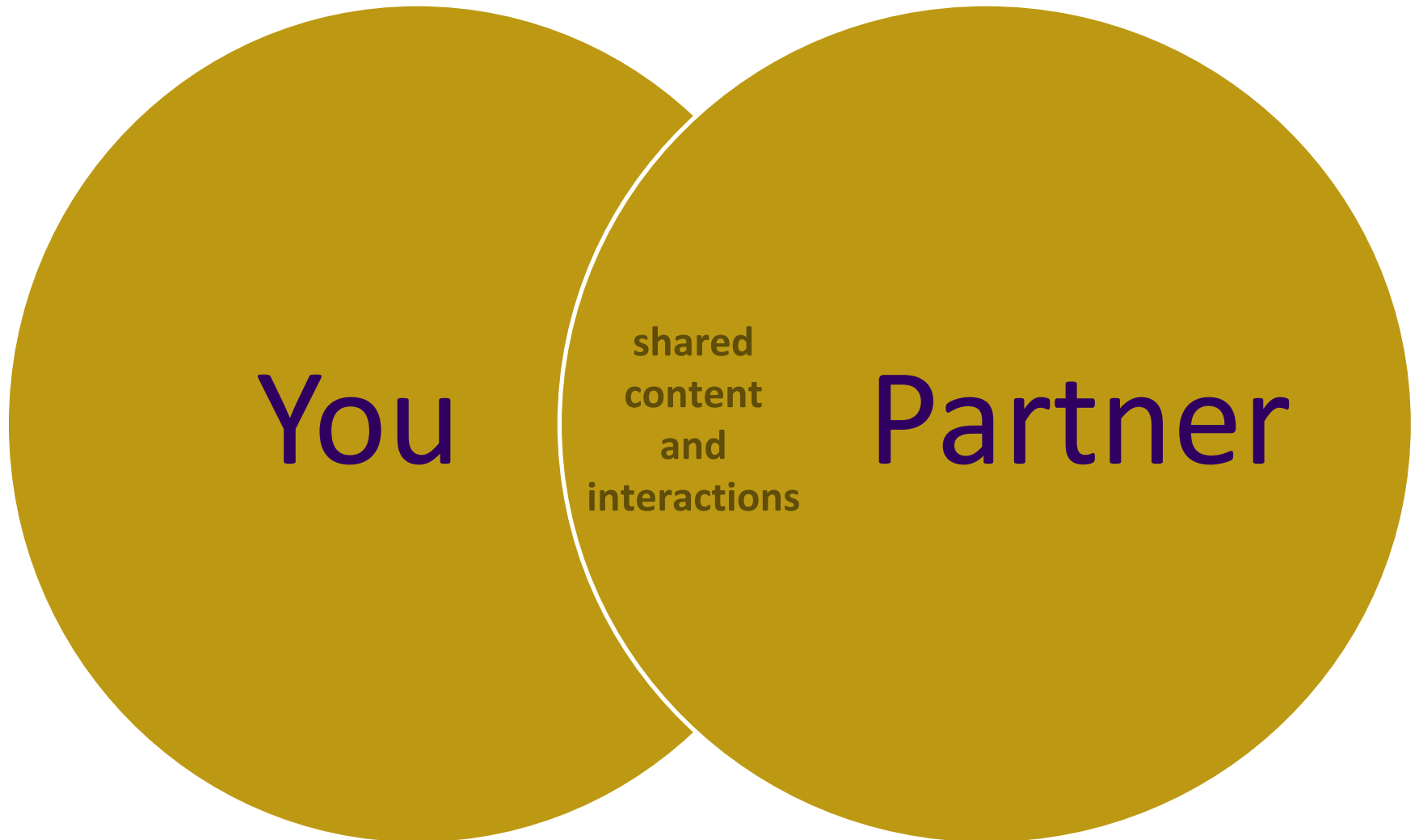**politics** of location

elementary **spanish**

environmental issues

sustainable **agriculture**

environmental ethics and **climate change**

rock and environmental **magnetism**

Course Design

You

Partner

shared content and interactions

Considerations

- How much to **overlap**?

- **Logistical challenges**: time zones, academic terms, number of partners, class size

- **Power imbalances**: language ability, academic level, access to resources/ technology

- **Hybrid** approach: combine with travel

Recommended Learning Objectives

Through participation in Collaborative Online International Learning activities built into the course, students will be able to:

1. Identify (and then synthesize) similarities and differences in cultural, political, and social perspectives on the subject matter across COIL partners (**Perspective Taking**).

2. Articulate new insights into their own identity (**Cultural Self-Awareness**)

3. Negotiate differences in communication to achieve a shared outcome (**Intercultural Communication**).

Note: These LOs are meant as a starting point, to be adapted to the context of each specific UW Bothell course, and added to other LOs.

Global Initiatives

Scaffolding of COIL Activities

1. Icebreaker

Getting to know each other; building personal connections; becoming familiar with technology

2. Learning together

Students respond to a common reading or lecture; discuss asynchronously

3. Producing a shared project/ outcome

Students – in small groups – work together to achieve a common goal

4. Reflection/debriefing

Each side separately, or together

Sample Course

"From the Cascades to the Andes: Environmental Issues in Peru and the Pacific Northwest"
Spring 2015

Content and images courtesy of UW Bothell course instructor Ursula Valdez

4 parallel stories (modules)

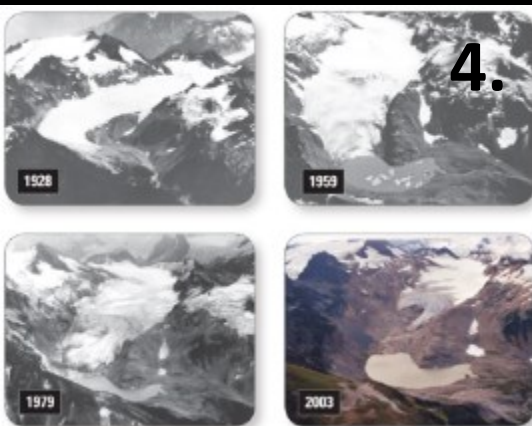1. **Biological diversity**: species, temperate and tropical rainforest

2. **Fisheries:** (salmon and anchovy)

3. **Use of resources:** logging and deforestation, gold mining

4. **Climate change** and mountain ranges: Cascades and Andes

Peru's Pastoruri Glacier
Febrero 2001
in process of accelerated
Junio 2007
Meltdown
Source: Agencia Andina
Octubre 2007

1528
1959
1979
2003

Course setup

- 20 senior conservation students in Peru; 9 diverse students in US
- 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-person visit of the other instructor, field trips
- Tech platform: Closed Facebook group

Language Considerations

I really enjoyed the dynamic debates

http://www.washington.edu/trends/files/2015/09/Peruvian-Students.mp4

Icebreakers

Samar Malik
April 8

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

David Valqui Peña
April 9 · Edited

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 Can Teach Each Other

http://www.washington.edu/trends/files/2015/09/UW-Student.mp4

Outcomes

Today the UWB students presented a summary of what they learned during this quarter. While their work showed the effort on researching about the topics, they also made a big effort to communicate their work to the general public. It was great!

+12

UWB student presenting at UW panel for 2016 COIL Conference

UWB students during activism for water resource conservation

UPCH student participated in 2016 UW Peru Exploration Seminar as a TA
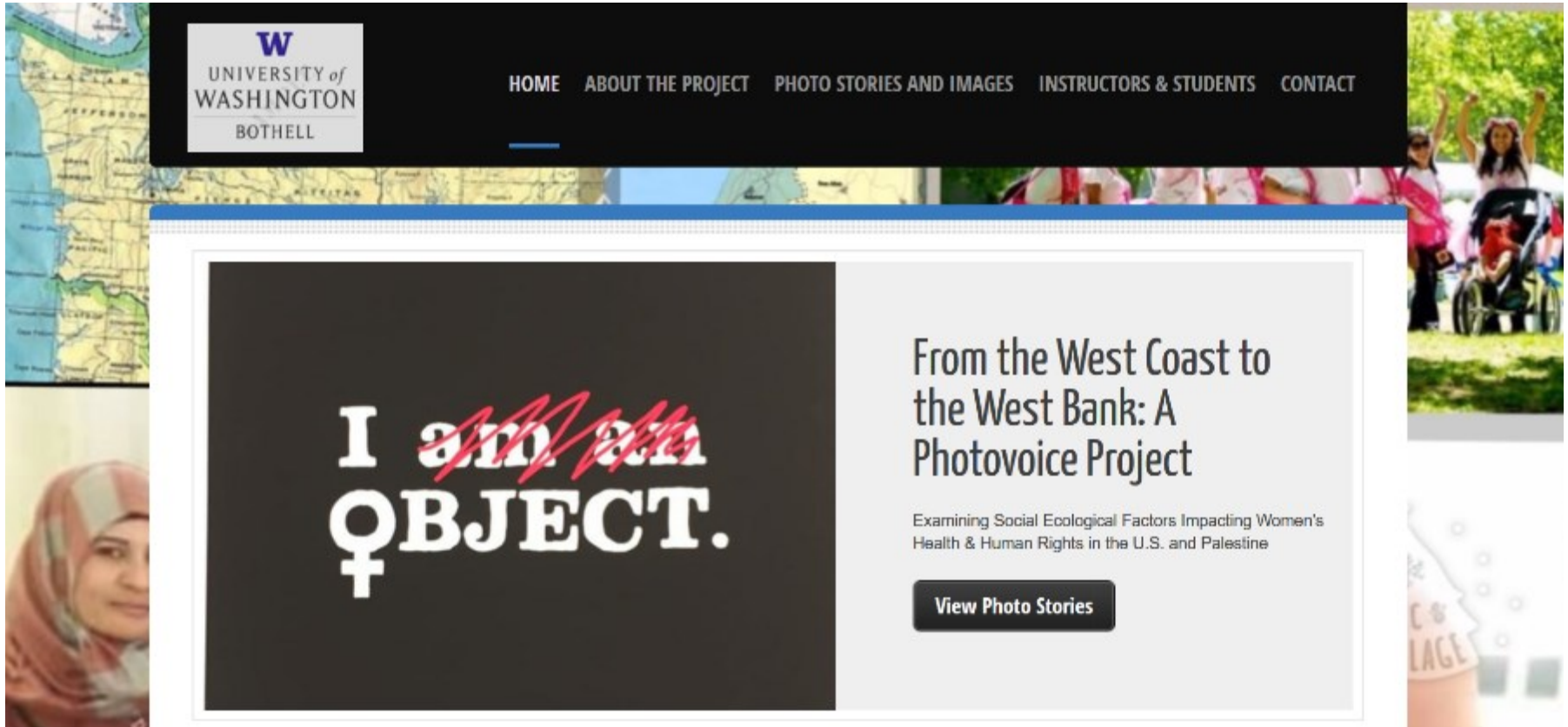
Impact: Faculty Voice

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

Ursula Valdez, Interdisciplinary Arts & Sciences
2015-16 International Collaborations Facilitator
www.washington.edu/trends/valdez-classroom-without-borders/

Sample Course: Women's Global Health and Human Rights

Content developed by UW Bothell course instructor Jody Early
Read more and see student video projects at: westcoast2westbankphotovoiceuwb.weebly.com

Purpose of the Project The primary objectives of this Photovoice project were as follows: 1) to learn and apply a participatory, community-engaged methodology (Photovoice) that allows pre-health professions students to improve their praxis; 2) to compare and contrast social ecological factors that impact the health and human rights of women in two different regions of the world; 3) to enhance students' ability to communicate and collaborate across cultures, time zones, and life circumstances; 4) to further interrogate the notion of "human rights" as a universal or primarily Western construct; 5) to better understand the challenges facing individuals (especially women) living in under military occupation; and 6) to raise social consciousness about global issues that influence wellness, social and political injustice; marginalization, and gender equity.

Methods: Students from the University of Washington Bothell collaborated with health professions students [in] through a closed social media platform to learn the methods of Photovoice and to dialogue about concepts and i[n] health and human rights. Students exchanged "photo stories" to share results of their Photovoice findings.

clearly outlined goals and methods

What is Photovoice?

Photovoice as a methodology involves much more than just handing people cameras and sending them out to take pictures or video. The participant (e.g. photographers) start by learning the basics of camera use and discussing safe and ethical documentary practices. In most cases, they meet regularly as a group (often jointly led by a photographer, researcher, and/or member of the group) to show and discuss the images they've taken, and to be able to state opinions and feelings in a safe and supportive environment. Other possible elements of a Photovoice project are discussed in the articles selected below. A Photovoice project or program can be an inexpensive and powerful tool for both life change and social change, but it needs to be planned and executed with a good deal of thought.

Since Photovoice is essentially a type of participatory action research, it can also be used in several ways: as a qualitative research method, as an assessment tool, as a way of gathering interpretive data, and as an evaluation tool. A Photovoice project can be freestanding, but is more often – and probably more effectively – run in collaboration with an existing group or coalition.

Sample Asynchronous Class Project

Prenatal Care/HIV/AIDS

Desolation Peak Group

Purpose

Inform and educate the class of Nursing 201 on prenatal recommendations concerning HIV/AIDS in the United States in comparison to our classmates in Swaziland.

Facts in the U.S.

- There are 6 million births in the U.S. each year
- 50% of pregnancies are unplanned or unknown
- 18% of Americans infected with HIV do not know they are infected

Suggestions and Rationale for the US

- Avoid teratogens: Alcohol, cigarettes, and certain medications.
- Healthy Lifestyle: Exercise, adequate nutrition, and maintaining a healthy weight.
- Education: Family history, prenatal testing, assessing financial status parenthood classes.

Facts in Swaziland

- Zidovudine administered to HIV-infected pregnant women and their infants reduces the risk for prenatal transmission by two thirds.
- Part of prenatal care is screening for conditions like anemia hepatitis B, AND and HIV.
- Prenatal identification of HIV can promote the health of mother and child

Research findings in the US

- Natural child birth have a higher risk of transmission due to the transmission of infected mother's fluids.
- Of mothers of infected infants reported to the CDC from 2003-07 only 62% had at least one prenatal visit.

Suggestions and Rationale for Swaziland

- HIV counseling and voluntary routine testing of pregnant women.
- Use of Zidovudine during prenatal and postnatal periods for HIV infected women.
- Vaccines should be made available for every infant.

Research findings in Swaziland

- Antenatal clinic attendees for HIV/AIDS rose from 3.9% to 42.6% in 2004.
- Prevalence of HIV/AIDS slowing in all ages. 17,489 fewer Swazis infected than 2007 National Consensus.

SCHOOL OF NURSING
UNIVERSITY of WASHINGTON

Swaziland Christian University

Sample Course: Postcapitalist Politics

Content and images courtesy of UW Bothell course instructor S. Charusheela
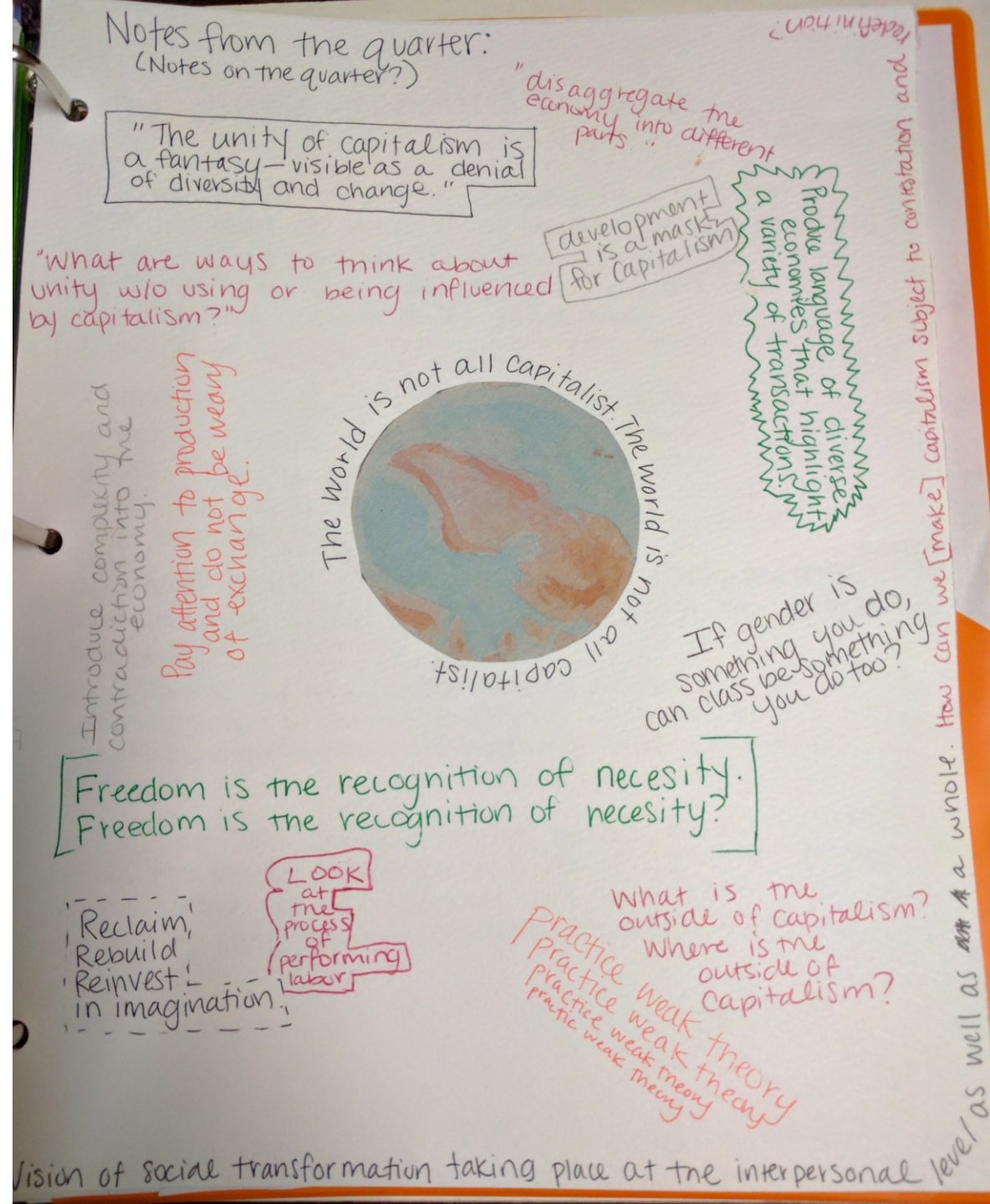
Course Logistics

- UWB-Ambedkar University Delhi, India
- Graduate level students on both sides
- Evening class time at UWB was a convenient morning time in India
- Shared language of interaction (English)
- Community-based group project: designing and implementing a postcapitalist intervention around a theme
- Tech platform: Canvas (initially) -> Padlet (student-preferred)

Parallel themes

1. Parallels and differences between Dalit Politics movement in India and Black Lives Matter in US.

2. Movements for sustainable food pathways in US and India

3. Households, support for care and provisioning in the two contexts

4. Urban poverty and homelessness in Delhi and Seattle

5. Media interventions and the politics of popular culture in India and US

6. The University in neoliberal times in India and the US

7. Reflections on the nature of postcapitalist praxis in *Adivasi/indigenous* contexts

# Introduction of COIL component

Excerpt from syllabus

COIL component: The course will be conducted in conjunction with Ambedkar University Delhi, with students undertaking asynchronous interaction to work on common readings and projects. A core element of this collaboration will be a set of shared projects where 2-3 students from UWB and AUD respectively work together to design and implement a postcapitalist intervention around a theme….

COIL-specific Learning Objectives

1. **Learning to work with others**; as also learning to learn from below: Articulate and provide evidence for cultural capacity to work with students from different cultural contexts.

2. **Link the Local and Global**: Show how global forces such as neoliberalism or racism or anti-tribe agendas shape our everyday.

3. **Understand how scholarship must be adapted to address divergent situations**: Demonstrate an ability to design and implement concrete alternate interventions for community engaged projects in different settings.

Asynchronous online collaboration -> Physical artifacts
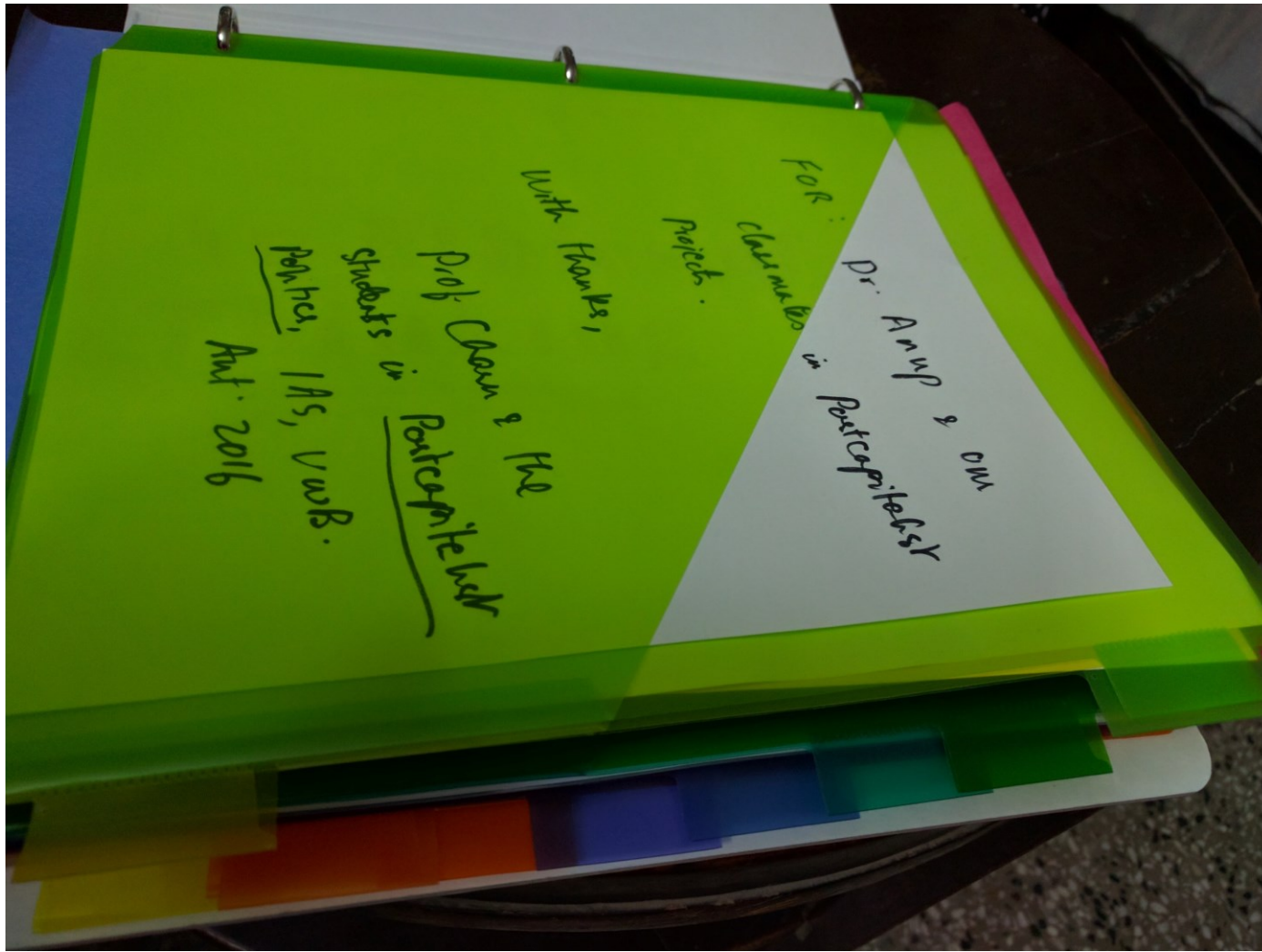
Pre-Major Course Series: Global Action Teams with Tibetan Students in India

Content and images courtesy of Greg Tuke, former UW Bothell instructor who taught a series of three courses in 2014-15, engaging 88 mostly first-year students to work with peers at Central University of Tibetan Studies in Varanasi, India

Global Initiatives

Sample Course: *Social Movements through an International Lens*

- Course overlap during ~8 weeks

- Students in India more advanced than in US

- 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

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: Student Voices

"Last quarter I took a Global Perspectives class where I was able to work with Tibetan students that lived in India; through our many Skype dates **not only did I learn more about their culture, but in addition we put together a plan for improving efforts to improve religious disharmony both there and here.** *While I enjoyed this new experience I felt as though I was missing a key element and this element was that of travel …* **This is why I would love to take this opportunity to [study abroad]** *not only to experience the culture but as well bring light to important issues such as I did with the Tibetan students on the topic of religious disharmony.* **Having never left the country I find that …"**

- First year student of color

Impact: Student Voices