

ACE WEBINAR SERIES EVENT

Enhancing Global Learning and Intercultural Competence Through VE/COIL: Lessons from the Field

February 9, 2021 11:00 a.m. – 12:15 p.m. (EST)
Webinar Q&A Summary

How do you measure the social learning outcomes of COIL? Types of assessment for this? Rubrics for social learning?

Question from: Johanna Markiewitz

Hi Johanna, thanks for your question. Sharing a good resource by the Stevens Initiative which offers some insight for COIL Evaluation. Also sharing information on the International Beliefs and Values Institute. Hope this will help. <http://www.ibavi.org/>

To piggy back on Andrea's comment: here is a list of resources that you may have come across in your own research that ACE has culled together from the US/international higher ed community:

- Intercultural Learning Hub | Free digital gateway of tools
- Library of teaching resources and research for intercultural and diversity practitioners <https://hubicl.org/>
- Stevens Initiative Evaluation Toolkit <https://www.stevensinitiative.org/resource/evaluating-virtual-exchange-toolkit/>
- VALUE Rubrics | Association of American Colleges
- Provides evaluation examples to measure characteristics or criteria of 16 learning outcomes <https://www.aacu.org/value-rubrics>

Are diversity, equity and inclusion a focus of these virtual global exchanges to reach those higher ed students unlikely to be able afford studying abroad since maybe on aid or paying for college while working?

Question from: Joyce Miller

Hi Joyce, virtual exchange creates an opportunity for global engagement of underrepresented minority groups. It also offers perspective taking and mutual understanding. Through this modality of learning, intercultural competency is a consistent focus of many virtual exchange courses which brings awareness to a number of issues. To your question, our panelists will delve a bit deeper into their activities in their presentations.

Are you aware of good rubrics/instruments/models/constructs for measuring “global competence” specifically? The last PISA study wanted to measure this among young learners but 40 out of 80 countries opted out as they found it too difficult to measure/evaluate at this time. Greetings from snowy Göttingen, Germany!

Question from: Fabian Krengel

This is what we used for our student participant surveys: Students completed an online intercultural sensitivity survey based on the Intercultural Sensitivity Scale created by Guo-Ming Chen and William J. Starosta for the University of Rhode Island (2000) which comprised 24 items divided into five factors: Interaction Engagement, Respect of Cultural Differences, Interaction Confidence, Interaction Enjoyment and Interaction Attentiveness and were asked to respond to each item on a five-point Likert scale of 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree and 1 = strongly disagree.

Items from the Intercultural Communication Competence (ICC) scale were also utilized in the survey (Arasaratnam, 2009). Students were asked to respond along the same five-point scale to statements concerning the cognitive, affective and behavioral dimensions of intercultural communication.

How were the data protection policy differences overcome?

Question from: Anonymous Attendee

Hello, institutional partners and implementing faculty of virtual exchange courses determine the appropriate learning management system (LMS) for the course. The decision for which platform to utilize for course implementation can vary based on institutional needs/policies.

We had to check what the requirements were in each country and then ensure that our consent forms etc. met all the different criteria.

I would like to know about the payment structure in different universities. Are both faculty members from the differing institutions eligible for funding for curriculum development?

Question from: Brandy Arellano

Answers in chat. Both Izzy and Eva did not receive any monetary support for curriculum development.

Did FIU need to “incentivise” faculty to modify their curricula and embrace COIL?

Question from: Robert Carolin

Live answered

Well said, Stephanie. Invest in faculty to invest in students. Congrats on COIL now being its own office at FIU.

Question from: Gino Perrotte

Thanks, Gino!

How do you find international partners?

Question from: Anonymous Attendee

We ask faculty, we reach out to mobility partners, we attend IVEC to look for partners, we Google COIL and find institutions COILing and reach out to them, we ask visiting/Fulbright faculty to partner...

For developing or co-creating virtual courses, what kind of collaborative online tools/systems do you think have been important?

Question from: Fanny Jonsson

The technology should follow the task. And tech is best when it provides a 3rd Space for students/faculty to meet. Look for a tool that enables faculty and students to do the task they want to do. The “best” is the best one for the context, accessibility, and applicability to task. Keep it simple, use tools you already know.

What are your recommendations for appropriately supporting faculty as they begin to work with COIL, at a small university that has no Center for Teaching and Learning nor any kind of similar resource to support faculty development?

Question from: Laurie Melin

Partner with institutions that already do COIL for a while. That have their own training for their faculty and partners

- The Role of Pedagogical Mentoring in Virtual Exchange - TESOL Quarterly
- <https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.543>

We've dabbled in COIL to date. I recently got the attention of our President and Provost. Our Provost is interested in joining me to promote COIL. I am thinking of launching a faculty COIL training program. this fall semester. I have the staff expertise to do so. What other key issues would you recommend that I focus on during this early phase of attempting to institutionalize COIL?

Question from: Mike Brzezinski

Mike taking what was just said, I'd say managing the top-down and bottom-up stakeholders throughout the process will be key. Having a working group/committee with a “COIL champion” to lead has seemed to be an effective practice within many campus cultures.

Do you provide additional financial incentives, other than their regular teaching salary (example: stipend, professional development) to the faculty members doing COIL?

Question from: Luis Vega

Live answered

For the U.S. institution (FIU) ... how does your university handle FERPA issues around having students from other universities attend your courses and have access to student learning systems?

Question from: Danielle Gilliam

Students at other institutions do not have access to our LMS and our students do not enter the LMS of a partner institution. This is both because of FERPA AND because once an institution is a “host” in the LMS, the partner is a “guest,” and the equal power dynamic that is fundamental to COIL is thrown off from the beginning. You need a 3rd technological space for faculty and students to work.

How do you get students “ready” to make the most out of the COIL experience? How to make them aware/conscious of what they are gaining throughout these experiences?

Question from: María Carolina Serrano

I spend quite a bit of time at the start explaining the benefits, particularly from an employability perspective, I also share positive feedback from previous students.

Eva, could you share some of your Faculty of Education’s specific reservations about COIL?

Question from: Jordan Caley

Live answered

What expense is there for participating faculty and students in a virtual exchange via COIL? What financial support would be required to actualize COIL within my program or curriculum?

Question from: Joyce Miller

I didn’t incur any expenses, we just use existing platforms that each university has access to. Joyce, the true “cost” one could say is not so much about money but more to do with how the institution provides/acknowledges the time that must be invested to collaborate well with your counterpart and students.

Thanks, Izzy! Do you do any wrap-up session focused on reflecting on the experience?

Question from: María Carolina Serrano

Yes always - very important part of the process to encourage reflection on the experience.

Perhaps the most important learning that happens in an international experience happens when students are “off the clock” -- AFTER the formal classwork time, when they have bonded through the work, but are now relaxed and talking informally about their cultural differences and truly learning about their own culture and the others’. How does COIL provide those kinds of experiences?

Question from: John Accordino

You are so SO right! I am going to do a workshop with Göttingen this spring on how to use COIL to promote those informal diversity interactions. We get a ton of qualitative data that students and faculty stay connected outside of COIL. They are in each other’s WhatsApp!

As a faculty at FIU, one thing that has been extremely inspiring and motivating is Stephanie's monthly COIL Hangouts. It is a 1 1/2 hour session where she brings faculty from the university together to ask questions and share their experiences with COIL. You may not always have other faculty from your department that are participating, but when you begin interacting with those from other disciplines, it becomes a great resource to share ideas and best practices. Highly recommended!

Question from: Sherry Andre

How long did it take to actualize a first COIL exchange or integration in a program/curriculum?

Question from: Joyce Miller

We have seen it vary the time depending on the faculty to faculty connection. ACE has seen institutions take 3 months to 9 months to get a COIL module implemented. It really again depends on the cooperation of staff, faculty on both sides of the partnership.

It took my COIL team about three months to plan and then implement the first time we did it. Now it takes a few weeks.

Are there private sector, governmental or non-profit organizations that offer grants to develop COIL opportunities for faculty?

Question from: Robert Carolin

Yes, depending on the country you reside in, there are more grants starting to emerge in support of innovative digital practices in higher ed. For the U.S., the Stevens Initiative as well as ACE has provided grants for VE/COIL. Also U.S. embassies are also now putting out calls.

Do any of you have experience in doing COIL for Gen Eds?

Question from: Ramona Kirsch

Yes, we do have COIL in some of our Gen Ed courses, but it is an issue if it is a very large course—COIL can be a challenge in those courses, though not impossible.

Thanks, Izzy! Are the results of the study you mentioned, published?

Question from: María Carolina Serrano

SWARTZ, S., BARBOSA, B. and CRAWFORD, I. 2020. Building intercultural competence through virtual team collaboration across global classrooms. *Business and professional communication quarterly* [online], 83(1), pages 57-79. Available from: <https://doi.org/10.1177/2329490619878834>

So glad I joined this... have to run to another mtg... look forward to receiving the recording... and I may be contacting you all about guidance for a COIL faculty cohort I have put together. Thanks, Ramona Kirsch, Hollins University

Question from: Ramona Kirsch

Thank you for joining us Ramona! Definitely don't hesitate to contact ACE or our global partners by sending an email to virtualexchangecoil@acenet.edu

Thank you, this has been wonderfully informative and many brainstorming ideas of how to engage with my program. Thank you.

Question from: Joyce Miller

Thank you Joyce for joining this webinar!

As SIO, I really want to leverage "current" partners rather than bring on new partnerships. How would best channel faculty interest into directed partnerships?

Question from: Robert Carolin

Take a look at "low hanging fruit" Fulbright/Gilman scholars, international faculty, past Peace Corps alum on staff, etc. see if there are dots to connect to that strategic partner.

So interesting! In new projects or groups - could you share good ways to get to know each other virtually? To build trust and relationships. For instance fun and creative ice-breakers or good elements to include in meetings to get this personal side.

Question from: Fanny Jonsson

- <http://whatisculture.org> - Basic introduction to intercultural communication concepts created by a number of experienced VE/COIL practitioners including Eva Haug at the Amsterdam University of Applied Sciences
- <https://slcn.libguides.com/sunycoil/start> - Student Guide to COIL with suggestions and tools to help them understand and be successful in this modality. From the SUNY Libraries Consortium

Can Izzy's study results be shared with us? It would be great!

Question from: Luli Szeinblum

SWARTZ, S., BARBOSA, B. and CRAWFORD, I. 2020. Building intercultural competence through virtual team collaboration across global classrooms. *Business and professional communication quarterly* [online], 83(1), pages 57-79. Available from: <https://doi.org/10.1177/2329490619878834>

Do you have any data or experience in terms of the impact of COIL on student interest in exchange programs?

Question from: Luke Wagner

Virtual Exchange as Innovative Practice across Europe Awareness and Use in Higher Education – Baseline Study https://evolve-erasmus.eu/wp-content/uploads/2019/03/Baseline-study-report- Final_Published_Incl_Survey.pdf They will be releasing more resources, case studies, and research tools over the next few months.

ACE will be rolling out its own research in the next 3 months on its pilot of the US-Japan COIL initiative which showed quantitative and qualitative data linking COIL experiences to increased interest in physical mobility.

Not really a question, but most of my students are first generation college students and from low income families. This is a great opportunity for them to gain global competency if study abroad isn't an option for all.

Question from: Lisa Paulin

Absolutely, this is one of the best things about it!

Once travel can happen again, the incentive to visit your COIL partner and potentially setup a hybrid program for students to also combine travel with COIL... is a great incentive for faculty.

Question from: Stephen Tippett

Definitely!

I'd like to hear panelist views how they have successfully integrated intercultural learning goals and diversity & Inclusion goals into a COIL experience.

Question from: Mike Brzezinski

Live answered