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Incorporating Collaborative Online International Learning (COIL) into Study Abroad Courses: A Training Design

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Incorporating Collaborative Online International Learning (COIL) into Study Abroad Courses:

A Training Design

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COIL IN STUDY ABROAD COURSES

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COIL IN STUDY ABROAD COURSES

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ABSTRACT

Collaborative Online International Learning (COIL) is known as an innovative, cost-effective instructional method that promotes intercultural learning through online collaboration between faculty and students residing in different countries or locations within the context of a course. Two international faculty teaching courses in different locations typically partner to co-facilitate online collaborative activities, such as assignments, projects, presentations and discussions, between their students. COIL continues to grow as an important intercultural instruction tool in higher education as U.S. universities, and universities around the world, work to internationalize their campuses and curricula, as well as increase access to intercultural learning. At the same time, study abroad is highly valued as part of curriculum internationalization strategies, and as an intercultural, experiential and comparative learning tool. This training design outlines a model for training onsite study abroad faculty on incorporating COIL activities into undergraduate study abroad courses as a way to enrich the intercultural and comparative learning of study abroad students. Based on adult learning theory, experiential education and input from onsite administrators and faculty, the training is designed to facilitate interdisciplinary COIL partnerships among faculty participants and guide them through the COIL activity design process.

Introduction

According to the Global Learning Conference (2017), Collaborative Online International Learning (COIL) “is used to refer to any pedagogical activities that use technology to link classrooms and students in geographically distant locations through coursework. Among the other terms used to describe such activity are virtual exchange, virtual mobility, globally networked learning, telecollaboration, and online intercultural exchange” (para. 2). COIL is known as an innovative, cost-effective and scalable instructional method that promotes intercultural learning through online collaboration between faculty and students residing in different countries within the context of a course. Two international faculty in different locations typically partner to co-facilitate online international collaboration between their students. Student collaboration within the course typically has an emphasis on experiential and collaborative activities so participants learn through their international, multicultural and virtual interactions with classmates and faculty abroad. Without traveling, COIL provides an opportunity for students to build intercultural competencies and participate in intercultural learning through collaborative, online and cross-cultural interactions with peers. In this way, COIL provides cross-cultural learning opportunities for students who may not otherwise have the opportunity to participate in other international education initiatives, such as education abroad. This instructional model brings intercultural learning opportunities to a broader population of students and faculty than are currently able to participate in education abroad mobility programs by connecting them with peers across the globe using online learning technology.

Online learning, also referred to as distance learning, is often described as instruction of a course by a faculty member via the internet, either synchronously, asynchronously or through a combination of both formats (University of Massachusetts, n. d.). Synchronous online learning

refers to when students and faculty virtually interact in real time via video or phone during a scheduled class session. Asynchronous online learning refers to when class materials and lessons are accessible online at any time. Learning activities may consist of interactive tutorials, quizzes or discussion threads that students complete independently by a specified deadline. With asynchronous online learning, students and faculty may interact via online discussions but do not interact in real time (Pullen & Snow, 2007). While COIL is not synonymous with online learning, online learning can include a COIL component. There are a variety of instructional methods by which online learning can be facilitated and COIL is one of them. While various online instructional methods, including COIL, are prevalent in courses offered online and at U.S. campuses, there is little literature covering how COIL can be incorporated into study abroad courses to supplement face-to-face intercultural and comparative learning in the host country.

A 2013 survey administered by the Forum on Education Abroad titled, “E-Learning and Education Abroad,” defines e-learning as the “use of electronic media and information and communication technologies in education; e-learning is broadly inclusive of all forms of educational technology in learning and teaching” (Forum on Education Abroad, 2013, para. 1). The survey polled university and program provider Forum members on their attitudes towards e-learning in education abroad. Results showed that 76% of university participants viewed e-learning as an opportunity within their education abroad programming (Forum on Education Abroad, 2013). The survey revealed a shared concern among education abroad practitioners in regards to how technology could be used to compliment face-to-face intercultural learning without compromising the quality of learning taking place through cultural immersion in the host country. Additionally, the survey revealed an interest in exploring how a student’s study abroad experience could contribute to comparative and intercultural learning opportunities for students

simultaneously enrolled in similar courses on-campus using online learning technology (Forum on Education Abroad, 2013).

Collaborative Online International Learning (COIL) is becoming an integral component of campus internationalization strategies at U.S and international higher education institutions. Universities across the U.S. and around the world are participating in COIL initiatives. The State University of New York (SUNY) consortia in the United States is known for its SUNY COIL Center, a global network of collaborative online international learning partners and a leader in COIL course development. COIL-enhanced courses contribute to the Applied Learning Initiative across SUNY's campuses, which "seeks to provide every SUNY student the opportunity to engage in hands-on, real-world learning before graduation" (The State University of New York, 2017b, para. 2). COIL-supported courses connect SUNY students with students at foreign institutions, allowing students to engage with peers outside of their immediate and local cultures (The State University of New York, 2017b).

At Cornell University, 2018 marks the fourth year the university is allocating grants for faculty-led projects designed to innovatively internationalize the undergraduate curriculum and student experience through the Internationalizing the Cornell Curriculum (ICC) grant program (Lowery, 2017a). In 2017, ICC grants were awarded for global-at-home projects including a Global Food, Energy and Water Nexus course involving COIL. Using COIL technology and teaching methods, the course connected Cornell University students in the United States with students from two universities in China and one university in India to discuss sustainable food, energy and water policies around the world (Lowery, 2017b). The coursework consisted of synchronous online discussions where students and faculty connected via video conference to analyze food, energy and water policies together in real time. Additionally, students virtually

collaborated on small teams consisting of students from the United States, China and India to propose solutions to problems related to global food and nutrition security (Cornell University, 2018).

Similar to COIL, study abroad is highly valued by U.S. universities as part of their campus and curriculum internationalization strategies and as an experiential and comparative learning tool. According to Messelink, Van Maele & Spencer-Oatey (2015), “educators should...consider intercultural learning as a path towards greater employability” (p. 70). Study abroad experiences should not only facilitate intercultural learning but also assist students in translating this learning into concrete competencies that enhance their level of employability after graduation (Messelink, Van Maele & Spencer-Oatey, 2015). As a study abroad organization, CEA Study Abroad facilitates student intercultural learning in partnership with U.S. universities through academic study abroad programs.

Background on CEA Study Abroad

The mission of CEA Study Abroad is to create quality study abroad programs that facilitate opportunities for intercultural learning, academic excellence and personal growth (CEA Study Abroad, 2018a). As an organization, CEA coordinates study abroad programs in 22 cities worldwide in Europe, Latin America and Asia. CEA currently offers undergraduate courses in more than thirty discipline-based subject areas that are taught by local faculty at eight academic Study Centers located in Barcelona, Buenos Aires, Dublin, Florence, Paris, Rome and Seville. Academic Directors at each Study Center hire and support faculty while overseeing all academic components of the program. CEA programs and Study Center courses are integrated with the program location and facilitate intercultural learning through active learning activities, cultural activities and internships that take place throughout the host city. In addition to taking CEA

courses offered at the Study Centers, some students also enroll in courses at foreign higher education institutions that partner with CEA in their host cities. In partnership with U.S. university study abroad offices and faculty, CEA also designs and supports custom and faculty-led study abroad programs in Europe, Latin America and Asia.

As a Custom & Faculty-Led Program Student Services Coordinator at CEA, I assist our U.S. partner university study abroad offices and faculty in developing custom and faculty-led programs while remotely providing pre-departure advising and support for participating U.S. students and faculty. In my position over the last three years, I have noticed that innovation in study abroad programming is often achieved by creating study abroad opportunities for students studying academic disciplines that historically have not been well-suited for study abroad participation due to inflexible academic requirements. Innovation is also demonstrated through new or different program models, such as multi-location programs. Unique program models and programs for more and new academic disciplines have been emerging over time in the field.

Training Overview

This training design outlines a model for training onsite study abroad faculty and academic administrators on incorporating COIL activities into undergraduate study abroad courses as a way to enrich and supplement the intercultural and comparative learning of study abroad students. The goal of the training program is to facilitate and encourage COIL partnerships between CEA faculty across CEA Study Center locations. The training aims to serve as a professional development opportunity and provide faculty with hands-on learning opportunities for designing and implementing COIL activities into their CEA courses. Training participants will have the opportunity to collaborate with international colleagues on designing a

COIL activity and will gain experience with applying experiential learning principles in an online format.

As an organization, CEA has the infrastructure to potentially support and engage in a variety of COIL partnership models between faculty. The below examples outline how COIL activities could connect CEA students across CEA Study Center locations, with international students at foreign partner institutions and with students enrolled in courses on-campus at their home U.S. institutions.

1. COIL activities between students taking CEA courses at CEA Study Centers in different program locations

- Students completing the same or complementary CEA courses in different CEA locations could engage in online discussions or collaboratively complete a comparative project, activity or assignment using online communication and learning tools. For example, internship seminar students could engage in an ongoing online discussion about culture in the workplace or another topic related to the course

2. COIL activities between students taking CEA Study Center courses and international students enrolled at a foreign partner institution in a different CEA program location

- CEA students and international students at a foreign partner institution in a different CEA location who are completing complementary courses could engage in online discussions or collaboratively complete a comparative project, activity or assignment using online communication and learning tools

3. COIL activities between students taking a customized CEA course as a university group, and students completing a complementary course on-campus at the group's home U.S. institution

- Custom program students from the same university and enrolled in the same customized CEA course could engage in online discussions or collaboratively complete a comparative project, activity or assignment with students completing a complementary course on-campus at their home U.S. institution using online communication and learning tools

In this first version, the COIL training program will encourage COIL partnerships between CEA faculty across CEA Study Center locations. The training will involve hands-on learning opportunities for faculty on designing and implementing COIL activities into their CEA courses.

Historical & Theoretical Foundations

Emergence of Online Intercultural Learning

COIL has developed from the idea that technology can be used to increase access to education and the exchange of ideas that occurs at universities. The practice of utilizing online technology to increase access to higher education has emerged with the rise of the internet. The use of virtual learning environments and management systems, such as Moodle and Blackboard, along with online hosting of course content has grown rapidly since the 1990s (Afsari-Mamagani, 2014). Massive open online courses (MOOCs) have existed since 2008 and the term was officially coined in 2012 (Longstaff, 2014). MOOCs are courses that various, mostly western, universities offer online to students around the world and typically for free. There are not any formal pre-requisites that must be met in order to participate in MOOCs. There are also

no limits on the number of people that can participate in a particular course at any given time. MOOCs do not require participation in a specific academic program beyond taking individual courses, and credentials are not obtained by individuals who complete the course. The only fees that might be associated with completing an MOOC would be to purchase a certificate of completion in some cases.

MOOCs have further established the role of online technology in global higher education. They often involve self-directed online learning that can take place anywhere and at any time (Longstaff, 2014). Today, MOOCs reach thousands of students who have access to the internet around the world and the courses are often designed to support student-centered, experiential and self-guided learning (Afsari-Mamagani, 2014). According to Siemens (2005), the connectivist approach to education is relational and individuals continuously learn about how they are connected to others, communities and cultures through interpersonal networks and personal experiences (as cited in Afsari-Mamagani, 2014). In this framework, MOOCs and online education are compatible with multicultural education, which aims to affirm cultural pluralism, because they allow students across cultures to connect and engage in online interdisciplinary discourse (Afsari-Mamagani, 2014). Also according to Afsari-Mamagani (2014), many MOOC platforms promote missions of equal distribution of access to education around the world. While MOOCs do create opportunities for people around the world to engage in cross-cultural discourse and access university courses at no cost, these education opportunities are not available to those without access to the internet and technology. According to Vavrus and Pekol (2015), power and privilege, and the inequities between those who possess them and those who do not, is perpetuated through the use of technology in education. Those around the world who have the internet available to them and can afford to access it are able to consume online education

resources, such as MOOCs. This use of online learning technology in higher education perpetuates inequalities between those who have access to technology and global education, and those who do not.

COIL continues to grow as an important intercultural instruction tool in higher education as U.S. universities, and universities around the world, work to internationalize their campuses and curricula. The SUNY COIL Center was formed in 2006 with the goals of creating international education opportunities for a broader population of students across SUNY campuses and to support the development of courses involving international collaboration (The State University of New York, 2017a). In the last two years the SUNY COIL Center has assisted in facilitating about 90 teaching partnerships between faculty from 27 universities in the state of New York and 35 international higher education institutions, engaging about 3,000 students in online international collaboration (Toner, 2018).

Similarly, DePaul University's Global Learning Experience, a virtual exchange initiative, was implemented across the university starting in 2013 and has offered over 40 COIL courses to date (Global Learning Conference, 2017). The Global Learning Experience aims to increase the number of transformative and intercultural learning experiences available to students as part of DePaul's strategic plan to expand access to intercultural and transformational learning opportunities for all students, and especially low-income students. Specific objectives of DePaul University's Global Learning Experience include assisting students in developing respect for and learning from the different perspectives of others, along with understanding global interconnectedness and interdependencies (DePaul University, 2017b).

Study Abroad & Intercultural Learning

Like COIL, study abroad opportunities contribute to overarching curriculum internationalization strategies and intercultural learning initiatives at U.S. higher education institutions. According to IIE's Open Doors Report, 325,339 U.S. students studied abroad for academic credit during the 2015-2016 academic year, an increase of 3.8% from the previous academic year. American student participation in study abroad programs has more than tripled in the last twenty years. Although, participation has slowed more recently increasing by 46% in the last 10 years from roughly 223,534 participants during the 2005-2006 academic year and by 19% in the last five years from 273,996 participants during the 2010-2011 academic year. While participation in study abroad is growing, more students are participating in programs that are shorter in length. During the 2015-2016 academic year, 63% of U.S. students who studied abroad participated in short-term summer programs eight weeks in length or less (Institute of International Education, 2017a). Participation in semester-long study abroad programs has decreased 5% over the last ten years since the 2005- 2006 academic year (Institute of International Education, 2017b).

Demonstrating intercultural learning and developing intercultural competencies are foundational learning outcomes of all study abroad programs. Basic intercultural competencies include “increasing [one’s] cultural and personal self-awareness; increasing awareness of others within [one’s] own cultural and personal contexts; learning techniques and processes for “bridging cultural gaps”; and learning to identify, manage, communicate and apply emotions effectively and appropriately” in specific cultural contexts (Berg, 2014, p. 55). As part of a study investigating the effects of two short-term study abroad experiences in different countries on graduate students, students self-reported that they acquired global and cultural competencies,

strengthened cultural and professional knowledge and experienced personal growth as a result of their programs (DuVivier & Patitu, 2017). Intercultural learning and development do not automatically occur due to change in cultural environment but through continuous interactions between an individual and their environment, where learning is shaped by the beliefs, perspectives and worldviews an individual brings to those interactions. Student learning occurs when the intercultural competencies and alternate perspectives needed to adapt behavior in particular cultural environments are developed (Berg, 2014).

Adult Learning Theories & Approaches

COIL activities and study abroad programs both provide opportunities for students to improve their ability to think critically and autonomously. According to Mezirow (1997), adult transformative learning occurs when learners challenge their existing frames of reference and viewpoints through critical reflection of new or continued experiences. Through transformative learning, existing perceptions, beliefs and frames of reference may shift and reshape an adult's worldview over time. We live in an increasingly interconnected world where employers are looking for not only skilled employees, but also individuals with the ability to think autonomously, critically, responsibly and ethically in a time of rapid change as engaged global citizens. Autonomous thinkers are able to critically question one's own assumptions through critical self-reflection and effective discourse with others who may be coming from a different frame of reference. According to Mezirow (1997), there are four processes of adult learning. These include seeking further evidence to support an initial bias, establishing new points of view through new experiences, transforming an existing point of view through critical reflection, and transforming one's existing beliefs, values and actions by becoming self-aware of our generalized biases. Transformative learning only occurs when what we learn does not fit within

our existing frame of reference. Through self-reflection of new experiences and information we negotiate our values and shift our points of view within our frame of reference. If what we learn continuously fits inside our existing frame of reference, assumptions are not challenged and transformation in beliefs and viewpoints does not occur. Transformative learning is at the core of adult education. The goal of adult education is to help the individual become a more autonomous thinker through communication and by learning to negotiate one's own values (Mezirow, 1997).

Kolb's (1984) experiential learning model outlines how concrete experiences and reflection on those experiences incite learning. By providing opportunities for students to engage in intercultural interaction along with a structured environment for intentional reflection on those interactions, both study abroad courses and COIL instructional methods heighten students' awareness of the world around them and deepen their understanding of themselves, their culture and the culture of others. At an institutional level, both COIL and study abroad programs complement disciplinary learning that can benefit from intercultural perspectives. Additionally, COIL bridges international education initiatives between study abroad, course design and delivery to enhance the international education curriculum across an institution (Pillay & Samuels, 2016).

Characteristics of adult learning theory inform the training design. According to Malcolm Knowles' Theory of Andragogy, or curricular design and instruction delivery for adults, adults typically respond best to learning environments and formats that set realistic objectives which directly apply to their work, or personal and professional goals. Adults thrive in learning environments that provide a clear understanding of how the new knowledge or skills aligns with personal and professional goals, and will contribute to self-advancement. Adult learning environments should allow some flexibility and autonomy with when, where and how the

learning takes place. Opportunities for self-direction are also key to adult learning. It is important to create opportunities for adult learners to autonomously apply learning to their work as well as engage with others in small groups to share, reflect and synthesize new information and skills. Providing opportunities for adults to practice learning in a real-world setting, and to receive structured and helpful feedback are also important for successful adult learning environments (Rutgers Online, 2018).

Transformative and adult learning theory, as well as the experiential learning model are foundational to both study abroad and COIL as instructional approaches for adult learners. Experiential education is foundational to adult learning theory, and both inform the COIL training design intended for adult onsite study abroad administrators and faculty.

Needs Assessment

There is evidence in the field that universities are beginning to incorporate online requirements and components into student study abroad experiences, and that there are benefits of doing so. As demand for and participation in short-term study abroad programs continues to grow, some universities are requiring students to complete online modules before, during and after their short-term study abroad experiences. The online platform provides a space and opportunity for reflection before, during and after the experience in order to deepen student cultural engagement and learning. Including the online piece is especially useful for short-term programs where it is common for students to return from their experience without having the opportunity to reflect on their program and learning. At the University of Illinois at Urbana-Champaign about 500 to 800 students studying abroad complete a supplemental online course beginning during pre-departure and spanning the duration of the study abroad program plus re-entry. Students are asked to address research questions and goals for their program. The online

format also creates an opportunity for greater cultural exposure through online interaction with peers studying abroad in different locations and cultures. Not only do students reflect on their own cultural experiences, but also have the opportunity to learn from their peers' reflections who may be studying in a different host city or culture (Toner, 2018). Similarly, COIL activities can be incorporated into study abroad courses to supplement face-to-face experiential instructional methods that facilitate student interaction with their host city and culture.

As previously mentioned, CEA Study Abroad coordinates academic study abroad programs for undergraduate students in 22 different cities in Europe, Latin America and Asia. Currently, courses in more than thirty academic subject areas taught by local faculty are offered across eight CEA Study Centers located in Barcelona, Buenos Aires, Dublin, Florence, Paris, Rome and Seville. CEA Study Center courses are approved and transcribed by CEA's School of Record, the University of New Haven. The University of New Haven is a U.S, regionally accredited institution located in West Haven, Connecticut (CEA Study Abroad, 2018c). CEA's global network of faculty across CEA Study Center locations make the organization uniquely suited to facilitate international faculty partnerships for the purpose of implementing COIL activities into CEA courses.

Three onsite academic administrators and a teaching faculty member at CEA were surveyed regarding their level of experience with COIL, what would motivate them to invest time in training on COIL, as well as support the implementation and facilitation of COIL activities in CEA courses. A copy of the academic administrator and faculty survey questions are available in Appendix A and B respectively. Although scheduling conflicts prevented follow-up interviews with survey participants to further discuss their potential training needs, an online pre-training needs assessment will be conducted specifically with training participants prior to the

first iteration of the training to inform the training content and tailor it to participant needs.

Training participants will complete an online pre-training needs assessment form via Moodle before the training begins.

The survey results indicate a range of familiarity and experience with facilitating COIL activities as part of CEA courses, including individuals with little experience, some experience and an interest in beginning to incorporate COIL activities into their courses to supplement student comparative learning. Survey participants expressed a need for a practical hands-on training that would apply directly to their work, and their interest in or need for facilitating COIL activities as part of CEA courses. An online training format that utilizes technologies that simulate the student experience during COIL activities would be most useful according to the survey participants.

Additionally, the survey suggests onsite administrators and faculty interested in the training might be willing to allocate up to two hours per week to training on COIL. According to the survey results, useful training topics would include information and guidance on forming successful COIL partnerships with other faculty, along with examples of the ways different online technology can be utilized to facilitate student collaboration.

Key Training Design & Implementation Considerations

As a leader in COIL course development, The SUNY COIL Center offers hands-on COIL training that is rooted in experiential learning and practical application. To train faculty on designing and implementing COIL activities into their courses, the SUNY COIL Center organizes COIL Course Orientations that are available to SUNY faculty and staff along with international faculty and staff whose institutions are members of SUNY's Global Partner Network. The goal of the orientation is to prepare faculty and staff participants to form effective

COIL partnerships. The orientation is comprised of a five-week online course that is designed to provide foundational knowledge and skills for identifying, engaging and building COIL partnerships. The course is split into three stages of COIL partner development and participants are expected to dedicate at least two hours per week, if not more, to the course. The design of the COIL Course Orientation is rooted in experiential learning where participants complete tasks that mirror the steps they will take outside of the course to identify a COIL faculty partner.

Orientation participants also engage in online activities similar to those that students enrolled in COIL courses might complete. COIL Course Orientation participants use both synchronous and asynchronous online learning tools and platforms to communicate and engage in discussion with each other and the orientation facilitators. The first stage of the course allows participants to learn how to present themselves as potential COIL partners by outlining their research interests, teaching discipline and teaching approach in order to identify well-suited partners. The second stage of the course allows participants to consider how their potential faculty partner's teaching discipline, geographic teaching location and institution may impact the quality or effectiveness of a potential partnership. In the third stage of the orientation, participants will examine intercultural sensitivity and how to develop consistent protocols for communication with their faculty partners and eventually their students (The State University of New York, 2017d).

In addition to the COIL Course Orientation, the SUNY COIL Center also facilitates an Academy for COIL Course Development to support partnered faculty through the process of designing and implementing a new COIL course. The Academy is selective and nomination from a SUNY campus COIL coordinator is required to participate. The Academy is a course development program reserved for partnered faculty within the network who plan to develop and implement a COIL course in the next semester. The program begins with an in-person workshop,

which is followed by an 8-week online training that guides participants through the course development process using activities that allow partnered faculty to experience and experiment with collaborating online. Partnered faculty finish the program with a developed syllabus, course calendar, student learning outcomes and student learning activities. Like the COIL Course Orientation, the program is designed to be experiential in nature. Participants are expected to dedicate at least four hours per week, if not more, to the completing the program (The State University of New York, 2017e).

The onsite academic administrators and faculty surveyed at CEA identified a need for experiential and practical training on the different online technology that can be used to facilitate COIL activities and collaboration between students. Knowledge of and experience with a variety of online technology that can be used to facilitate COIL activities is key to successful COIL activity implementation and student collaboration. Diversity of technology used to facilitate COIL activities is also important, especially when COIL activities or projects are ongoing and involve multiple interactions between students. An exploratory questionnaire completed by 25 students from the United States, Lithuania and Russia who participated in a six-week collaborative online international project on the power of media indicated that the majority of participating students appreciated the cross-cultural collaboration as a learning method and would participate in a similar project again if given the opportunity. The students also felt the project provided a unique opportunity to build intercultural competence that they otherwise may not have had. While the project itself was not related to their studies in public health, students enjoyed the opportunity to informally discuss the health systems and compare practices in their different countries. One challenge the students pointed out was lack of aligned learning goals for the project in each of their courses, impacting the ways students approached completing the

project and engaged with each other throughout the project. For the project, the instructors solely used asynchronous online discussion forums to facilitate communication and interaction between the students. Students indicated a need for additional opportunities to use collaborative communication technology and tools, such as wiki websites, blogs, chats, video conferencing and social media, to allow for synchronous collaboration, discussion and intercultural learning as well. Students did not identify the project's language of instruction in English as a challenge, although all students participating in the project held an English language proficiency level between high intermediate and native speaker (Kayumova & Sadykova, 2016).

Goals & Objectives

In its first iteration, the goal of the training program is to facilitate interdisciplinary COIL partnerships between CEA faculty who teach at CEA Study Centers in different locations. The training aims to provide faculty with practical learning opportunities for designing and implementing COIL activities into the CEA courses they teach in order to supplement the intercultural and comparative learning of their students. The training also aims to serve as a professional development opportunity for participants. These goals align with CEA's mission and commitment to inspiring academic excellence.

Program Goal: To supplement the intercultural and comparative learning of undergraduate study abroad students through the use of COIL activities and technology in CEA courses

Objectives:

- The training will facilitate introductions between twelve to sixteen CEA Study Center faculty to support the implementation of COIL activities into existing CEA courses
- Participants will collaborate with international colleagues to learn from one another's teaching experiences across cultures and disciplines

- Participants will gain experience with applying experiential and adult learning principles in an online and collaborative format

Participant Goal: Gain practical experience with identifying and fostering COIL teaching partnerships with CEA colleagues in different cities

Upon completion of the training, participants will be able to:

- Identify suitable opportunities for COIL partnerships within CEA, both inside and outside of their respective academic disciplines
- Identify joint student learning objectives for a COIL activity between two CEA courses in the same or different academic disciplines

Participant Goal: Acquire the knowledge, practical experience and resources needed to implement COIL activities into existing CEA courses

Upon completion of the training, participants will be able to:

- Use and research a variety of online tools and technology that can be used to facilitate COIL activities
- Collaboratively design a COIL activity and create an implementation plan with a potential COIL faculty partner
- Present on and answer questions about their COIL activity design, learning objectives and implementation plan with a peer audience
- Provide feedback to peers on their COIL activity design, learning objectives and implementation plan

Program Description

In line with adult learning theory, the training is designed to be collaborative so that faculty participants have the opportunity to learn from each other's teaching experiences across

cultures and disciplines. The training content and activities will be relevant to the faculty's work as instructors and will be tailored to the training needs and professional goals of participants. Participants will have the opportunity to apply new information and ideas about COIL to the courses they already teach. Additionally, the training provides opportunities for small group work and receiving feedback from experts and peers.

The training is a total of ten weeks in length, including one week of pre-reading and online pre-training activities. The training will be facilitated online both synchronously using online meeting technology such as WebEx, and asynchronously using a Learning Management System (LMS) such as Moodle. In addition to pre-training reading and activities that will be individually completed by participants, the training consists of five one-hour synchronous training sessions combined with four one-hour virtual meetings that participants will arrange with an assigned partner via WebEx or Skype. Each one-hour synchronous training session will be recorded with the intention of adding flexibility to the training format. If faculty are unable to attend a specific live synchronous training session or would like to reference the video later they will be able to do so.

The five one-hour synchronous training sessions will be facilitated by an individual experienced in COIL from within the organization if possible, or from outside the organization if needed. The week following each synchronous training session, the training facilitator will hold two one-hour office sessions where training participants can reach the facilitator by phone or Skype regarding specific questions or clarifications as needed.

Faculty will each be paired with a participating faculty partner to collaboratively design a COIL activity, identify student learning objectives and create an implementation plan over the course of nine weeks. Each team of two will collaboratively present their COIL activity design

and implementation plan at the end of the training and receive feedback from fellow faculty participants. The training sessions and bi-weekly homework assignments will guide the faculty pairs through the COIL activity design process.

The training will be coordinated and implemented over the course of seven to eight months and the first iteration of the training will begin in mid-January 2019. The training will be offered twice annually, once starting in mid-January 2019 and once starting in late September 2019. The seven to eight months leading up to the first version of the training series will involve identifying an internal working group to coordinate the training, identify a training facilitator and manage participant recruitment. See Appendix C for an estimated timeline of the training development and implementation. The training is free to participate and will be offered at no cost to participants.

Curriculum Design & Training Content

Pre-Training Reading & Activities

Before the training begins, participants will individually complete an online pre-training assessment form on a web-based Learning Management System (LMS), such as Moodle, to gauge the starting knowledge base and training needs of each participant. This information will be used by the training facilitator to tailor training content to the training needs of the participants. Additionally, participants will have up to two hours of pre-reading and pre-training activities they will be required to complete individually on Moodle before the training begins. Pre-training activities will involve posting a written introduction on Moodle that includes the courses participants currently teach and the courses they might be interested in teaching in the future. The introduction post will also include each participant's goals for the training and for incorporating COIL activities into their courses. Each participant's introduction post on Moodle

will be visible for all training participants to read. Participants will be required to respond to at least two introduction posts by fellow participants before the training begins.

Synchronous Training Sessions & Office Hours

Each one-hour synchronous training session will be facilitated by an individual experienced in COIL from within the organization if possible, or from outside the organization if needed. Qualified, volunteer guest speakers, from inside or outside the organization may also participate and assist in facilitating specific training sessions. The week following each synchronous training session, the training facilitator will hold two one-hour office sessions where training participants can reach the facilitator by phone or Skype regarding specific questions, clarifications or guidance as needed.

The first synchronous session of the training taking place via WebEx will serve as an introduction to COIL, building off of pre-training reading and exercises. The first session will also allow time for participants to introduce themselves and begin getting to know each other. The second synchronous training session will engage participants on the topic of identifying and establishing successful faculty partners for co-designing and implementing COIL activities into their courses. After the second synchronous training session, each participant will privately submit their top three partner preferences for the COIL activity design exercise on Moodle. Faculty will be encouraged to indicate preferences for a partner based on professional interests and goals for COIL activities that all participants will have posted to Moodle. The training facilitator and working group will use the faculty partner preferences, professional interest and goal information to match each faculty participant with a partner who they will work with to collaboratively design a COIL activity and implementation plan for their courses. During the

final synchronous session of the training, faculty pairs will virtually co-present their COIL activity designs and implementation plans to the group.

Topics for the two additional synchronous training sessions will be related to technology that can be used to facilitate COIL activities, identifying joint student learning objectives for COIL activities and adapting experiential learning principles to an online, collaborative format. Synchronous training sessions will appeal to a variety of learning styles by incorporating videos, charts, group discussions and exercises. See Appendix D for an estimated training schedule and content outline.

Homework & Faculty Partner Meetings

Homework assignments throughout the training will guide faculty participants through the process of collaboratively designing a COIL activity and a plan to jointly implement it into their courses. Homework assignments will break up the COIL activity design process, build up to the final product and coincide with topics covered during synchronous training sessions. Faculty partners will be required to meet four times for an hour each time over Skype to discuss and complete homework assignments. Partners can decide to meet more if they would like or meet more frequently for less time. The small group format will allow participants to reflect on, synthesize and apply new concepts to their COIL activity design together. The training facilitator will attend one of each team's partner meetings to provide real-time guidance and conduct a mid-training assessment on participant learning.

Staffing Plan

The training program will be coordinated and facilitated within the current staffing structure at CEA Study Abroad. A working group made up of a combination of three to four existing U.S. and international team members will be formed to coordinate and implement the

training. Individuals who are familiar with CEA's onsite academics generally and in specific locations will be well-suited for the working group. The goal will be to have at least one onsite academic administrator, one representative from the Academics team in Phoenix and one representative from the Human Resources team in Phoenix join the working group. The working group will identify the training facilitator by first evaluating whether there is an existing CEA team member who is knowledgeable and experienced enough in COIL to lead the training and mentor faculty throughout the course of the training. If not, the working group will work to identify an individual outside of the organization who is experienced in designing and implementing COIL activities to facilitate the training. Volunteer guest speakers from inside or outside the organization may also participate and assist in facilitating specific training sessions.

Program Marketing

The training opportunity will be open as a professional development opportunity to all onsite CEA faculty and academic administrators who are interested in learning more about COIL. The training opportunity will be promoted via email to all onsite faculty and academic administrators. Study Center Academic Directors will be encouraged to promote the training opportunity to faculty currently teaching CEA courses. PDF information sheets will be created and shared via email to contextualize the training and provide background information to those who may need more information to decide if they are interested in participating in the training.

Participant Recruitment & Admissions

The training opportunity will be open to onsite CEA faculty and academic administrators who are interested in learning more about COIL. The one prerequisite for participation is being able to articulate one's personal and professional goals for participating in the training. Those who are interested must email the working group a 300-500-word statement of intent outlining

why they are interested in participating and their goals for the training by a specified deadline. The working group will review the statements and sign participants up for the training on a first come-first served basis. During the first iteration of the training, the goal is to reach twelve to sixteen participants. Faculty who are excited to learn about and become involved with COIL as a result of personal and professional goals are highly encouraged to participate. It will be important that training participants are interested in and self-motivated to learn about COIL in order to facilitate productive faculty partnerships.

Logistics

Technology

The training will be facilitated online using WebEx for synchronous sessions and using Moodle for asynchronous components. The training program will utilize CEA's existing access to these online tools for the training program. Participants will conduct virtual meetings with their assigned partner using Skype or another preferred video conferencing software throughout the training program. Guides for logging on to WebEx and using Moodle will be provided to training participants. Information and instructions on downloading Skype, along with other suggested free video conferencing software will also be provided to training participants via Moodle.

Time Zones

The timing of the synchronous training sessions will be determined after the training participants are identified. Participants will be asked to indicate preference for potential training session times using a Doodle Poll. Training session times will be identified based on the majority of participant preferences and what times are possible based on participant time zones. If participants are unable to attend due to timing, the synchronous training sessions will be

recorded and shared via Moodle so participants can view the sessions on their own time if needed.

Health & Safety Plan

Because the training program will be administered online among existing CEA employees, the health & safety plan of the training program will mirror CEA's health & safety policies for employees. The employee health & safety policies implemented in each program location in accordance with local laws will also be incorporated.

Crisis Management Plan

Although the training program will be administered online among existing CEA employees, CEA's existing Emergency Protocols apply for onsite staff and faculty. In the event of a mass emergency including, but not limited to, a natural disaster, violent protest, or terrorist attack, students, staff and faculty are encouraged to find a safe place to stay and follow the instructions of local authorities (CEA Study Abroad, 2018b). When a mass emergency occurs, CEA U.S. Headquarters in Phoenix and the Crisis Management Team are notified. Onsite staff in collaboration with the Crisis Management Team will then take measures to support the health & safety of students, staff and faculty as appropriate for the specific situation (CEA Study Abroad, 2017).

Budget

The below budget outlines the estimated direct and indirect expenses of the training program in 2019. Whenever possible, the training program will utilize existing staffing structures and resources needed to facilitate the training. Existing organizational resources that will be utilized by the training program are listed as indirect expenses in the below budget. As an employee training program and professional development opportunity, individuals will not be charged to participate in the training. As such, the budget does not outline a per person cost of participation.

Training Series: Incorporating Collaborative Online International Learning (COIL) into Study Abroad Courses			
Participants: 12 to 16			
Duration: 1 Calendar Year - 2019			
Currency: USD			
Budget Item	Cost Per Unit	Units	Totals
<i>Direct Expenses</i>			
Training facilitator: (50 total hours per training)	\$2,000.00	2	\$4,000.00
<i>Indirect Expenses</i>			
WebEx access	\$1,000.00	1	\$1,000.00
Moodle access	\$0.00	1	\$0.00
Full-time staff time: 4 hours per week (192 total hours per staff)	\$5,000.00	4	\$20,000.00
Total Indirect Expenses			\$21,000.00
Percentage of Indirect Expenses - 10% Flat Rate			\$2,100.00
<i>Total Direct Expenses</i>			\$4,000.00
<i>Total Indirect Expenses</i>			\$2,100.00
Total Expenses			\$6,100.00

Budget Notes

Direct Expenses

Training facilitator. A working group of up to four existing full-time CEA staff members will be formed to coordinate and implement the training. Existing full-time staff time is accounted for below under indirect expenses. The working group will identify whether an existing CEA staff member with experience implementing COIL activities is qualified to facilitate the training and interested in coaching faculty on implementing COIL activities into their courses. If the working group is unable to identify an existing CEA staff member who is qualified and willing to facilitate the training, a training facilitator will be recruited and hired by the working group. In the event a training facilitator is hired from outside of the organization, they will be contracted for a total of 50 hours per training for two ten-week trainings in 2019. Over the course of ten weeks for each training, this includes about 17 total hours of live training and coaching time. Broken out, the 17 hours includes 9 hours combined of facilitating live training sessions and hosting office hours, along with 8 hours dedicated to attending faculty partner team meetings. 33 hours of training preparation time is also included in the total 50 hours budgeted per ten-week training. If the working group identifies an existing full-time staff member to facilitate the training, the 50 total hours per ten-week training would then be considered a contribution to full-time staff time and an indirect expense.

Indirect Expenses

A working group of up to four existing full-time CEA staff members, both based in Phoenix and internationally, will dedicate about four hours per week to coordinating two ten-week trainings in 2019. In addition to full-time staff time, the training program will also utilize existing technology resources at CEA, including access to WebEx and Moodle software, in order

to administer the training online among participants residing in different international program locations. Ten-percent of existing indirect organizational expenses for resources not exclusively intended for the training program are included in the training budget. Both directly and indirectly, it is estimated that the training program will cost \$6,100.00 USD in 2019 in order to facilitate the two ten-week trainings over the course of the year.

Evaluation Plan

Participants will each complete a training evaluation at the end of the training. See Appendix E for a copy of the training evaluation. Once the first iteration of the training is complete, the training working group will review the participant evaluation feedback. The working group will also meet to discuss how the training planning and facilitation went, and make recommendations on improvements for future iterations of the training. The number of faculty who begin implementing COIL activities into their courses will also be monitored as an evaluation metric of the training.

Conclusions & Implications

Study abroad programs are highly valued by U.S. universities as part of curriculum internationalization strategies, and as intercultural, experiential and comparative learning tools. At the same time, COIL continues to grow as a key intercultural teaching and learning method as U.S. universities, and universities around the world, work to internationalize their campuses and curricula, as well as increase access to intercultural learning. Rooted in faculty partnerships, COIL activities can be incorporated into CEA Study Abroad courses across CEA Study Center locations to supplement the intercultural and comparative learning of undergraduate study abroad students.

This COIL training design outlines a model for training onsite study abroad faculty on incorporating COIL activities into undergraduate study abroad courses. The training aims to serve as a professional development opportunity and provide CEA faculty with hands-on and practical learning opportunities for designing and implementing COIL activities into their CEA courses. Based on adult learning theory, experiential education and input from onsite administrators and faculty, this first version of the training is designed to facilitate COIL partnerships between CEA faculty across eight CEA Study Center program locations. Training participants will have the opportunity to collaborate with international colleagues on designing a COIL activity for their CEA courses and will gain experience with applying experiential education principles in an online format.

In the future, CEA Study Abroad has the infrastructure to potentially support and engage in additional COIL partnership models between faculty across its academic networks. In addition to CEA faculty, future versions of the training could include faculty participants from foreign partner institutions across CEA program locations as well faculty from U.S. partner universities. Facilitating COIL partnerships between CEA, foreign partner institution and U.S. partner university faculty could strengthen CEA's relationships with its foreign and U.S. partner institutions and enhance the professional development opportunities for faculty participating in the training. Additionally, it could expand the number and variety of unique COIL activities that could eventually be incorporated into CEA courses. To further enrich student intercultural and comparative learning, COIL activities could also connect CEA students with international students at foreign partner institutions and with students enrolled in courses on-campus at their home U.S. institutions.

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Appendix A

Survey Questions: Academic Administrators

4/24/2018

Incorporating Collaborative Online International Learning into Study Abroad Courses

Incorporating Collaborative Online International Learning into Study Abroad Courses

Researcher: Michelle Esche

Email: Michelle.esche@mail.sit.edu Phone: 815-404-7152

Project Title: Incorporating Collaborative Online International Learning into Study Abroad Courses

As a graduate student, I am completing my master's degree in International Education at SIT Graduate Institute and am designing a training program to fulfill my final capstone requirement. You are invited to participate in a survey that will inform and support the design of a training program for study abroad practitioners and faculty on incorporating Collaborative Online International Learning (COIL) activities into study abroad courses and programs. The decision to participate in the survey is up to you.

Collaborative Online International Learning (COIL) "is used to refer to any pedagogical activities that use online technology to link classrooms and students in geographically distant locations through coursework. Among the other terms used to describe such activity are virtual exchange, virtual mobility, globally networked learning, telecollaboration, and online intercultural exchange" (Global Learning Conference, 2017, para. 2). Collaborative online international learning (COIL) is known as an innovative, cost-effective instructional method that promotes intercultural learning through online collaboration between faculty and students residing in different countries within the context of a course. Student collaboration within the course typically has an emphasis on experiential and collaborative activities so participants learn through their international, multicultural and virtual interactions with international classmates and faculty. Similar to education abroad, COIL is valued by universities as an experiential and comparative learning tool. Examples of COIL activities might include collaborative online group projects, presentations or discussions.

In this survey, I will be asking you to describe your current understanding of how Collaborative Online International Learning (COIL) activities can be used as an instructional method in undergraduate courses. Specifically, I will ask you about what you know or do not know about COIL, as well as your perspectives on the challenges and concerns with implementing these types of activities into study abroad courses. I will also ask about your preferences on training formats and structure, and what resources and topics you would personally find useful in a training on COIL.

If you decide to participate in this survey, you can withdraw your survey responses from being used for the final training proposal at any point after it is completed. Your participation in the survey will be key in developing and supporting a training model on COIL for study abroad practitioners and faculty. The final training proposal will be published on SIT's website.

While there are no major perceived benefits to you for participating in the survey, your input will likely improve the final training proposal. If you would like to receive a copy of the final training proposal, please let me know at Michelle.Esche@mail.sit.edu.

I will be the only person with access to survey responses. All data collected will be saved on a password protected computer and each file will be individually protected by a password. Any direct quotes or information from the survey published in the final training proposal will be done so without using real names or other identifiers that might reveal your identity. Pseudonyms will be used in the final training proposal where needed.

The survey consists of six questions and it is estimated it will take 10-15 minutes to complete. The survey will remain open until Wednesday, April 11th, 2018. If you are willing to participate, please complete the survey below.

Questions or concerns above and beyond what are addressed by the researcher can be directed to:

Advisor: Linda Gobbo

Email: Linda.Gobbo@sit.edu Phone: 802-258-3260

OR

SIT Institutional Review Board: irb@sit.edu Phone: 802-258-3132

1. Describe your understanding, or lack of understanding, regarding how online technology can be used to virtually connect students in two different locations for the purpose of completing collaborative online class activities, discussions or assignments as part of a course.
2. What training or additional training, if any, do you feel you would need to support faculty who are interested in incorporating a Collaborative Online International Learning (COIL) activity into their course(s)?
3. How much time, if any, are you able to dedicate to training on Collaborative Online International Learning (COIL)?
4. What would be your preferred format and setting for training on Collaborative Online International Learning (COIL)?
5. What would motivate you to participate in training on Collaborative Online International Learning (COIL)?
6. What challenges do you foresee, or concerns do you have, with incorporating Collaborative Online International Learning (COIL) activities into study abroad courses?

Appendix B

Survey Questions: Faculty

4/24/2018

Incorporating Collaborative Online International Learning into Study Abroad Courses

Incorporating Collaborative Online International Learning into Study Abroad Courses

Researcher: Michelle Esche

Email: Michelle.esche@mail.sit.edu Phone: 815-404-7152

Project Title: Incorporating Collaborative Online International Learning into Study Abroad Courses

As a graduate student, I am completing my master's degree in International Education at SIT Graduate Institute and am designing a training program to fulfill my final capstone requirement. You are invited to participate in a survey that will inform and support the design of a training program for study abroad practitioners and faculty on incorporating Collaborative Online International Learning (COIL) activities into study abroad courses and programs. The decision to participate in the survey is up to you.

Collaborative Online International Learning (COIL) "is used to refer to any pedagogical activities that use online technology to link classrooms and students in geographically distant locations through coursework. Among the other terms used to describe such activity are virtual exchange, virtual mobility, globally networked learning, telecollaboration, and online intercultural exchange" (Global Learning Conference, 2017, para. 2). Collaborative online international learning (COIL) is known as an innovative, cost-effective instructional method that promotes intercultural learning through online collaboration between faculty and students residing in different countries or cities within the context of a course. Student collaboration within the course typically has an emphasis on experiential and collaborative activities so participants learn through their international, multicultural and virtual interactions with international classmates and faculty. Similar to education abroad, COIL is valued by universities as an experiential and comparative learning tool. Examples of COIL activities might include collaborative online group projects, presentations or discussions.

In this survey, I will be asking you to describe your level of experience with utilizing Collaborative Online International Learning (COIL) activities as an instructional method in your classroom. Specifically, I will ask about your experience, or lack thereof, with using COIL in the classroom, as well as your perspectives on the challenges and concerns with implementing these types of activities into the classroom based on your experience level. I will also ask about your preferences on training formats and structure, and what resources and topics you would personally find useful in a training on COIL.

If you decide to participate in this survey, you can withdraw your survey responses from being used for the final training proposal at any point after it is completed. Your participation in the survey will be key in developing and supporting a training model on COIL for study abroad practitioners and faculty. The final training proposal will be published on SIT's website.

While there are no major perceived benefits to you for participating in the survey, your input will likely improve the final training proposal. If you would like to receive a copy of the final training proposal, please let me know at Michelle.Esche@mail.sit.edu.

I will be the only person with access to survey responses. All data collected will be saved on a password protected computer and each file will be individually protected by a password. Any direct quotes or information from the survey published in the final training proposal will be done so without using real names or other identifiers that might reveal your identity. Pseudonyms will be used in the final training proposal where needed.

The survey consists of seven questions and it is estimated it will take 10-15 minutes to complete. The survey will remain open until Wednesday, April 11th, 2018. If you are willing to participate, please complete the survey below.

Questions or concerns above and beyond what are addressed by the researcher can be directed to:

Advisor: Linda Gobbo

Email: Linda.Gobbo@sit.edu Phone: 802-258-3260

OR

SIT Institutional Review Board: irb@sit.edu Phone: 802-258-3132

1. Describe your experience, or lack thereof, using online technology to virtually connect students in two different locations for the purpose of completing collaborative online class activities, discussions or assignments as part of a course.
2. What training or additional training, if any, do you feel you would need to successfully incorporate a Collaborative Online International Learning (COIL) activity into your course(s)?
3. How much time, if any, are you able to dedicate to training on Collaborative Online International Learning (COIL)?
4. What would be your preferred format and time of year for training on Collaborative Online International Learning (COIL)?
5. What would motivate you to participate in training on Collaborative Online International Learning (COIL)?
6. What motivates you, or would motivate you if you do not already, to incorporate Collaborative Online International Learning (COIL) activities into your course(s)?
7. What challenges do you foresee, or concerns do you have, with incorporating Collaborative Online International Learning (COIL) activities into your course(s)?

Appendix C

Training Implementation Timeline

Training Series: Incorporating Collaborative Online International Learning (COIL) into Study Abroad Courses	
2018	To-Do
June	COIL training working group of 3-4 full time CEA employees is formed
July	Working group identifies training facilitator
July	Participant recruitment, review & accept participants on a rolling basis
August	Participant recruitment, review & accept participants on a rolling basis
September	Participant recruitment, review & accept participants on a rolling basis
October	Finalize list of training participants
November	Set up COIL training course on Moodle, training facilitator collects an online pre-training needs assessment questionnaire from training participants via Moodle
December	Training facilitator finalizes training content based on participant needs, and posts final training schedule to Moodle
December	Participants complete remaining pre-training activities on Moodle
2019	
January - March	First iteration of 10-week training is facilitated
April	Working group reviews training evaluations, meets with facilitator to debrief participant feedback and identify improvements for future iterations
May	Participant recruitment, review & accept participants on a rolling basis
June	Participant recruitment, review & accept participants on a rolling basis
July	Participant recruitment, review & accept participants on a rolling basis, finalize list of training participants
August	Set up COIL training course on Moodle, training facilitator collects an online pre-training needs assessment questionnaire from training participants via Moodle
August	Training facilitator finalizes training content based on participant needs, and posts final training schedule to Moodle
August	Participants complete remaining pre-training activities on Moodle
September - November	Second iteration of 10-week training is facilitated
December	Working group reviews training evaluations, meets with facilitator to debrief participant feedback and identify improvements for future iterations

Appendix D

Training Schedule & Content Outline

Week 1: Pre-Training Activities & Reading (*via Moodle*)

- Participants complete pre-training needs assessment form on Moodle
- Pre-training reading covering the following topics will be posted on Moodle
 - What is COIL?
 - Opportunities for COIL in study abroad courses
 - Examples of ways COIL can be integrated into study abroad courses
 - Case Studies on COIL partnerships and activities
- Moodle Discussion: Participants complete pre-training introduction post on Moodle, including information on professional interests and goals as they relate to COIL and the training

Week 2: Introduction to COIL – Continued (*60 minutes via WebEx*)

- Participant introductions
- Brainstorm/discussion on COIL (building off of pre-training reading and activities)
 - What do you know about COIL, and what do you need to learn to achieve your goals for this training?

Week 3: Identifying COIL Partnerships (*60 minutes via WebEx*)

- Example COIL partnerships and activity formats for online collaboration
 - Discuss COIL case studies (already read by participants in pre-reading)
- Identifying faculty partnerships for facilitating COIL activities
 - Mutually beneficial
 - CEA's network of faculty
 - Interdisciplinary courses
 - Aligned and complimentary learning outcomes
- Moodle Activity: Submit top three partner preferences for COIL activity design exercise
- Partner assignments posted to Moodle within 1-2 days

Week 4: Homework & Partner Meeting (*60 minutes via Skype*); **Optional Office Hours** (*60 minutes via Skype or WebEx*)

- ✓ **Homework:** With your partner, brainstorm and document three learning objectives from both of your courses that could be mutually achieved through a collaborative online activity between your students. Brainstorm three COIL activity ideas based on these learning objectives.

Week 5: Designing COIL Activities: Learning Objectives (*60 minutes via WebEx*)**Week 6: Homework & Partner Meeting** (*60 minutes via Skype*); **Optional Office Hours** (*60 minutes via Skype or WebEx*)

- ✓ **Homework:** With your partner, refine COIL activity learning objectives; begin outlining implementation timeline and plan

Week 7: Designing COIL Activities: Technology (60 minutes via WebEx)

- Technology
 - Asynchronous vs. Synchronous
 - Best practices for incorporating experiential and adult learning principles into online and collaborative teaching formats, and into COIL activities
 - Demonstrations and simulations using different online learning tools and platforms
 - Discuss resources for researching different platforms and learning specific functionality

Week 8: Homework & Partner Meeting (60 minutes via Skype); Optional Office Hours (60 minutes via Skype or WebEx)

- ✓ **Homework:** With your partner, outline three different technology formats that could be used to facilitate your proposed COIL activity, along with the benefits and challenges of using each

Week 9: Homework & Partner Meeting (60 minutes via Skype); Optional Office Hours (60 minutes via Skype or WebEx)

- ✓ **Homework:** With your partner, finish outlining implementation plan and next steps; prepare presentation of COIL activity and implementation plan

Week 10: COIL Activity Design Presentations (90 minutes via WebEx)

- Faculty partners co-present COIL activity and implementation plan including student learning outcomes, and receive feedback from training facilitator and peers

Appendix E

Training Evaluation

1. The training strengthened my understanding of COIL and how COIL activities can be implemented into existing CEA courses to supplement the intercultural and comparative learning of students

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

2. Introductions between participating faculty members was adequate and allowed me to begin forming relationships with peers that could develop into future COIL partnerships

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

3. The training facilitated practical application of topics covered and provided sufficient opportunities to collaborate with fellow training participants

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

4. The training allowed me to practice applying experiential learning principles to an online and collaborative teaching format

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

5. The training provided opportunities to practice identifying suitable faculty partners for COIL activities at CEA, both inside and outside of my respective academic discipline

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

6. The training allowed me to gain practical experience with, and resources for, designing and implementing COIL activities into existing CEA courses

Strongly Agree | Agree | *Neutral* | Disagree | Strongly Disagree

