

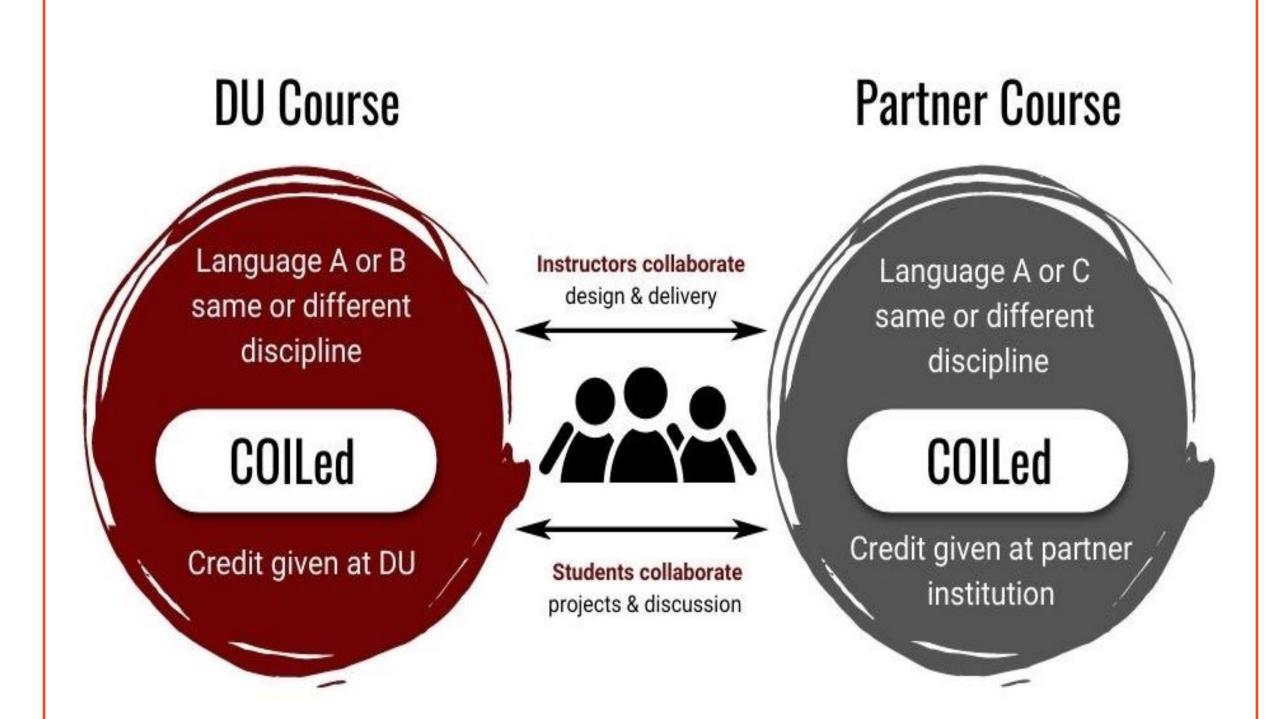
Collaborative Online International Learning: Promoting Global Learning Across the Curriculum



Dora Khamala, Casey Dinger, Leslie Cramblet Alvarez

What is COIL?

COIL involves instructors and students from at least two geographically and culturally distinct higher education institutions working together virtually over an extended period, often structured as a creditbearing course. The primary goal of COIL is to leverage technology to create a unique and diverse environment for students to develop intercultural agility and global perspectives.



COIL Simulation

During the institute we ask participants to partner on a hypothetical COIL course. Because a crucial aspect of the COIL experience is co-teaching, it is important for faculty to try their hand at the conversations necessary to co-construct learning outcomes, activities and, potentially, assessments.

Looking at the table below, try a thought experiment—what course are you teaching (or will teach soon) that might lend itself to a COIL collaboration? This could be inter- or intradisciplinary.

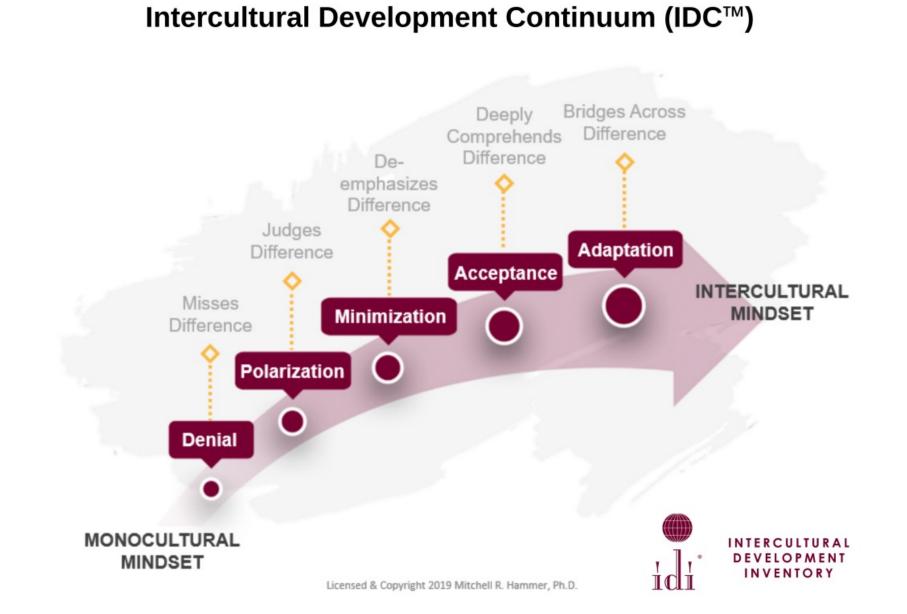
Big picture	Name of course	
	1-2 sentence description	
	Topic/Theme	
	Partners	
	Discipline(s)	
	Length of Exchange	
	Language(s)	
Goals/SLOs	Global/Intercultural SLOs	
	General SLOs	
A .: :.: 0	Tanada Astribia	
Activities & Assessment	Learning Activities	
	Assessment	
Bonus!	Format	
	Technology	

COIL Institute Concepts

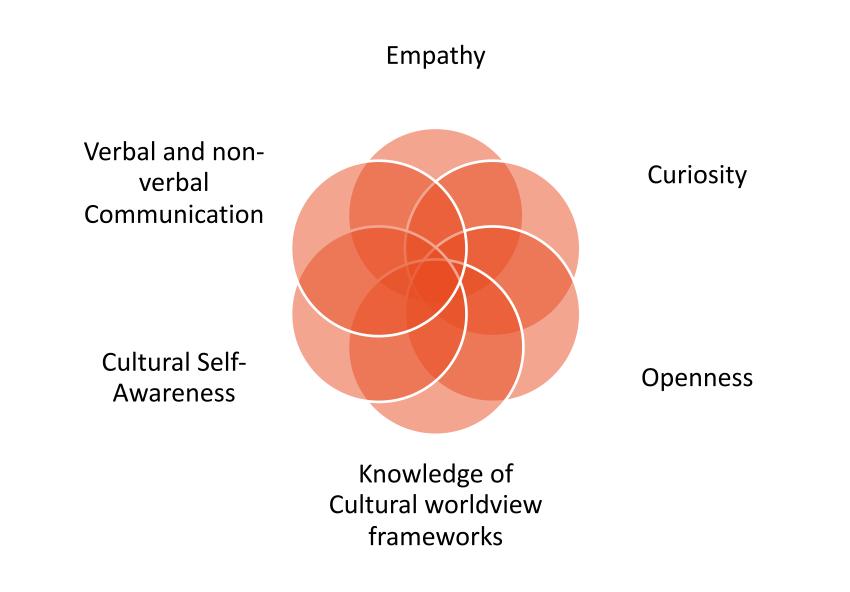
The COIL institute features elements of course design including developing learning outcomes and aligning activities and assessment with those outcomes. A unique feature of the COIL institute is the emphasis on Global and Intercultural learning outcomes.



Global Knowledge, Attitudes, & Abilities



Intercultural Competence



Intercultural Knowledge, Attitudes, & Abilities

	Capstone 4	Milestones 3		Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a valu preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

AAC&U Global Learning Rubric

Institute Experience

This 2-day experience reviews concepts unique to a COIL course or module, the opportunity to practice co-creating course outcomes with another faculty member, and a discussion of COL logistics with the Internationalization team.







Institute Outcomes

As part of the institute's evaluation, we asked participants to self-report their attainment of the institute's learning outcomes. Averaged responses from participants of the inaugural COIL institute are summarized below.

Learning outcomes	Mean
This institute increased my knowledge of COIL	4
I have a better understanding of how to create a global learning outcome	3.88
I have a better understanding of how to create an intercultural learning outcome	3.77
I have a better idea about the types of learning activities that will help my students reach my desired learning outcomes	3.44
I have a better idea about how to assess COIL learning outcomes	3.5
I feel the institute has prepared me with a "toolbox" for designing a future COIL experience	3.
Working on a hypothetical course supported my understanding of the process	3.11

Conclusions

The COIL Institute is a powerful opportunity to orient faculty to COIL as a pedagogical option and as a vehicle for intercultural and global learning outcomes. As an institution committed to global learning, it is critical to embed these opportunities across the curricular rather than relying on study abroad courses to develop these skills and abilities.

The Office of Teaching and Learning and Office of Internationalization will continue to partner on refining and updating this institute and continue to offer it in subsequent summers.

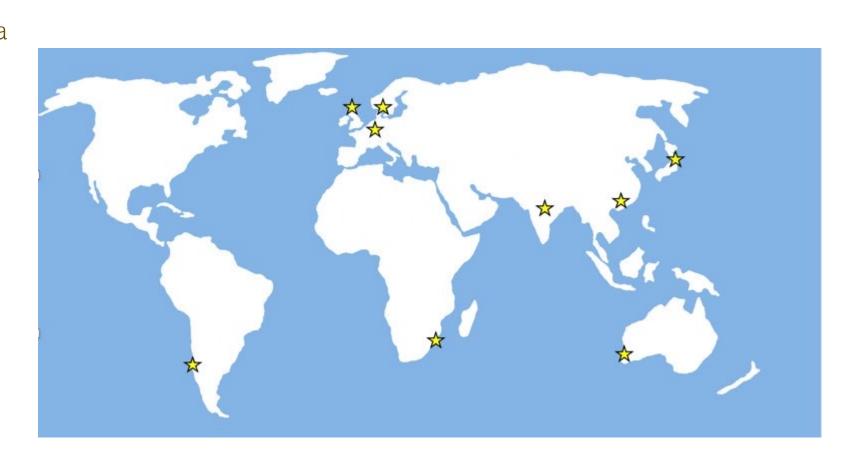
Future Directions

We hope that we will see increased engagement in COIL courses and continued interest. INTZ and OTL have been contacted by our global partners to provide workshops in Glasgow and Lund. We hope to cultivate more international COIL collaborators through this network.



Priority partners: Uni of Glasgow Catholic U. of Portugal Tohoku University Uni of Lille Bangor University

More **COIL Partners**: Uni of Desarrollo Nanzan University



Acknowledgements

Thank you to the contributions of OTL and INTZ staff in the 2022 and 2023 institutes including:

> Leasa Weimer Lexi Schlosser Virginia Pitts Terri Johnson

