UNIVERSITY OF SASKATCHEWAN

Collaborative Online International Learning (COIL)

INSTRUCTOR WORKBOOK

Preparation for each phase of your program

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Background

COIL is a framework of teaching and learning that promotes intercultural opportunities through a short-term virtual exchange program. Instructors partner with an instructor from another geographical location to plan a COIL course. They are usually within similar fields of study and work together to develop a collaborative task for students of divergent cultural backgrounds. At the end of the course, students and faculty will reflect on their unique experiences meeting, working, and learning with their peers. COIL is a registered service mark of The State University of New York. From their site:

 "COIL provides a means to:

- Develop intercultural awareness and communicative competencies, cost effectively and at scale;
- Encourage appreciation for diverse backgrounds and perspectives;
- Broaden and strengthen students' understanding of the discipline studied through applied projects and discussions;
- Advance the use of technology tools for collaboration, communication and learning;
- Prepare students to work in a multi-cultural and connected world."

https://coil.suny.edu/about-suny-coil/coil-service-mark/

COIL at the University of Saskatchewan

COIL is a part of regular coursework, so there are no extra costs, and students still receive the same USask supports. It is an alternative to study-abroad programs that would have only been available to a few students because of the travel expenses. Through COIL courses, more students will now see and experience global learning through a world-class virtual opportunity. As the university strives to be the university the world needs, it will remain committed to producing interculturally competent graduates to join today's globalized workforce through initiatives of this nature.

Checklist of tasks for USask instructors

- ☐ Find a partner https://teaching.usask.ca/curriculum/coil.php#WheredoIbegin
- ☐ Make a plan for student collaboration together (see below)
- ☐ Find a student assistant (template on our site)
- ☐ Apply for USask funding for the student assistantship and/or course material development
    - ○ NEW https://www.surveymonkey.ca/r/usaskcoilinitial
    - ○ REPEAT https://www.surveymonkey.ca/r/usaskcoilrepeat
- ☐ Have all students complete the pre-coil survey (contact GMCTL for the link)
- ☐ Do the COIL
- ☐ Have all students complete the post-coil survey (contact GMCTL for the link)
- ☐ Inform students of the Global Engagement Scholarship through the International Student and Study Abroad Centre (ISSAC) https://students.usask.ca/academics/study-abroad/awards.php#GlobalEngagementScholarships
- ☐ Inform students that they can complete the Introduction to Intercultural Communication for co-curricular record through ISSAC https://students.usask.ca/international/issac.php#IntroductiontoInterculturalCommunication
- ☐ Complete the post-coil report https://www.surveymonkey.ca/r/usaskcoilfinal
- ☐ Send your partner a small token USask gift
- ☐ Repeat the partnership next year!

Pre-COIL Phase

Getting started requires evaluating your desired course, the institutional resources available to you for the COIL initiative and choosing a partner to begin collaboration on setting-up the model course. Each step below has some guiding questions that you may strive to answer before you start making preparations.

Step 1: Evaluating Your Own Course

You must assess the quality of your course before introducing it to your partner.

What qualities of your course make it appropriate for the COIL experience?

Will you be able to cover all or some components of your syllabus virtually adequately?

Will you be able to adjust your syllabus to meet the demands/needs/concerns of your partner, considering prospective linguistic and / cultural barriers?

Do you have any interactive intercultural activities/approaches in mind that may suit this initiative?

What aspects of your course are suitable for collaborative activities?

What are your goals for the COIL course?

Do you have specific learning objectives in mind for the students in this course?

How will you assess the students' performance in this course?

Step 2: Determining your Institutional Resources

The university has an extensive support system, with staff members readily available to guide you along this journey. However, it is advised that you are familiar with the products and services available to USask staff and faculty before you connect with your partner.

- The university uses Zoom for video conferencing. Guidelines on how to use the platform may be accessed through the technology training opportunities https://paws5.usask.ca/#training

- IT Support Services are also available through the IT Support Portal https://jira.usask.ca/servicedesk/customer/portal/2

- Please refer to the Learning Technology Ecosystem (LTE) Toolkit for a collection of the teaching and learning technologies available at USask. https://teaching.usask.ca/learning-technology/

Step 3: Choosing a COIL Partner

Several factors may affect a successful partnership; therefore, you must be meticulous in your scouting procedure. To get the ball rolling, you may narrow down your school/s of choice by answering these questions:

What geographical area/s are you interested in seeking partnership?

How will connection with your selected area/s of interest contribute to the success of your COIL experience?

Have you ever worked in or with anyone from your selected area/s of interest?

Does the U of S have any existing partnerships with your school/s of choice? (Explore existing partnerships here https://uofs.moveonca.com/publisher/6/eng#)

Does your selected school/s have a course that is similar to yours?

Does the school/s have a COIL program?

Before you approach a prospective partner, you should be equipped with the right questions to ensure that you understand at the end of the negotiation:

- Differences in institutional culture
- Their proposed course option/s
- Agreement of terms in commitment
- Technological accessibility

The Negotiation

Meeting your partner can be the most challenging part of the process. Give yourself ample time to conduct a series of meetings to get to know your partner and thoroughly work through your future collaboration details. You must foster a supportive and respectful relationship to bring the vision to life. Remember that this initiative is meant to give the students a unique cross-cultural experience that might not come to fruition without equal effort, enthusiasm, time and dedication. To help you to determine your final decision for partnership, the following table sample can be used to guide the retrieval of pertinent information.

Contact Information	USask Instructor	Teaching Partner
Name		
Email Address		
Telephone Number		
School /Faculty/Course Website		
What language/s are you fluent in?		
Do you belong to any professional organization/ networks? If yes, which one/s?		
Video Conferencing Platform Information		
Time Zone		
Best day/s and time to contact you by phone or video call for planning meetings		
PERSONAL QUESTIONS *(More casual format, establishing an open and friendly line of communication, pick what works for you)*		
What inspired you to teach?		
What is your teaching style?		
Can you describe your surrounding community? Are you from this area? If no, is it similar?		
Have you ever been to Canada? If yes, where?		

Why did you decide to do a COIL course?		
What do you think will be the biggest takeaway for the students?		
COURSE CONTENT		
Name of suggested course for the COIL initiative		
Language/s of instruction		
If the language of instruction is not English, are there any resources for translation, EAL etc.?		
Preferred term (and specific months) for the COIL course		
Preferred day and time for the course		
Goals you would like to achieve through this collaboration		
Suggested learning objectives for this collaboration		
What aspects of your syllabus do you think would be ideal for collaborative activities?		
How do you think we should decide what aspects of our syllabus address with the COIL collaboration?		
Is there any topic of interest that you would prioritize for intercultural discussions?		
How do you usually assess your students?		
How often do you assess your students?		

Would you like us to develop a new form of assessment?		
Would you prefer if we used our existing rubrics interchangeably?		
What will the students be assessed on? (participation, assignments, reflection etc.)		
TECHNOLOGICAL PREFERENCES		
Have you ever taught a course online?		
Have your students completed online courses?		
Does your institution have a primary Learning Management System (LMS)? If yes, which one/s? (Canvas, Blackboard etc.) Can external students access this?		
Do the students regularly use this LMS?		
Can you list or describe how the students use the LMS?		
If no LMS, do you use any other software or technological tools in your classroom? If yes, which one/s?		
Is there designated technical support staff to facilitate this course?		
Would this support staff be willing to install a new LMS or software to facilitate this course if deemed necessary?		
Do you have access to fast and reliable internet?		

Will the students have access to fast and reliable internet in their homes?		
Will your students be willing to use other social platforms outside of the ones they are used to?		
COURSE CULTURE		
Do your students meet face-to-face, or do you have asynchronous or synchronous sessions online?		
Are students usually given heavy or light reading material?		
Are students typically participative in class?		
ADMINISTRATIVE SUPPORT		
Will you receive support from your school? If yes, from whom?		
Is COIL new to this institution?		
Do you have an international affairs office?		
If yes, will they also be involved in the facilitation of this program?		
Do you foresee a future opportunity for a study-abroad experience for your students?		

Support and Assistance

At the university, we have staff members within the International Office and the Gwenna Moss Centre for Teaching and Learning that are readily available to support you. For new and evolving COIL collaboration, connect with the Gwenna Moss Centre for Teaching and Learning at gmctl@usask.ca.

For established COIL partnerships, you may wish to connect with the International Office. The International Partner Specialists are experts in securing long-term formal partnerships with existing and new partners. They have placed **a partnership initiation form** on their website to seek essential information from prospective partners; they may also be contacted via **email** or phone 306-966-5904 for direct assistance.

Pro-tip: After you have decided on who your partner will be, start working on a basic written memorandum of understanding or agreement between you and your partner to maintain a transparent and respectful line of communication. Use the templates included in this document as needed.

Developing the Course

Develop a schedule with established timelines for the planning of each aspect of the course. This includes the goals, objectives, and activities for each module within the syllabus. You will also conceptualize your icebreaker, intercultural activities, assignments, assessments, class times, technological tools to be used and other logistical matters. You are also encouraged to let your students participate in a pre and post assessment activity to evaluate their level of intercultural competence and preparedness to work in an intercultural setting.

Applying for funding

Now that you have set up your course, please submit an application for COIL funding using the appropriate link below. Selected new applicants to COIL will receive a one-time fund transfer of up to $2,000 towards their home unit based on need. A minimum of $500 should go towards Student Assistant support. Experienced applicants can receive up to $500 towards Student Assistant support up to four times after their first COIL at USask. Academic unit leaders must indicate how the remaining funds will be used in support of teaching and learning for this course or for other courses with international or intercultural experiences. Examples may include:

· Materials, equipment, licenses relevant to teaching and learning
· Scholarship of teaching and learning-related research support
· Travel and conference support for the applicant
· Stipend or transfer to the applicant, etc.

The applicant agrees that if this application is successful, they will:

· Complete 5 hours of asynchronous intercultural teaching competencies training (as will the student assistant)
· Deliver a pre and post assessment of intercultural competency to students in their COIL course.
· Any new materials created for this course, such as a lab manual, or other materials shared with students will be released under an open license, unless a compelling reason exists to not release materials under these terms

The home unit agrees that if this applicant is selected, the unit will:

· Administer the funds as indicated in the letter of support, if changes are needed the home unit will consult with the GMCTL on plans for repurposing to ensure consistency with broad principles for support to teaching and learning of COIL
· Report on use of the funds by December of the year the funds are received.

New applicants https://www.surveymonkey.ca/r/usaskcoilinitial

Experienced COIL applicants https://www.surveymonkey.ca/r/usaskcoilrepeat

You will be required to complete a final report as well https://www.surveymonkey.ca/r/usaskcoilfinal

COIL Privacy and Security Considerations

In many cases, collaborative online international learning (COIL) involves the collection, use and disclosure of student personal information and thoughtful consideration should be given to protecting students' privacy throughout their participation and beyond.

Sharing Student Information

Sharing student information such as a USask email address and their first/last name with a partner school is likely a routine part of the collaboration process; students should still be told when this is happening. The following phrasing might be helpful. Contact the Access and Privacy Officer for more help https://privacy.usask.ca/contact.php

> *"Personal information such as your name and USask email address, and relevant project results, may be shared with students, faculty, and staff at the participating educational institution(s) in order to facilitate your participation in collaborative online international learning activities."*

Recording Meetings

In the event you plan to record and share student collaboration meetings, participants must be notified and advised on the purpose of the recording, and if and where it will be available for viewing. These types of recordings should only be retained as needed to fulfil the purpose of the recording and should be securely deleted at the end of the term. Any advice about recording should be in line with guidance from Information & Communications Technologies (ICT), the Vice-Provost Teaching, Learning and Student Experience, or the Vice-Provost Faculty Relations.

Securely Storing and Sharing Information

When sending identifiable student information, please use USask approved file storage such as OneDrive. OneDrive is Microsoft's cloud storage tool that allows instructors and staff and students to store and share files. All the data stored on the app is protected by encryption and loss management. Your partner university may also have an approved, encrypted tool and this may be sufficient for the purpose of collaboration. Contact IT Support for more help https://itsupport.usask.ca/

Use of Student Images

Taking a photo of a virtual collaboration activity to be used for a limited purpose such as including it in a news article on a USask website or social media platform is permitted if you provide notice of your intention and obtain verbal consent of the participants.

Use of Student Assignments

For any additional use or disclosure of student assignments, beyond what is reasonable for the purposes of participating in the virtual collaboration activity, students are the copyright owners of their work, and as such instructors should have written consent to use/reproduce/etc. student work. Contact the Copyright Coordinator for more help https://library.usask.ca/copyright/about-us/index.php

This "COIL Privacy and Security Considerations" guide has been adapted by the Gwenna Moss Centre for Teaching and Learning with permission from a similar resource developed by Seneca College of Applied Arts and Technology's Privacy Office.

Sample Pre-Assessment Survey

Survey to establish baseline student cultural competencies (before COIL)

Please contact GMCTL access to the USask pre-built survey

Class:

Instructor:

Date:

Please respond to the following questions as truthfully as possible. There is no right or wrong answer. Circle your answers.

1. I interact regularly with university students from other nations.   Yes/No

2. I have studied or traveled abroad.   Yes/No

    a. Place(s):

    b. Indicated the length of time abroad:

3. I am taking this course because I heard about the collaboration with other students enrolled at a university in another country.   Yes/No

    a. If yes, explain what you expect:

In response to the following questions, indicate whether you Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D), or Strongly Disagree (SD).

4. I regularly read about world news and events to learn about people in other nations/cultures.

    SA   A   N   D   SD

5. I am reluctant to visit other countries, especially when I cannot understand the language.

    SA   A   N   D   SD

6. Knowledge of other cultures will help me to better understand my own.

    SA   A   N   D   SD

7. Learning to collaborate cross-culturally will prepare me for the global workforce.

    SA   A   N   D   SD

8. I have a hard time communicating with individuals from different cultural backgrounds.

    SA   A   N   D   SD

9. I don't want to study or travel internationally because I prefer staying at home.

    SA   A   N   D   SD

10. I appreciate the value of different cultural perspectives on issues in the world.

        SA   A   N   D   SD

11. I am more comfortable studying with students who look, and talk like me.

        SA   A   N   D   SD

12. It is important to communicate in more than one language.

        SA   A   N   D   SD

13. I have a hard time communicating with people who do not speak or write English clearly.

        SA   A   N   D   SD

14. I like to work with other people on group projects.

        SA   A   N   D   SD

15. I am very comfortable communicating through the internet with other people.

        SA   A   N   D   SD

Please respond with a few sentences to the following items to let us know what you expect from the course.

16. What do you think will be your biggest challenge with the upcoming collaboration?

17. What do you think could be the greatest reward of the upcoming collaboration?

18. Which aspects concerning the culture of your collaboration partners are you most interested in?

19. Which issues of your culture would you especially like to discuss with your collaboration partners?

20. Identify at least one learning outcome you hope to achieve for yourself during this collaboration.

Thank you for your responses!

This survey (in its initial form) was developed and used in the COIL collaborations of Susan Coultrap-McQuin, SUNY Oswego, and Ina Pfeifer Issa, Empire State in Lebanon, 2012-2014.

Icebreakers

At the beginning of your course, use these fun social activities to get students to know each other.

Some introductory ideas to use in small groups (4-10 students):

- Pick an animal and describe how they relate to that animal

- Share if they prefer coffee or tea, water or land, or other this/that questions.

- State two truths and one lie about themselves and have others in the team guess which statement is the lie.

- Find an object in your house that represents your life right now. Share what it means with the group.

Florida International University has other examples and more detailed examples in this document
https://goglobal.fiu.edu/_assets/docs/coil-icebreaker-ideas.pdf

COIL Teaching Strategies

COIL requires inclusive and culturally responsive teaching to encourage student engagement. The university offers numerous training opportunities for faculty, staff, and students to learn and renew skills that will enable us to take the right approach to work with persons outside of our cultural groups. There is also a plethora of resources that covers inclusive teaching practices that may be found below:

- Inclusive-Strategies Handout

- FIU Online Global Learning

- Colorado Department of Higher Education- Equity Toolkit: Inclusive Teaching and Learning

- York University- Open Pedagogy as a Creative Process

- York University- Developing and Implementing Interculturality

- Building Community Remotely

- Critical Practices for Anti-bias Education Classroom Culture

Reflection

Reflective activities are used to assess the effectiveness of the course. Students should be allowed to provide feedback on the collaborative activities and assess if the overall experience has met or even exceeded their expectations. You and your partner should also be involved in this process, share with the students your experiences planning the course, whether you accomplished your goals and how you hope to make improvements in the future.

- FIU has examples of how the students may complete their reflective activities
  https://goglobal.fiu.edu/wp-content/uploads/sites/16/2020/03/COIL-Reflection-Ideas.pdf

- Pro-tip: After you have completed your course design with your partner, ensure that you do a test run of the technological resources. You want to be sure that:

  - The students will have access to the LMS or chosen platform (re-check log-in information)

  - That the video and audio of the chosen technology are in good working order

  - Resources and support contact information are up to date

During the COIL Experience

- After weeks of planning, your students will finally meet their international instructor and classmates. They will then participate in icebreaker activities to get to know each other.

- They will be given opportunities to collaborate via web-based tools with each other to complete designated assignments.

- The students will also complete a mid-experience assessment or discussion.

Post-COIL Experience

- Ensure that your students get the opportunity to reflect on their experience working across differences at the end of the course (cultural, social, regional, gendered, sexual, and other) and how their perspectives and worldviews were questioned and reframed.

- You and your partner should also complete a post-experience debrief conversation and reflect on the impact. Will you try this COIL partnership again?

Sample Post-COIL Surveys

Survey to establish student cultural competency gains (after COIL).

Please contact GMCTL access to the USask pre-built survey

Class:

Instructor:

Date:

Please respond to the following questions as truthfully as possible. There is no right or wrong answer. Circle your answers.

1. Before this collaboration I regularly interacted with persons from other nations. Yes/No

2. I have studied or traveled abroad.   Yes/No

    a. Place(s):

    b. Indicated the length of time abroad:

In response to the following questions, indicate whether you Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D), or Strongly Disagree (SD).

After participating in this course/activity with students from another country, I am:

3. more aware and sensitive to cultural differences and similarities.

    SA   A   N   D   SD

4. more confident about communicating with people whose first language is not the same as my own.

    SA   A   N   D   SD

5. better able to understand my own culture and personal perspectives.

    SA   A   N   D   SD

6. better able to communicate with t individuals who have different cultural backgrounds.

    SA   A   N   D   SD

7. less interested in studying or travelling to other countries.

    SA   A   N   D   SD

8. more confident to work with individuals with different cultural backgrounds from my own.

    SA   A   N   D   SD

9. less interested to keep abreast of news and events in my partner's' country.

        SA   A   N   D   SD

10. more interested in working only with those who look, and talk like me.

        SA   A   N   D   SD

11. more open to those from different national, cultural, religious, or socioeconomic backgrounds.

        SA   A   N   D   SD

12. less interested in learning about global or international issues.

        SA   A   N   D   SD

Please rate your level of agreement or disagreement relating to the following statements.

13. At the end of the collaboration, I feel differently about the need to speak more than one language.

        SA   A   N   D   SD

14. Even though the collaboration is over, I am likely to remain in contact with some of my classmates from the partner country.

        SA   A   N   D   SD

15. If I could take another course with an online international collaboration, I would do so again.

        SA   A   N   D   SD

Please respond with a few sentences to the following items to let us know what you expect from the course.

17. What do you think were the greatest rewards with the collaboration?

18. What do you think were your biggest challenges with your collaboration?

19. Identify the aspects of culture you discussed with your collaboration partners.

20. Identify the most significant learning outcomes you achieved for yourself during the collaboration.

Thank you for your responses!

This survey (in its initial form) was developed and used in the COIL collaborations of Susan Coultrap-McQuin, SUNY Oswego, and Ina Pfeifer Issa, Empire State in Lebanon, 2012-2014.

Additional Resources

- Handbook with helpful checklists for instructors:
  http://www.ufic.ufl.edu/UAP/Forms/COIL_guide.pdf

- Workbook to guide conversations with teaching partners:
  https://champ.d.umn.edu/sites/champ.d.umn.edu/files/coilworkbook-july-20-2017.pdf

- Resources for Facilitating Global Learning: https://goglobal.fiu.edu/resources/online-global-learning/

- University of Guelph- Virtual Exchange Resources for Faculty:
  https://www.uoguelph.ca/cip/virtual-exchange-resources

COIL Partnership Agreement Template

1. Name of COIL Course

2. Partners	
Name:	
Email:	
Course:	
Institution, City, Country:	
Position:	
Department and/or Program:	
Number of Students in Course:	
Modality for non-COIL component (face-to-face, entirely online, or hybrid):	

Name:	
Email:	
Course:	
Institution, City, Country:	
Position:	
Department and/or Program:	
Number of Students in Course:	

Modality for Non-COIL Component (face-to-face, fully online, or hybrid):	

3. Language(s) of instruction at each institution

4. Primary language(s) of most students in each course

5. Language of student collaboration

6. Duration of the course

7. Student learning outcomes (1-3 only)

8. Description of how faculty will prepare students to engage in COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological knowledge and skills)

9. Description of ice-breaker activity (ies)

10. Description of the student collaboration

11. Describe any common readings, films, or other resources students will use

12. Technology tools used (synchronous and asynchronous)

13. Technical support available at each institution

14. Description of how students will reflect on their COIL experience at each institution

15. Description of how the collaboration task(s) are graded and student learning is determined at each institution

(include rubric)