Can Globally Networked Learning Anchor Internationalization in the Curricular Mainstream?

5TH COIL CONFERENCE
April 3-4, 2013
SUNY Global Center
New York City
On behalf of the State University of New York and SUNY Global, I want to welcome all participants to the 2013 COIL Conference – Can Globally Networked Learning Anchor Internationalization in the Curricular Mainstream? As Vice Chancellor for Global Affairs, I am delighted for us to be able to host this event here at the SUNY Global Center for the third year. I am glad to note that the event has grown in size and stature, with over 180 people registered this year, over 20% of whom are international visitors.

Early in my tenure at SUNY, I had the opportunity to attend a COIL workshop on one of our campuses. I found COIL’s approach so compelling, and the potential for globally networked learning so powerful, that I invited COIL to join our team at SUNY Global. COIL, and its approach to curricular internationalization thus became an integral part of the SUNY system.

SUNY Global works with the 64 SUNY campuses to expand global opportunities for students and faculty. Globally networked learning offers an economical and effective internationalization strategy, while providing a significant number of students who might not otherwise study abroad with a meaningful intercultural experience. At SUNY Global we view COIL as a crucial part of our global strategy and a vital link between SUNY Global and the emerging Open SUNY initiative. COIL’s Nodal Network Consortium is a model of “systemness” – something we highly value at this university.

I hope that you all find the conference inspiring and enlightening, and I hope that I have a chance to meet many of you while you are here.

Sincerely,
Vice-Chancellor for Global Affairs
Mitch Leventhal

Welcome to COIL’s 5th Conference, which is taking place primarily at the SUNY Global Center for the third time. Our conference has evolved substantially in format over the years, and this year’s iteration continues to break new ground. For example, to enable a greater number of registrants, this year we are holding plenary sessions in the chapel of the Central Synagogue just across 55th street. We are grateful that we have such a generous neighbor, with whom we are able to share resources.

The first COIL Conferences, held in 2007 and 2008, lasted just one day and were held at Purchase College in Westchester County, where the COIL Center was founded. At that time our conference was an entirely curated event. There were so few faculty members developing or offering globally networked courses that I had to seek them out, like a Gallerist hunting down an unknown de Kooning painting. Since that time (in 2010) COIL has been integrated into the international mission of the university, as a unit of SUNY’s Office of Global Affairs.

In 2012, as we engaged more and more faculty exploring this format, COIL developed a CFP, inviting practitioners to submit presentation proposals. This year, 80% of the content at the conference comes directly from the field, showing the great vitality that is emerging from this growing teaching and learning modality. But as COIL continues to evolve, and is thereby engaging more academic and international programs at various institutions, our approach is also becoming an important element of comprehensive university internationalization. This means that those developing this pedagogical format need to become more aware and adept at integrating their practices with other curricularly and interculturally innovative strategies.

So for this conference, in addition to sharing many examples of globally networked courses, we are also examining the role of curricular internationalization more broadly, both through our opening plenary panel and by our Keynote, provided by noted International Education scholar, Hans de Wit. Changing university curricula does not happen easily, so to internationalize programs we need to work with all the stakeholders to reset priorities.

I believe it is time that this format for intercultural exchange take its place as a central vector in transforming the curriculum, connecting courses, faculty, and students, and changing all in the process. I am glad you are here with us, either physically or virtually, and I hope you find ideas and inspiration during the sessions and networking opportunities at the event. I look forward to working with you all in the future as we continue to advance the field, bringing significant international experiences to our students.

Sincerely,
Jon Rubin
Director, SUNY COIL Center
# 2013 COIL Conference Schedule at-a-Glance

## Wednesday, April 3, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 - 1:00 p.m.</td>
<td>Registration</td>
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<tr>
<td>1:00 - 1:30 p.m.</td>
<td>Opening Remarks</td>
</tr>
<tr>
<td>1:30 - 2:45 p.m.</td>
<td>Plenary Session: Perspectives on Curricular Internationalization from a Range of Stakeholders - Faculty to Provost</td>
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<tr>
<td>2:45 - 3:15 p.m.</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>3:15 - 4:15 p.m.</td>
<td>Breakout Sessions A (60 minutes)</td>
</tr>
<tr>
<td>4:15 - 4:30 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>4:30 - 5:15 p.m.</td>
<td>Breakout Sessions B (45 minutes)</td>
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<tr>
<td>5:15 - 5:30 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>5:30 - 6:15 p.m.</td>
<td>Plenary Session: Introduction to COIL’s Growing International Partner Network</td>
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<tr>
<td>6:15 - 8:00 p.m.</td>
<td>Reception and Partner Networking (Drinks and hors d’oeuvres will be served)</td>
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## Thursday, April 4, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 - 9:00 a.m.</td>
<td>Registration</td>
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<tr>
<td>9:00 - 9:30 a.m.</td>
<td>Opening Remarks</td>
</tr>
<tr>
<td>9:30 - 10:30 a.m.</td>
<td>Keynote Address: Reinventing and Innovating Internationalization of the Curriculum: Global Perspectives</td>
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<tr>
<td>10:30 - 11:00 a.m.</td>
<td>Coffee Break</td>
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<tr>
<td>11:00 - 11:30 a.m.</td>
<td>Breakout Sessions C (30 minutes)</td>
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<tr>
<td>11:30 - 11:45 a.m.</td>
<td>Coffee Break</td>
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<tr>
<td>11:45 - 12:45 p.m.</td>
<td>Breakout Session D (60 minutes)</td>
</tr>
<tr>
<td>12:45 - 2:00 p.m.</td>
<td>Lunch (Box lunches will be provided)</td>
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<tr>
<td>2:00 – 3:00 p.m.</td>
<td>Breakout Sessions E (60 minutes)</td>
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<tr>
<td>3:00 – 3:15 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>3:15 - 3:45 p.m.</td>
<td>Breakout Sessions F (30 minutes)</td>
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<tr>
<td>3:45 - 4:00 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>4:00 - 5:00 p.m.</td>
<td>Plenary Session: Outcomes from the COIL Institute for Globally Networked Learning in the Humanities</td>
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<tr>
<td>5:00 - 5:30 p.m.</td>
<td>Closing Plenary – Upcoming COIL Initiatives</td>
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Information about SUNY Global

SUNY Global brings the world to SUNY and SUNY to the World.

Center for Collaborative Online International Learning (COIL)

The SUNY COIL Center is an international leader in the emerging field of Globally Networked Learning, through its cost-effective approach to embedding authentic internationalization experiences into the classroom. COIL supports campuses at SUNY and around the world in developing programs that foster faculty and student exchange with peers abroad through co-taught multilingual online and blended learning environments that emphasize experiential collaboration.

Office of International Programs (OIP)

The role of OIP is to promote and advance international education in all its aspects throughout SUNY. OIP supports campuses in a variety of areas, including system-wide international initiatives, study abroad, international student and scholar services and the development of academic programs and collaborative research with international partners. OIP maintains offices in Mexico, Russia and Turkey.

Office of International Recruitment (OIR)

OIR works with SUNY institutions to develop strategies and systems to increase international student enrollment at SUNY. OIR manages a global network of AIRC-certified international student recruitment agencies, through which SUNY aims to increase international enrollment from 18,000 to 32,000 in 5 years, generating an estimated $200 million in new tuition revenue annually that will fund expanded study abroad programs, scholarships, faculty research grants and more.

The SUNY Levin Institute

The SUNY Levin Institute is an incubator for new learning models to help students and working professionals gain the skills to compete in the global economy. Levin supports SUNY’s mission of revitalizing the New York economy through such programs as JumpStart NYC, FastTrac, Innovate New York, Global Workforce Project, New York in the World, the SUNY-JFEW Global Scholars, the nation’s first Confucius Institute for Business, and other academic partnership programs.

The UCosmic® Consortium

Managed by SUNY Global in partnership with the University of Cincinnati, the UCosmic Consortium develops open-source software solutions to comprehensively map global engagement by its member institutions. Partners currently include the Institute of International Education, The College Board, and many universities in the U.S. and abroad.

About the SUNY Global Center

Located in one of New York City’s most distinguished landmark buildings, the SUNY Global Center, at 116 East 55th Street, is a specially designed, 40,000 square-foot facility that offers an innovative 21st century global experience.

In addition to housing many of SUNY Global’s key programs, the Center also serves as a classroom space for SUNY institutions, and is used by the University to convene conferences, symposia and other events of relevance in the global affairs and higher education spheres. A major asset of the Center is the Global Classroom, which uses advanced communication and instructional technology to provide direct, face-to-face interaction between students, faculty, and participants around the world.

The SUNY Global Center is available for use by all SUNY campuses and affiliated organizations, as well as by related associations, organizations and companies.

"If we are to maintain our place at the forefront of the world’s institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission—our learning, discovery and engagement.”

- Nancy L. Zimpher, Chancellor
The State University of New York (SUNY)
Information about COIL

COIL Builds Online Bridges Between International Classrooms

SUNY’s Center for Collaborative Online International Learning (COIL) is a leader in the emerging field of globally net-worked learning, which is not a technology, but is a new teaching and learning paradigm that develops cross-cultural competence across shared multicultural learning environments. COIL fosters meaningful exchanges between faculty and students with peers abroad, through the use of Internet-based tools. COIL is a unit of the Office of Global Affairs at The State University of New York, the largest university system in the U.S. with nearly 500,000 students across its 64 campuses.

Students Gain Cross-Cultural Awareness
Our method links a class at a U.S. campus with one at a college or university abroad. COIL’s model does not merely promote courses where students from different countries co-habit an online classroom. Rather, we create co-equal team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning. The courses give new contextual meaning to the ideas and texts they explore, while providing students’ new venues in which to develop their cross-cultural awareness. Classes may be fully online or offered in blended formats with traditional face-to-face sessions taking place at both schools, while collaborative student work takes place online.

A Bi-Lateral Internationalization Model
Cooperating instructors work closely with all students, but in most cases these students are enrolled, charged tuition, and awarded grades only at their home institution. This revenue-neutral model reduces the administrative complexity of these bi-lateral institutional agreements, while linking and enhancing international classrooms through collaborative coursework. These courses do not require high-end technology, and they work effectively as portals to increase student interest in study-abroad.

The COIL Institute for Globally Networked Learning in the Humanities
With support from the National Endowment for the Humanities, COIL is currently working with over 50 partnered higher education institutions from around the world to support teams of faculty, instructional designers, and international programs staff, as they create pilot globally networked learning course initiatives. Through the Institute, COIL has developed extensive experience working with a wide range of public and private institutions.

An Invitation to Work With COIL
COIL has developed a comprehensive program for building campus-based globally networked learning initiatives. We welcome inquiries from campuses interested in engaging COIL to work with them in creating such initiatives. We also seek international faculty and institutions interested in partnering with SUNY to develop collaborative courses in all disciplines. For more information visit http://coil.suny.edu or email coilinfo@suny.edu

Center for Collaborative Online International Learning
@ the SUNY Global Center
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<td>BREAKOUT SESSIONS A</td>
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<td>Mapping What's Not There: Complexifying the Classroom In the Age of Globalization</td>
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<td>COIL Institute Fellows Track</td>
<td>Global Classroom (B)</td>
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<td>Presentation 1: International Development and International Migration</td>
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<td>Presentation 2: Welcome to Our World: Using Visual Rhetoric in Globally Connected Classrooms</td>
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<td>Internet Marketing Course Collaboration between Panama and Slovakia: Lessons learned creating an Internet Marketing Plan and Website for Habitat for Humanity</td>
<td>Tiered Classroom</td>
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<td>Virtual Groups: Working Together Without Actually Meeting!</td>
<td>Multi-Purpose Room</td>
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<td>BREAKOUT SESSIONS B</td>
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<td>COIL Institute Fellows Track</td>
<td>Global Classroom (A)</td>
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<td>Cinematic Storytelling Across Cultures - The American/Australian Collaboration</td>
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<td>A Dialogue on Institutionalizing Curricular Internationalization Efforts</td>
<td>Global Classroom (B)</td>
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<td>Facilitating Globally Networked Courses with Newsactivist.com: Student Blogs, Social Networks, and Collaborative Pedagogy</td>
<td>Tiered Classroom</td>
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<td>Connective Multicultural Learning: insights and observations from several multi-campus experiences</td>
<td>Multi-Purpose Room</td>
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<td>Creating Global Bridges</td>
<td>Seminar Room 202</td>
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<tr>
<td>5:30 - 6:15 p.m.</td>
<td>Plenary Session: Introduction to COIL's Growing International Partner Network</td>
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## Sessions and Where to Find Them

**THURSDAY - APRIL 4, 2013**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 - 9:00 a.m.</td>
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<td>Global Center Lobby</td>
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</tbody>
</table>
| 9:00 - 9:30 a.m. | **Opening Remarks and Special Announcement by the American Council on Education (ACE), SUNY COIL, and manaba: Award program to recognize internationalization through technology**  
  - Nancy L. Zimpher, Chancellor, The State University of New York  
  - Jon Rubin, Director, SUNY COIL Center  
  - Brad Farnsworth, Assistant Vice President, Center for Internationalization and Global Engagement, American Council on Education  
  - Takashi Takekawa, President and CEO of manaba – Asahi Net International | Community House of Central Synagogue: Beir Chapel (across the street from Global Center) |
| 9:30 - 10:30 a.m. | **Keynote Address: Reinventing and Innovating Internationalization of the Curriculum: Global Perspectives**  
  - Hans de Wit, Professor of Internationalization of Higher Education, Amsterdam University of Applied Science | Community House of Central Synagogue: Beir Chapel (across the street from Global Center) |
| 10:30 - 11:00 a.m. | Coffee Break                                                                                                                                                                                                          |                                                                         |
| 11:00 - 11:30 a.m. | **BREAKOUT SESSIONS C**  
  **COIL Institute Fellows Track**  
  - Global English Composition  
  **COIL Institute Fellows Track**  
  - Voices From the Periphery: The Case of Victoria University and The University of Texas at El Paso Global Learning Community  
  **COIL Institute Fellows Track**  
  - Transatlantic Public Administration and Policy  
  **Conference Sponsor Presentation**  
  - Canvas by Instructure – Learning Beyond the Classroom with Canvas  
  **Conference Sponsor Presentation**  
  - Connecting Multiple Campuses Around the Globe: Graduate Student Perspectives | Global Classroom (A)  
  Global Classroom (B)  
  Tiered Classroom  
  Boardroom  
  Multi-Purpose Room |
| 11:30 - 11:45 a.m. | Coffee Break                                                                                                                                                                                                          |                                                                         |
| 11:45 - 12:45 p.m. | **BREAKOUT SESSIONS D**  
  **COIL Institute Fellows Track**  
  - Calculating Improvisation Through a Cultural Lens: Jazz! Born in America, Created Internationally  
  **COIL Institute Fellows Track**  
  - Transforming Intercultural Exchange in the Online Environment  
  **COIL Institute Fellows Track**  
  - Negotiating Sex and Gender Mediums Across Continents: Brockport NY to Novgorod Russia  
  **Presentation 1: Promoting Intercultural Competence throughout the Study Abroad Cycle**  
  **Presentation 2: Understanding and Assessing Intercultural Competence in an Online Transnational Education Programme**  
  **Presentation 1: Effects of an Interculturally Enriched Collaboration Script on Computer Supported Collaborative Learning in Higher Education**  
  **Presentation 2: Internationalization and Globally Networked Learning: The Compatibilities and Incompatibilities of Institutional Strategies aimed at Global Positioning** | Global Classroom (A)  
  Global Classroom (B)  
  Tiered Classroom  
  Multi-Purpose Room  
  Seminar Room 202 |

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# 5TH COIL CONFERENCE

## Sessions and Where to Find Them

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<tr>
<td>12:45 - 2:00 p.m.</td>
<td>Lunch (Box lunches will be provided)</td>
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<tr>
<td>2:00 - 3:00 p.m.</td>
<td><strong>BREAKOUT SESSIONS E</strong></td>
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<td></td>
<td>A Special workshop for Academic and International Officers on the emerging Open SUNY initiative: Open SUNY, COIL and Global Affairs: What are the Synergies and Where are They Taking Us?</td>
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<td>Please note: access to this session is by invitation only</td>
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<tr>
<td></td>
<td>COIL Institute Fellows Track</td>
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<td>Presentation 1: A cross-border language course (Spanish/English): the point of view of students</td>
<td>Global Classroom (A)</td>
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<td>Presentation 2: The safe explorer in us: A closer look at student voices</td>
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<td>Presentation 1: Come along for the ride! The OT12 MOOC – a collaborative approach to the creation of Open Educational Resources</td>
<td>Global Classroom (B)</td>
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<td>Presentation 2: Global Learning: Pedagogy for the Internationalization of Humanities and Social Science Teaching</td>
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<td>Presentation 1: Building Intercultural Triangle: Students’ Views Over US-Lithuanian-Russian Collaborative Module</td>
<td>Tiered Classroom</td>
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<td>Presentation 2: Challenges and Rewards of Online Teaching in China and the Path Forward</td>
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<td>Strategic planning for maximizing the campus-wide impact of Globally Networked Learning – Roundtable Discussion</td>
<td>Multi-Purpose Room</td>
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<td>Presentation 1: A Collaborative Online Writing Workshop Featuring Place: Anadolu, Turkey/SUNY Cortland</td>
<td>Seminar Room 202</td>
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<td>Presentation 2: Let’s Talk Turkey: An International Collaboration between Hudson Valley Community College and Istanbul, Turkey</td>
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<tr>
<td>3:00 - 3:15 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>3:15 - 3:45 p.m.</td>
<td><strong>BREAKOUT SESSIONS F</strong></td>
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<td>Negotiating intercultural awareness and language varieties online: case study UK – Mexico</td>
<td>Global Classroom (A)</td>
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<td>A Procedural Model for International Class Collaboration</td>
<td>Global Classroom (B)</td>
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<td>Developing Students’ Intercultural Competence through a US-Lebanon Collaboration</td>
<td>Tiered Classroom</td>
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<td>Conference Sponsor Presentation</td>
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<td>manaba - Exploring ePortfolio-way: Outcome-based Education in International Education</td>
<td>Boardroom</td>
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<td>Student Perspectives on Effectiveness of Virtual Class Rooms</td>
<td>Seminar Room 202</td>
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<td>3:45 - 4:00 p.m.</td>
<td>Coffee Break</td>
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<td>4:00 - 5:00 p.m.</td>
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<td>Global Classroom and Tiered Classroom</td>
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<td>5:00 - 5:30 p.m.</td>
<td>Closing Remarks - Upcoming COIL Initiatives</td>
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</tbody>
</table>

### Conference Session Locations
- Global Classroom (A) – Level C
- Global Classroom (B) – Level C
- Tiered Classroom – Level 2
- Boardroom – Level 2
- Multi-Purpose Room – Level 2
- Seminar Room 202 – Level 2

### Other Room Locations
- Seminar Room 109 – Informal Meetings – Level 1
- Seminar Room 302 – Speaker Prep Room – Level 3
- Café – Additional lunch seating – Level 3

**Note:** Plenary sessions are at the Central Synagogue Community House located at 123 E. 55th St., directly across the street from the SUNY Global Center and two doors to the right.
WEDNESDAY - APRIL 3, 2013

11:30 - 1:00 p.m. Registration
Global Center Lobby

1:00 - 1:30 p.m. Opening Remarks
- David Lavallee, Executive Vice Chancellor for Academic Affairs & Provost, SUNY System Administration
- Mitch Leventhal, Vice Chancellor for Global Affairs, SUNY System Administration
- Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)

Community House of Central Synagogue: Beir Chapel
( across the street from Global Center)

1:30 - 2:45 p.m. Plenary Session
Perspectives on Curricular Internationalization from a Range of Stakeholders – Faculty to Provost
- David Lavallee, Executive Vice Chancellor for Academic Affairs & Provost, SUNY System Administration
- Carol Long, Provost, SUNY Geneseo & Vice President for Academic Affairs
- Jenifer Cushman, Dean of International Education and Associate Professor of German, Juniata College
- William Skipper, Assistant Professor of Sociology and the Chair of the Sociology/Anthropology Department, SUNY Cortland
- Hans de Wit, Director of the Centre for Higher Education Internationalisation at the Università Cattolica Sacro Cuore (Milan, Italy) and Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Amsterdam University of Applied Sciences (The Netherlands)

Discussant: Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)

Abstract
Globally networked learning directly engages faculty and the courses they teach as venues for intercultural exchange. However, individual courses do not exist in a vacuum, but are instead part of larger programs with other goals and drivers. As a result, they must be viewed in the broader context of their discipline, of academic affairs generally, and of international programs on each campus. This panel will explore how key stakeholders can participate in the curricular internationalization process, the challenges they face, and some successes they have accomplished.

Community House of Central Synagogue: Beir Chapel
(across the street from Global Center)

2:45 - 3:15 p.m. Coffee Break

3:15 - 4:15 p.m. BREAKOUT SESSIONS A
Mapping What's Not There: Complexifying the Classroom In the Age of Globalization
- Anne Dalke, Term Professor of English and Gender Studies, Bryn Mawr College
- Anne Lesnick, Term Professor of Education, Bryn Mawr College, and Director of the Bryn Mawr/Haverford Education Program
- Susan Buck Sutton, Senior Advisor for International Initiatives, Bryn Mawr College, and Chancellor’s Professor of Anthropology Emerita, Indiana University

Abstract
Three faculty members at a small women’s liberal arts college will discuss our understandings of how to approach collaborative on-line courses in ways that are particular, contingent, located and inflected by meaningful difference. We will reflect on our experiences with an on-line forum known as Serendip Studio, unpacking some of the inequities and complexities in building international communities of learning, and underscoring the need to make space for the unknown, too often glossed by a rush for the generic and the universal.

Global Classroom (A)

COIL Institute Fellows Track
Presentation 1: International Development and International Migration
- German A. Zarate, Chair and Associate Professor, Economics Department, SUNY Cortland
- Bilge Kağan ÖZDEMİR, Assistant Professor, Anadolu Universitesi (Turkey)

Presentation 2: Welcome to Our World: Using Visual Rhetoric in Globally Connected Classrooms
- Kelli Cargile Cook, Associate Professor of Technical Communication and Rhetoric, Texas Tech University

Abstract
This presentation will explore the pedagogical value of visual rhetoric assignments in globally connected classrooms, particularly in technical communication classrooms in which students do not share a common language. It will draw from the Fall 2012 collaboration between students at Texas Tech University in the United States and Myongji University in the Republic of Korea. Because students did not share a common language, instructors developed assignments that required students to collaborate using illustrations, photographs, and videos. The presentation will include student examples of these assignments and discuss the assignments demonstration of course outcomes.

Global Classroom (B)
Internet Marketing Course Collaboration between Panama and Slovakia: Lessons learned creating an Internet Marketing Plan and Website for Habitat for Humanity

• Patrice Prusko Torciva, Assistant Visiting Professor, SUNY Empire State College Center for Distance Learning and International Programs
• Katarina Pisutova, Curriculum and Instructional Designer, SUNY Empire State College

Abstract
We will highlight the ways in which two instructors, one in Panama and one in Slovakia, and a US trained Instructional Designer located in Slovakia, designed and developed an entire 10 week course collaboration. We will share experiences related to pedagogical issues, team assignments, connecting across time zones and institutional hurdles. While the students in Panama were “seasoned” online learners this was an entirely new experience for the students in Slovakia.

Tiered Classroom
Please note this session includes interactive elements. If possible, please bring a laptop/tablet with you to the session.

Virtual Groups: Working Together Without Actually Meeting!
• Neal R. Phillips, Professor of English, Communications Department, Valencia College

Abstract
With the advent of social media, students in online courses seek the versatility and human interest that Facebook has, and they gravitate toward online courses to escape face-to-face classroom pressures. In addition, international students see online learning as a way to increase communication and acquire language proficiency. Dr. Phillips’ session features ideas for creating collaboration in an online environment that not only focuses on course objectives but enhances students’ collaborations with peers here and abroad.

Multi-Purpose Room
Please note this will be a hands-on workshop. If possible, please bring a laptop or tablet with you to the session.

COIL Institute Fellows Track
Presentation 1: Writing Seminar: Rochester Institute of Technology – American College of Management and Technology (Croatia)
• David S. Martins, Associate Professor & University Writing Program Director, Rochester Institute of Technology.

Presentation 2: Intercultural Communication in the Global Classroom: Unanticipated Discoveries
• Meredith Harrigan, Associate Professor, Department of Communication, SUNY Geneseo.
• Mira Bergelson, Professor, Department of Linguistics and Information Technology, Faculty of Foreign Languages and Regional Studies, Moscow State University

Abstract
The purpose of this presentation is to introduce the audience to a globally networked course in Intercultural Communication. The course which ran in the spring of 2011 as part of the COIL Institute brought together students and faculty at SUNY Geneseo and Moscow State University. While the design and structure of the course will be the presenters’ main focus, attention will be paid to the unanticipated learning discoveries that were experienced by faculty and students at both institutions.

Seminar Room 202

4:15 - 4:30 p.m. Coffee Break

4:30 - 5:15 p.m. BREAKOUT SESSIONS B

COIL Institute Fellows Track
Cinematic Storytelling Across Cultures - The American/Australian Collaboration
• Bettina Moss, Associate Professor, National University
• James Napoli, Core Adjunct, National University
• Hugh Burton, Adjunct, Queensland College of Art, Griffith University (Australia)
• Herman van Eyken, Professor/head of film school, Queensland College of Art, Griffith University (Australia)
• Del Mackey, Senior Technology Specialist, National University Community Research Institute

Abstract
From finding an international partner to building and running a course that incorporates the varied sensibilities of participants from each country, educators from National University in Los Angeles and Griffith University Film School in Australia discuss the evolution of their course, which paired students to collaborate on writing a feature film treatment. After the overview of course creation and implementation, panel members will discuss what worked, what didn’t, and how our experience may guide future collaborations.

Global Classroom (A)
A Dialogue on Institutionalizing Curricular Internationalization Efforts

- Rebecca Smolar, Project Manager, SUNY Global Workforce Project, Globalization101.org Project, and Global Learning Communities Initiative, Levin Institute, and Project Manager, UCosmic Consortium.
- William Skipper, Assistant Professor of Sociology and the Chair of the Sociology/Anthropology Department, SUNY Cortland
- Christopher Price, Director of the Center for Excellence in Learning and Teaching, and Instructor, Department of Political Science and International Studies, College at Brockport (SUNY)

Abstract
In this session, Rebecca Smolar and William Skipper will discuss the development and implementation process for the SUNY Global Workforce Project, a project to internationalize general education curriculum. They will lead a dialogue with the participants on the challenges of institutionalizing this project at SUNY Cortland and the College at Brockport and connecting this project to a potential new initiative to create a SUNY Council on Curricular Internationalization.

Global Classroom (B)

Facilitating Globally Networked Courses with Newsactivist.com: Student Blogs, Social Networks, and Collaborative Pedagogy

- Gabriel Flacks, Humanities Faculty, Champlain College (Montreal, QC)
- Eric Kaldor, Assistant Professor of Sociology, College at Brockport (SUNY)

Abstract
This presentation will share the experiences of students from Humanities and Sociology classes from Quebec and New York who were (and are) engaged in blogging together using the NewsActivist website. It targets teachers and other educational professionals exploring effective ways to integrate blogging into curricula as a tool to foster development in writing, critical thinking, cultural awareness, and civic engagement. Further, this presentation provides best practices for the structuring of curricula using networked blogging.

Tiered Classroom

Connective Multicultural Learning: insights and observations from several multi-campus experiences

- Angélica Santana Fierro, professor and researcher, Tecnológico de Monterrey Campus, Chihuahua
- James Eaves, Associate Professor of Entrepreneurship, Laval University, Quebec City
- Shalei Simms, Assistant Professor, SUNY College at Old Westbury

Abstract
Four separate Connected Multicultural Learning (CML) experiences were implemented across classes in four countries. We will discuss our experience and the trade-offs associated with conducting the CMLs in two environments: 1) Where students have the flexibility to select which web tools they want to use to collaborate; 2) When students are asked to use the same social learning tool which conserves and reveals interactions between students during the CML.

Multi-Purpose Room

Creating Global Bridges

- Tony Guzman, Director of Online Programs, University at Buffalo (SUNY) School of Social Work
- Laura A. Lewis, Instructor and Director of Field Education, University at Buffalo (SUNY) School of Social Work
- Ana Niculaes, Lecturer at the Pedagogical State University “Ion Creanga”, Chisinau, Republic of Moldova

Abstract
This session will describe the successes and challenges of creating a global bridge between Moldova and University at Buffalo. It will focus on the staff, faculty, and student experiences from collaborating in an asynchronous online course and participating in a real-time presentation of their projects using Adobe Connect.

Seminar Room 202

5:30 - 6:15 p.m. Plenary Session
Introduction to COIL’s Growing International Partner Network

- Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)
- Jean-Bernard Adrey, Director of International Experience and Mobility at Coventry University
- Representatives from International Partner Institutions in Belgium, Mexico, Turkey, and the UK

Abstract
For many teaching faculty who are excited about collaborating with peers abroad, the stumbling block is identifying the appropriate partner. In addition, many international programs offices are not used to developing such faculty partnerships. This session will introduce the work COIL has begun to create a network of university partners explicitly interested in the global networked learning modality. JB Adrey from Coventry University will also present their model for Progression in International Experience. Representatives from universities in Turkey, Belgium, and Mexico will also speak about their institution’s interest in creating similar partnerships.

Central Synagogue Pavilion (next door to Global Center)

6:15 - 8:00 p.m.
Reception and Partner Networking
(Drinks and hors d’oeuvres will be served)

Central Synagogue Pavilion (next door to Global Center)
THURSDAY - APRIL 4, 2013

8:30 - 9:00 a.m.  Registration
Global Center Lobby

9:00 - 9:30 a.m.
Opening Remarks
• Nancy Zimpher, Chancellor, The State University of New York
Special Announcement
Special announcement by the American Council on Education (ACE), SUNY COIL, and manaba: Award program to recognize internationalization through technology.
• Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)
• Brad Farnsworth, Assistant Vice President, Center for Internationalization and Global Engagement, American Council on Education
• Takashi “Take” Takekawa, President and CEO of manaba - Asahi Net International, Inc

Community House of Central Synagogue: Beir Chapel
(across the street from Global Center)

9:30 - 10:30 a.m. Keynote Address
Reinventing and Innovating Internationalization of the Curriculum: Global Perspectives
• Hans de Wit, Director of the Centre for Higher Education Internationalisation at the Università Cattolica Sacro Cuore (Milan, Italy) and Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Amsterdam University of Applied Sciences (The Netherlands)

About the Keynote Speaker
Hans de Wit is Director of the Centre for Higher Education Internationalisation at the Università Cattolica Sacro Cuore in Milan, Italy, and Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences. He is also a private consultant: De Wit International Higher Education Consultancy.

He is the Co-Editor of the Journal of Studies in International Education (Association for Studies in International Education/ SAGE publishers). His latest book is The SAGE Handbook on International Higher Education, co-edited with Darla Deardorff, John D. Heyl and Tony Adams (2012). He is Co-Editor of Quality and Internationalisation of Higher Education with Jane Knight, University of Toronto, OECD (1999). He has (co)written several other books and articles on international education and is actively involved in assessment and consultancy in international education for organisations like the European Commission, UNESCO, World Bank, and IMHE/OECD. He has undertaken Quality Reviews of a great number of institutions of higher education in the framework of the Visiting Advisors Program (VAP), IORP, IQR, Eurostrat and the Dutch Flemish Accreditation Agency (NVAO).

Hans de Wit is a visiting professor at CAPRI, the Centre for Academic Practice and Research in Internationalisation of Leeds Metropolitan University, United Kingdom, and Collaborative Researcher at Meiji University Research Institute of International Education (RIIE), Tokyo, Japan. In 2005-2006, he was a New Century Scholar of the Fulbright Program Higher Education in the 21st Century. He is currently working on projects in Europe, the United States, Latin America, Asia and Africa.

He was Founding Dean of Windesheim Honours College of the VU Amsterdam/Windesheim Hogeschool, Zwolle, 2007-2008. Before, he was director of the Hague Forum for Judicial Expertise in 2005-2006. He has been Director of the Office of Foreign Relations, Vice-President for International Affairs and Senior Advisor International at the Universiteit van Amsterdam, in the period 1986-2005, and director of international relations at Tilburg University in 1981-1985. He was assistant professor in Latin American Studies at Utrecht University, 1979-1981. He has a bachelor, master and PhD from the University of Amsterdam.

Hans de Wit is founding member and past president of the European Association for International Education (EAIE). Currently he is, among other positions, Member of the Board of Trustees of World Education Services (New York), Member of the ESL TOEFL Board (as of 2011), and Co-Chair of the Special Interest Group Research in International Education of EAIE. On September 11, 2008 he received the Constance Meldrum Award for Vision and Leadership of the European Association for International Education (EAIE). Previous awards he received from the University of Amsterdam (2006), AIEA (2006), CIEE (2004 and 2006), NAFA (2002) and EAIE (1999).

Abstract
The global knowledge society we live in has placed international education at the forefront. International organizations, national governments, higher education leaders, students and faculty are advocating the development of global engagement, global networking and global citizenship as cornerstones for internationalization in general and internationalization of the curriculum and learning outcomes in particular. What can we learn from experiences in Europe and elsewhere in the world? What can the new technologies and social media contribute to its innovation? Can we reinvent internationalization such that not only in words but also in practice we create global networks and citizens?

Community House of Central Synagogue: Beir Chapel
(across the street from Global Center)
10:30 - 11:00 a.m. Coffee Break

11:00 - 11:30 a.m. BREAKOUT SESSIONS C

COIL Institute Fellows Track

Global English Composition
- Ryan Hersha, Assistant Professor, Corning Community College
- Ubaldimir Guerra, Professor, Faculty of Education and Arts, University of Belize

Global Classroom (A)

COIL Institute Fellows Track

Voices From the Periphery: The Case of Victoria University and The University of Texas at El Paso Global Learning Community
- Irma Victoria Montelongo, Lecturer, Chicano Studies, The University of Texas at El Paso
- Effy George, Lecturer, Victoria University (Australia)

Abstract
Victoria University, Melbourne, Australia, and The University of Texas at El Paso linked two first year Liberal Arts core curriculum classes creating a transnational co-course entitled Imagining Nations, Imagining Regions: The Making of Cultural Diversity in Australia and on the U.S.-Mexico Border. Topics of study included colonialism, nationalism, culture, migration, gender and sexuality in Australia and on the U.S.-Mexico border. The collaboration provided a rich environment for inter-institutional teaching and learning as the two institutions became curricular design partners, sharing problems and resolutions, in an ever deepening knowledge transfer relationship.

Global Classroom (B)

COIL Institute Fellows Track

Transatlantic Public Administration and Policy
- Laurie Buonanno, Professor and Director of Graduate Studies, Political Science Department, Buffalo State College, SUNY
- Beth Burns, Instructional Designer, Buffalo State College, SUNY
- Frank Carr, Politics Section Head and Programme Leader for Public Services, Manchester Metropolitan University (London, UK)

Tiered Classroom

Conference Sponsor Presentation

Canvas by Instructure – Learning Beyond the Classroom with Canvas
- John DeFonzo, Regional K12 Director Northeast, Canvas by Instructure

Abstract
The only thing as valuable as time spent teaching is time spent learning—and Canvas is built to make the most (and more) of both for teachers, students, administrators and parents. Whether your school is implementing a 1:1 program or you’re looking for a way to connect with your students in an innovative, intuitive way, Canvas can help you transform learning.

Boardroom

Connecting Multiple Campuses Around the Globe: Graduate Student Perspectives
- Mary Risner, Associate Director of Outreach and Business Programs, Center for Latin American Studies, University of Florida

Abstract
This session describes an exploratory study of a graduate course model in the area of Development Practice which connects over a dozen campuses around the world. The study results are drawn from qualitative data gathered from students on their perceptions of course content, synchronous and asynchronous interactions, and delivery format. Findings and implications for future implementations of the course will be presented.

Multi-Purpose Room

11:30 - 11:45 a.m. Coffee Break

11:45 - 12:45 p.m. BREAKOUT SESSIONS D

COIL Institute Fellows Track

Calculating Improvisation Through a Cultural Lens: Jazz! Born in America, Created Internationally
- Lenora Helm Hammonds, Instructor, Department of Music and Division of Extended Studies/Distance Education, North Carolina Central University
- Mageshen Naidoo, Faculty, UNISA Fellow, Pretoria, South Africa
- Keld Hosbond, International Programs/Royal Academy of Music Fellow, Aarahaus, Denmark
- Dan Reis, Instructional Technologist, Elon University
- Emmanuel O. Oritsejafor, Professor of Political Science and Public Policy, and the Chair of the Department of Political Science, North Carolina Central University
- Madeleine Elizabeth Short, Administrative Officer, Directorate Music, University of South Africa
- Sean Adams, Subject Specialist, Directorate Music, University of South Africa

Abstract
Using elements of Jazz - improvisation and managing uncertainty - the North Carolina Central University (NCCU)-University of South Africa, Pretoria (UNISA)-Royal Academy of Music, Aarhus, (RAMA) COIL Fellows (and students participating remotely) share research in planning and implementing a course between the largest of the 23 COIL Institute teams. Sharing class video footage and curriculum samples, they will outline challenges and reveal strategies employed in the design and implementation of their two-tiered course design.

Global Classroom (A)
AGENDA

COIL Institute Fellows Track

Transforming Intercultural Exchange in the Online Environment

- Ruth P. Wilson, Professor and Chair of African-American Studies, San Jose State University
- Yasue Yanai, Assistant Professor, Department of World Language and Literatures, San Jose State University
- Katsunori Takeuchi, Professor of American Literature, Faculty of Law, Economics and Humanities, Kagoshima University (Japan)
- Mark Adams, San Jose State University instructional designer for COIL courses, and Project Director of the Pakistan Distance Education Enhancement Grant with the US State Department.
- John Wilson, Associate Lecturer of English, School of Policy Studies, Kwansei Gakuin University (Japan)

Abstract

During fall 2012, San Jose State University initiated two COIL courses with Japanese Universities: one with Kagoshima University and one with Kwansei Gakuin University. This presentation summarizes how we used technologies, the strengths of our international collaborators, and our instructional designer to create a dynamic linguistic and intercultural experience in the classroom for students in Japan and California. We share our experiences of how the students moved from cautious to enthusiastic as they crossed global bridges and embraced the COIL experience.

Global Classroom (B)

Presentation 1: Promoting Intercultural Competence throughout the Study Abroad Cycle

- Brenda Garcia, Internationalization Projects Director, Universidad de Monterrey

Abstract

The session will cover the design and findings of the Intercultural Program at the Universidad de Monterrey which consists of a series of interventions before, during and after the study abroad experience in order to maximize student’s international learning outcomes and increase significantly their intercultural learning. It was also developed in response to a lack of measurable impacts of study abroad.

Multi-Purpose Room

Presentation 2: Understanding and Assessing Intercultural Competence in an Online Transnational Education Programme

- Richard Clouet, lecturer, Faculty of Translation and Interpreting, University of Las Palmas de Gran Canaria (Spain)
- Florence Lojacono, lecturer, Faculty of Translation and Interpreting, University of Las Palmas de Gran Canaria (Spain)

Abstract

Intercultural competence is commonly described as the attempt to account for the ability to go beyond one’s own culture and interact with other individuals from linguistically and culturally diverse backgrounds. In that sense, contact with other languages and cultures provides an excellent opportunity to foster the development of intercultural communicative competence and online transnational programmes play a unique role in offering students the opportunity to put into practice their intercultural competencies.

Multi-Purpose Room

Presentation 1: Effects of an Interculturally Enriched Collaboration Script on Computer Supported Collaborative Learning in Higher Education

- Vitaliy Popov, postgraduate student of the Chair Group of Education and Competence Studies, Wageningen University (The Netherlands)

Abstract

To foster collaboration in general as well as to bridge intercultural differences in culturally diverse groups engaged in computer-supported collaborative learning (CSCL), this study introduced an interculturally enriched collaboration script (IECS). A two-group pretest-posttest research design was used to compare the effects of the IECS with a general collaboration script on students’ learning in culturally diverse groups in a CSCL environment. 74 MSc students (representing 22 countries) from Wageningen university, the Netherlands, worked in dyads on an environmental problem. The results showed that the IECS positively affected students’ attitude towards online collaboration and their online collaborative behavior.

Seminar Room 202

COIL Institute Fellows Track

Negotiating Sex and Gender Mediums Across Continents: Brockport NY to Novgorod Russia

- Barbara LeSavoy, Director and faculty of Women and Gender Studies, The College at Brockport (SUNY)
- Elena Lukovitskaya, Associate Professor, Department of Sociology, Novgorod State University (Russia), and leader of the Novgorod Gender Center
- Ann Giralico Pearlman, Instructional Design Specialist, The College at Brockport, (SUNY)

Abstract

This workshop examines geographies and political stakes of student engagement across continents. Under the conference subthemes, “Student Perspectives and Voices from Globally Networked Learning Courses,” and “How is Intercultural Exchange Transformed in Online Environments?” this workshop details a COIL course linking women and gender studies (WGST) students/faculty at the College at Brockport (SUNY) with WGST/linguistics students/faculty at Novgorod State University, Russia. The session includes COIL faculty presentations, student-produced video, and interactive course development activities.

Tiered Classroom

Please note this will be an interactive hands-on workshop.

COIL Institute Fellows Track

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Tiered Classroom

Please note this will be an interactive hands-on workshop.
Presentation 2: Internationalization and Globally Networked Learning: The Compatibilities and Incompatibilities of Institutional Strategies aimed at Global Positioning

Melanie Wilson, Course Lecturer and PhD Candidate, Department of Integrated Studies of Education, McGill University (Montreal, Canada)

Abstract

Drawing on a recent unpublished doctoral study, this presentation offers new insights into how three institutional strategies aimed at global positioning can impact GNLEs. These strategies include global institutional rankings, changes in the academic labor force, and the implementation of the ECTS (European Credit Transfer and Accumulation System) within the Bologna Process. This presentation reveals that while some institutional strategies work to enable GNL, others can work constrain them.

Seminar Room 202

A Special workshop for Academic and International Officers on the emerging Open SUNY initiative: Open SUNY, COIL and Global Affairs: What are the Synergies and Where are They Taking Us?

Mitch Leventhal, Vice Chancellor for Global Affairs, SUNY System Administration

Carey Hatch, Associate Provost for Academic Technologies and Information Services, SUNY System Administration

Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)

Please note: access to this session is by invitation only

Boardroom

12:45 - 2:00 p.m. Lunch (Box lunches will be provided)

2:00 - 3:00 p.m. BREAKOUT SESSIONS E

COIL Institute Fellows Track

Presentation 1: A cross-border language course (Spanish/English); the point of view of students

Richard Clouet, lecturer, Faculty of Translation and Interpreting, University of Las Palmas de Gran Canaria (Spain)

Nataly Tcherepashenets, Associate Professor and Area Coordinator, Languages/Communications, SUNY Empire State College

Florence Lojacono, lecturer, Faculty of Translation and Interpreting, University of Las Palmas de Gran Canaria (Spain)

Abstract

Thanks to the COIL’s initiative, in Fall 2012, SUNY Empire State College NY and the University of Las Palmas (Spain) taught a language course collaboratively. Spanish students, enrolled in a face-to-face English class in Spain participated in several common activities with American students enrolled in an online Advanced Spanish language course. Despite of the heterogeneity of the student body, despite of the different academic formats and the different time zones, a real trans-cultural communication raised. The presentation will be twofold: a general presentation of this cross border course (by ESC) followed by a video (ULPGC) focused on Spanish student’s expectations and commentary. Some Spanish students will also participate via Skype at the COIL conference.

Global Classroom (A)

Presentation 2: The safe explorer in us: A closer look at student voices

Loes Damhof, Faculty, School for Communication and Media, Hanze University of Applied Sciences (The Netherlands)

Abstract

In order to become global citizens who strive for excellence, we ask our students to take intellectual risks so they can work together effectively. But by exploring unknown territory, they need to leave their educational comfort zone: the safety net we provide so they can take that intellectual risk in the first place. It was the voices of the students that made us look closer at that paradox: how to find the safe explorer in us?

Global Classroom (A)

Presentation 1: Come along for the ride! The OT12 MOOC – a collaborative approach to the creation of Open Educational Resources

Mirjam Hauck, Senior Lecturer and Associate Head of the Department of Languages (Faculty of Education and Language Studies), Open University/UK

Tita Beaven, Senior Lecturer in Spanish and Associate Head of the Department of Languages (Faculty of Education and Language Studies), Open University/UK

Abstract

This paper charts the expectations and experiences of participants in the OT12 MOOC where participants jointly explored the potential of crowdsourcing open translation of Open Educational Resources (OER) by trying out a range of open translation tools that facilitate online collaboration across time zones and geographical distances. Discussion forums, synchronous online conferences, recorded podcasts and the tasks themselves were designed to provide some input and share views on: the ethics and practicalities of openness in education and translating; the nature of translation; and the issue of quality assurance in open translation.

Global Classroom (B)
5TH COIL CONFERENCE

AGENDA

Presentation 2: Global Learning: Pedagogy for the Internationalization of Humanities and Social Science Teaching
• Nathan Loewen, Faculty, Vanier College, Montreal, Quebec

Abstract
‘Global learning’ names a pedagogy that has arisen by way of a series of projects and experiments involving the use of information and communication technologies (ICTs). Global learning poses that institutions can internationalize their curricula by fostering intercultural competencies in the most productive place to do so: the classroom. Such networked learning is not the metonymical ‘heart’ of curricular internationalization. Rather, the introduction of synchronous ICTs makes evident the already-beating, already-international hearts therein. The objective of this presentation will be to explain what is meant by ‘global learning’ and provide examples that elaborate this approach to intercultural education.

Global Classroom (B)

Presentation 1: Building Intercultural Triangle: Students’ Views Over US-Lithuanian-Russian Collaborative Module
• Gulnara Sadykova, Associate Professor, Department of English Philology, Kazan Federal University (Russia)
• Nazira Migmanova, graduate student, Department of English Philology, Kazan Federal University (Russia)

Abstract
A professor and her graduate student will share their experiences of developing and participating in a cross-cultural collaborative module that connected students from University at Albany with their peers in European Humanities University (Lithuania) and Kazan Federal University (Russia). The presentation will report on the results of a survey completed by 25 project participants and will discuss how students assessed its educational value and its role in the development of cultural awareness.

Tiered Classroom

Presentation 2: Challenges and Rewards of Online Teaching in China and the Path Forward
• Mark Reisinger, Associate Professor of Geography, Binghamton University (SUNY)
• Arielle Nissenblatt, junior Geography major, Binghamton University, and fall 2012 Teaching Assistant (Zhenjiang, China)

Abstract
In this presentation we share our experiences teaching an online course to a group of Chinese high school students. While we found the experience to be extremely rewarding, it was not without its challenges. The rewards included working with a group of highly motivated students, and learning about Chinese culture and perspectives. Challenges included technology issues and adapting to the Chinese education system and the students’ learning styles. We will also discuss how we intend to take our experiences to the next level by creating an International Learning Community in Newing College at Binghamton University.

Tiered Classroom

Strategic planning for maximizing the campus-wide impact of Globally Networked Learning – Roundtable Discussion
• Lisa Irving, Instructor, History, Mt. Hood Community College
• Richard Cahill, Director of International Education and Associate Professor of History, Berea College

Multi-Purpose Room

Presentation 1: A Collaborative Online Writing Workshop Featuring Place: Anadolu, Turkey/SUNY Cortland
• Victoria Boynton, Semester Abroad at Anadolu University, Eskisehir, Turkey; Professor of English, Professional Writing Program, SUNY Cortland
• David Franke, Professor of English, SUNY Cortland

Abstract
A writing workshop is an ideal vehicle for online international collaboration. Two professors will teach the workshop in two different cultures, organizing it around the theme of place. Students in Cortland, NY and Eskisehir, Turkey will produce and respond to each other’s writing about their home-places and the identities associated with these places. We expect this workshop to offer surprises about as well as challenges to the ways we think about those from cultures other than our own.

Seminar Room 202

Presentation 2: Let’s Talk Turkey: An International Collaboration between Hudson Valley Community College and Istanbul, Turkey
• Susan Gallagher, Director of Distance and Online Learning, Hudson Valley Community College
• Eileen Mahoney, Associate Professor, Teacher Preparation Department, Hudson Valley Community College

Abstract
This presentation is about an international collaboration with students in Yeditepe University, Istanbul, Turkey and Hudson Valley Community College in Troy, New York. The students involved were all preparing to be teachers although the content areas of their teaching were varied. Both classes were responsible for researching educational topics and shared the results of their research with each other during our video conferencing sessions.

Seminar Room 202

3:00 - 3:15 p.m. Coffee Break

3:15 - 3:45 p.m. BREAKOUT SESSIONS F

Negotiating intercultural awareness and language varieties online: case study UK – Mexico
• Marina Orsini-Jones, Associate Head in the Department of English and Languages at Coventry University (UK)
• Zoe Gazeley, Research Assistant for the MexCoproject, funded by the Higher Education Academy in the UK
• Elwyn Lloyd, Coordinator of EFL Teacher-Training, Coventry University
• Beatriz Vera López, Associate Professor of English at Facultad de Estudios Superiores Zaragoza (UNAM)
Abstract
Students (and tutors) at Coventry University, UK and the Facultad de Estudios Superiores, Zaragoza, Mexico City are engaging in online language and cultural exchange via a Moodle site, and are learning about each other’s culture, and each other’s conceptualizations of ‘culture’ as well as raising their awareness of different varieties of English and Spanish. The project, which is integrated into the curriculums of the two institutions involved, is funded by the Higher Education Academy (UK).

Global Classroom (B)

A Procedural Model for International Class Collaboration

- Ruth Sesco, Program Coordinator, University Libraries, Ohio State University

Abstract
To gather and exchange information across the international community, Ohio State University has implemented a collaborative procedural model that integrates mutually beneficial learning experiences into traditional classes as modular, short-term enhancements. This model, based on multiple successes, is adaptive to any discipline at any level and enables students to develop global competencies. Exchanging world knowledge and political/ economical/cultural awareness through uniquely designed synchronous and asynchronous activities has provided students with experiential, transformative and deep learning outcomes.

Global Classroom (A)

Developing Students’ Intercultural Competence through a US-Lebanon Collaboration

- Susan Coultrap-McQuin, Professor, English and Women’s Studies and Director, Institute for Global Engagement, SUNY Oswego
- Ina A.P. Issa, Lecturer, Intercultural Communication, SUNY Empire State College, Lebanon

Abstract
We teach two different courses with overlapping content related to women, leadership, and work. The classroom-based course at SUNY Oswego is entitled “Women in the Workplace” and the online course in Lebanon is entitled “International Cross-cultural Management.” Last semester our students participated in five weeks of asynchronous group discussions, completing a wiki and a PowerPoint presentation. Our focus in this presentation will be on how the attitudes, knowledge and skills of intercultural competence developed in students during the process of the collaboration.

Tiered Classroom

Conference Sponsor Presentation

manaba - Exploring ePortfolio-way: Outcome-based Education in International Education

- Tomoka Higuchi McElwain, Director of Asahi Net International, Inc. in NY

Abstract
How would your students demonstrate what they have learned? In this session, the manaba team will introduce several case studies of international education programs that implemented a collaborative ePortfolio system to achieve their learning objectives. This session is for enthusiastic educators who have been interested in adapting the concept of ePortfolio in their teaching environment and is designed to give snapshots of the predecessors who are engaged in utilizing such platforms in international education.

Boardroom

Student Perspectives on Effectiveness of Virtual Class Rooms

- Muhammad Rahatullah Khan, Scientific Chair of Entrepreneurship, Effat University, Jeddah Saudi Arabia

Abstract
Concrete and widely available evidence for effectiveness of virtual co-taught classrooms from the most important stakeholder i.e. the student is lacking. This presentation provides survey results carried out on students of two institutions in Saudi Arabia and USA regarding the effectiveness of virtual classrooms from diverse angles. Results show that virtual classrooms co-taught by instructors from diverse cultural backgrounds, locations, expertise and approaches are indeed a great success. Virtual classrooms are here to stay and will define our future teaching pedagogy and learning.

Seminar Room 202

3:45 - 4:00 p.m. Coffee Break

4:00 - 5:00 p.m.

Plenary Session: Outcomes from the COIL Institute for Globally Networked Learning in the Humanities

- Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)
- John E. Fowler, Assistant Director of the SUNY Center for Collaborative Online International Learning (COIL)
- Sarah Guth, Program Coordinator, SUNY Center for Collaborative Online International Learning (COIL)
- Other Institute Fellows and Staff (TBA)

Abstract
This three-year project, funded by the National Endowment for the Humanities, is the largest ever working group of globally networked learning practitioners with over 120 participants. Immediately following their participation in the Capstone Event for the Institute (April 2-3), many of the Fellows and Staff who have worked together these past years will present lessons learned, along with the impacts the Institute had for their campus and students, many of which should be transferable to developing globally networked courses on your campus.

Global Classroom and Tiered Classroom

5:00 - 5:30 p.m.

Closing Remarks - Upcoming COIL Initiatives

- Jon Rubin, Director, SUNY Center for Collaborative Online International Learning (COIL)
- John E. Fowler, Assistant Director of the SUNY Center for Collaborative Online International Learning (COIL)

Global Classroom and Tiered Classroom
Mark Adams is the SJSU instructional designer for COIL courses and Project Director of the Pakistan Distance Education Enhancement Grant with the US State Department. Mark is a former Director of Online Education and Chair of Multimedia Studies, and serves on the Executive Committee of the California State University Accessibility Technology Initiative. As founder of facultytraining.net, Mark created the master online training program for the Michigan Virtual University, delivered online and in-person training for the United Arab Emirates Higher Colleges of Technology, and has experience working with instructors from more than 125 universities worldwide in building online courses and programs.

Sean Adams, Subject Specialist, Directorate Music, University of South Africa. Sean Adams holds a BMus degree and Higher Diploma in Education (University of Cape Town), and a MMus degree (University of East Anglia, Norwich). He lectured at the Universities of South Africa, and Pretoria, and is currently the Subject Specialist in the Directorate Music at UNISA. His academic interests are in critical musicology, jazz, music and identity, music and society, popular music studies and South African Music, and he is co-editor of the journal Musicus.

Tita Beaven is a Senior Lecturer in Spanish and Associate Head of the Department of Languages (Faculty of Education and Language Studies) at the UK Open University. She is an experienced writer of educational materials, including e-learning. Her research interests centre around Open Educational Resources and Practices, and intercultural communication.

Mira Bergelson is professor at the Department of Linguistics and Information Technology, Faculty of Foreign Languages and Regional Studies at Moscow State University. Her research interests are linguistic aspects of communication, cross-cultural pragmatics, and culture in discourse. Professor Bergelson received her Ph.D. in linguistics from the Russian Academy of Sciences for a grammar description of one African language. Her second doctoral dissertation was devoted to the sociocultural pragmatics of communication. Mira’s other fields of expertise are international education and communication.

Victoria Boynton, Semester Abroad at Anadolu University, Eskisehir, Turkey; Professor of English, SUNY Cortland, Professional Writing Program. Dr. Boynton teaches courses in rhetoric, poetics, and writing in creative genres. She is about to start offering courses in International Writing and Editing with her colleague Dr. David Franke. Her publications include Her-space: Women, Writing, and Solitude, with Dr. Jo Malin and Contraptions, a book of poems. Boynton also works in diversity studies. Her article, ”Whiteness Studies and Literature Classrooms: Confronting Denial and Defensiveness in White Students,” illustrates this commitment to studying cultural identity.

Beth Burns, Instructional Designer, Buffalo State College. Beth Burns has worked in the field of education since 2004. As an instructional designer, Beth consults with faculty members who are interested in online learning, assists in the development of online and hybrid offerings, and provides faculty development in the realm of online learning and Open Educational Resources. In addition to her role as instructional designer, she continues to teach traditional, hybrid, and online English courses for several institutions.

Laurie Buonanno, Professor and Director of Graduate Studies, Political Science Department, Buffalo State College

Hugh Burton, Adjunct, Queensland College of Art, Griffith University (Australia). Hugh has worked in the field of tertiary film education for over thirty years: fostering innovation. He currently teaches in two universities. Hugh teaches Screenwriting at Griffith Film School; where he was one of the designers for the Cinematic Storytelling Across Cultures online course (partnered with National University LA). He has been responsible for design and delivery of online and face-to-face courses for six years at Southern Cross University.

He is passionate about working with indigenous filmmakers in Central Australia: developing ways of telling stories for film. He is a freelance script editor and producer, of many award-winning films.
Richard Cahill serves as Director of International Education and Associate Professor of History at Berea College in Kentucky. He lived in the Middle East for seven years, directing an academic program for American university students, based in Cairo, Egypt. He teaches courses on the Middle East and Islam, and leads short-term courses in the Middle East on a regular basis. He supervises education abroad, international student services, programming and faculty development for global citizenship education.

Frank Carr, Politics Section Head and Programme Leader for Public Services, Manchester Metropolitan University (London, UK)

Richard Clouet is a lecturer at the Faculty of Translation and Interpreting of the University of Las Palmas de Gran Canaria. Dr. Clouet's research fields include EFL acquisition in Translation studies, languages for specific purposes and intercultural teaching/learning. In 2008, he published “Intercultural language learning: cultural mediation in the foreign language class within the curriculum of Translation and Interpreting studies” (Ibérica, vol. 16, p. 147-167) and more recently “Studying the Role of Intercultural Competence in Language Teaching in Upper Secondary Education in the Canary Islands” (Onomázein, 2012, vol. 26).

Kelli Cargile Cook is an Associate Professor of Technical Communication and Rhetoric at Texas Tech University. Her research focuses on online technical communication pedagogy, program development, and program assessment. She has co-edited two collections on online technical communication: Online Education: Global Questions, Local Answers (2005) and Online Education 2.0: Evolving, Adapting, and Reinventing Online Technical Communication (2013). As a past president of the Association of Technical Writers and of the Council for Programs in Technical, Scientific, and Professional Communication.

Loes Damhof, Faculty, School for Communication and Media, Hanze University of Applied Sciences, The Netherlands. Drs. Loes Damhof earned her Master degree in Modern Literature at the University of Groningen, but left The Netherlands soon after that. After several years of studying, teaching and managing schools in South-Africa, China, Russia and the United States, she now shares her knowledge and experiences in her Intercultural Competence classes at the Hanze University of Applied Sciences. She is co-designer of the course The Global Village and a teacher in Honors Programs within the Hanze Honors College.

Anne Dalke is Term Professor of English and Gender Studies at Bryn Mawr College. She is involved in a number of interdisciplinary initiatives at Bryn Mawr, which explore her interests in emergent pedagogies, feminist theory and narrative traditions, revisionary work in the canon of American literatures, the intersections between science and literature, and the on-line dimensions of learning.

John DeFonzo, Regional K12 Director Northeast, Canvas by Instructure. John has worked in the online learning space for more than a decade. Before joining Instructure, he was regional sales director for rSmart Sakai Community. He has also held positions at Wimba, Jenzabar and Centra Software. In his personal time, John loves fly-fishing and tossing fake bugs while standing knee deep in remote, cold mountain streams in Alaska, Montana and Maine. He also enjoys cooking authentic Italian meals, astronomy and keeping up with technology trends. But most of all, he enjoys spending time with his amazing eight-year-old son. John works out of his home office in Milford, Massachusetts.

Richard Clouet-McQuin, Professor, English and Women’s Studies and Director, Institute for Global Engagement SUNY Oswego. Susan Coultrap-McQuin earned her Ph.D. in American Studies at the University of Iowa. At the University of Minnesota, Duluth she rose through the ranks to become a full professor of women’s studies. As an administrator at three universities, she served as a program director, department chair, study abroad director, associate dean, dean, and vice president of academic affairs. In recent years at SUNY Oswego, she has returned to teaching. She is also directing an institute and has been engaged in research related to the impact of campus internationalization efforts on students.

Jenifer Cushman, Dean of International Education and Associate Professor of German, Juniata College. After earning her Ph.D. in German at Ohio State, Jenifer taught English in Russia and Poland before accepting the position of Assistant, then tenured Associate Professor of German and Russian at the University of Minnesota, Morris. She came to Juniata in 2007 from the College of Wooster, where she was Director of International and Off-Campus Study. She was an AIEA Presidential Fellow in 2009, and serves on the ACE Internationalization Collaborative Advisory Council.

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Susan Coultrap-McQuin, Professor, English and Women’s Studies and Director, Institute for Global Engagement SUNY Oswego. Susan Coultrap-McQuin earned her Ph.D. in American Studies at the University of Iowa. At the University of Minnesota, Duluth she rose through the ranks to become a full professor of women’s studies. As an administrator at three universities, she served as a program director, department chair, study abroad director, associate dean, dean, and vice president of academic affairs. In recent years at SUNY Oswego, she has returned to teaching. She is also directing an institute and has been engaged in research related to the impact of campus internationalization efforts on students.

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James Eaves is an Associate Professor of Entrepreneurship at Laval University in Quebec City. He has two research interests: 1) How statistical techniques can be used to harness “network-intelligence” which then can be used to improve how people learn from one another; 2) How to teach entrepreneurship - a recent academic field. He's won multiple teaching and research awards, and he's an engaging public speaker. He received his Ph.D. at the University of California, Davis.

Herman van Eyken, Professor/head of film school, Queensland College of Art, Griffith University (Australia). Herman Van Eyken has a background in scriptwriting, producing and directing. Having directed more than 190 films – shortlisted within international film festivals such as Cannes, New York, Montreal and Vienna. Many of his films have received top awards in their respective category. His feature film has been released in more than 10 countries. He's Project Chair and curator for a research pilot project (DVD - 600min. of interviews with foremost filmmakers from Europe and the Asia-Pacific region) called Lessons in film. Herman's research interests lay in the area of film policies and film training needs for professionals.

Brad Farnsworth is the assistant vice president of the Center for Internationalization and Global Engagement. From 1991 until joining ACE in 2012, Brad was director of the Center for International Business Education and Research at the University of Michigan. The center’s programs include faculty research grants, foreign language courses, study abroad, executive development programs, and student internships. Brad has taught courses on international management, the world economy, business in China and globalization to MBAs, undergraduates and executives. He holds master's degrees in business and Chinese studies from Washington University in St. Louis, both awarded in 1981.

Angélica Santana Fierro is a professor and researcher at Tecnológico de Monterrey Campus Chihuahua. She is the Academic Director of the Multicultural Program at Tec de Monterrey’s High School. She is the creator of the teaching strategy Connective Multicultural Learning. She has coordinated interactions between the Campus and five different Universities from various regions of the world. She also focuses on designing, coordinating and presenting workshops on educational technology for professors.

Gabriel Flacks has been teaching in the Humanities Department at Champlain College (Montreal, QC) since 2006. Since 2008, he has been incorporating collaborative blogging and social networks in his classes. Incidentally, he has become a website developer to foster international collaboration. Building a website for an online community of teachers and student bloggers while completing a PhD in cognitive science and raising two small children means Gabe sleeps little, especially as he keeps playing music.

John E. Fowler, Assistant Director of the SUNY Center for Collaborative Online International Learning, has wide-ranging experience working in the American, British and German higher education sectors. He has an extensive background in online learning, academic technology, and international education in a variety of higher education contexts. He holds a European Master in Higher Education, through an Erasmus Munds joint degree program from the Universities of Oslo, Tampere and Aveiro. John’s primary research interests are related to the international dimensions of higher education, with a particular focus on cross-border student mobility.

David Franke, Professor of English at SUNY Cortland, directs the Professional Writing Program and teaches classes in many writing genres: creative nonfiction, technical writing, the history of writing, and rhetoric. He studies and teaches in writing communities: college classrooms, the Seven Valleys Writing Project, a writing group for faculty on SUNY Cortland’s campus. His dissertation (Syracuse University, 1999) studies teacher as writers. His favorite writers include Michael Pollan, Wendell Berry, and Billy Collins.

Susan Gallagher has a long history of working in distance learning for SUNY. She has been in her current position as the Director of Distance and Online Learning at Hudson Valley Community College for 15 years and prior to that she was an educational television/videoconferencing producer for SUNY’s New York Network for 16 years. During the fall 2012 semester she was on sabbatical leave to teach English at Yeditepe University in Istanbul, Turkey.

Brenda García, Internationalization Projects Director, Universidad de Monterrey.
Zoe Gazeley is the research assistant for the MexCo project which has been funded by the Higher Education Academy in the UK. Zoe has previously taught Business English in Mexico City and has also taught EFL and EAP in several other countries. Her research interests include intercultural communication in language learning and teaching along with the development of digital literacies in language learning.

Effy George teaches at Victoria University, Australia. Her Ph.D, The Sorathiya Rabari: Women’s Instrumentality in the Culture of a Pastoral Caste (2006), was based on research amongst the shepherds of Gujarat, India. It is an interdisciplinary work employing analytical tools from fields ranging from Anthropology, History, Art History, Literature Studies and Gender Studies. She has published several academic articles. Since 2009, she has designed and coordinated Web 2.0 collaborative programs involving Victoria University and the University of Texas, El Paso. These brought students into a collaborative learning environment focusing on the themes of National identity and the experiences of diasporic communities.

Ubaldimir Guerra is currently employed as a tenure track faculty member at the University of Belize (UB) in the Faculty of Education and Arts. He teaches a variety of literature subjects including African Literature, Caribbean Literature, Multicultural American Literature, amongst others. He holds a Master of Arts Degree in English with a concentration in Multicultural Literature from East Carolina University. In the past he has served a two year term as coordinator of the English department at UB. His professional interests include literary theory and research.

Sarah Guth, Program Coordinator, SUNY Center for Collaborative Online International Learning (COIL). Before coming to COIL, Sarah was a teacher of English as a Foreign Language at the University of Padova, Italy where she began implementing the use of technology for language learning. For over a decade she has carried out telecollaboration (or online intercultural exchange) projects partnering her students in Italy with students from the U.S., the Middle East, Europe and Africa. Her research interests lie in the areas of computer-mediated communication, intercultural communication, and the normalization of telecollaboration in higher education.

Tony Guzman; MISM, University at Buffalo School of Social Work, (UB SSW); Director of Online Programs. Tony joined the UB SSW last year after serving for over 12 years within higher education for-profit institutions. He has solid experience within the online education arena and is poised to help UB SSW offer their part-time Masters of Social Work, in an online modality, starting this coming Fall 2013.

Lenora Helm Hammonds, (NCCU Lead Fellow/United States) Instructor, Department of Music and Division of Extended Studies/Distance Education, North Carolina Central University. She holds a B.M. in Film Scoring and Voice from Berklee College of Music, and a M.M. in Jazz Performance from East Carolina University. A former U.S. Jazz Ambassador for the U.S. State Department, her professional and educational achievements resulted in opportunities to serve the COIL team in capacities of teaching, research, curriculum development, distance education course design, jazz pedagogy and jazz performance.

Meredith Harrigan (Ph.D., University of Nebraska-Lincoln) is an Associate Professor in the Department of Communication at SUNY Geneseo. Her research centers on the intersection of communication, culture, family, and identity, and seeks to understand how members of discourse-dependent or nontraditional families communicatively construct and negotiate personal and relational identities. Dr. Harrigan teaches courses on Interpersonal, Family, and Intercultural Communication and has published in the Journals of Family Communication, Social and Personal Relationships, and Applied Communication Research.

Carey Hatch is the Associate Provost for Academic Technologies and Information Services at the State University of New York, System Administration. Carey heads the Office of Library and Information Services (OLIS), which supports and coordinates a variety of cooperative library programs and initiatives within the sixty-four campus State University, including the SUNYConnect initiative. Carey also oversees the EduCause Award winning SUNY Learning Network (SLN) program, as well as the SUNY Center for Professional Development (CPD).

Mirjam Hauck is a Senior Lecturer and Associate Head of the Department of Languages (Faculty of Education and Language Studies) at the Open University/UK. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as
SPEAKER BIOS

Ryan Hersha teaches courses in writing, reading, and literature at Corning Community College. Ryan’s interests include development education, online learning pedagogy, civic literacy, and cross-cultural learning and collaboration. He earned his A in English at the University of Michigan and his MA in English at the University of Virginia. Ryan’s experiences working with Prof. Ubaldimir Guerra to deliver a COIL course in Spring 2012 have inspired him to seek out additional international learning opportunities for CCC students.

Keld Hosbond (International Programs/Royal Academy of Music Fellow, Arhus, Denmark).

Lisa Irving teaches History at Mt. Hood Community College, Gresham, Oregon. She completed an M.A. in History, with a focus on China and East Asia at the University of Virginia. Ryan’s experiences working with Prof. Ubaldimir Guerra to deliver a COIL course in Spring 2012 have inspired him to seek out additional international learning opportunities for CCC students.

Eric Kaldor is an Assistant Professor of Sociology at the College at Brockport, SUNY. His research focuses on how organizations respond to new or changing environments. He has studied foreign-owned subsidiaries in Hungary and community development loan funds in the United States. He is currently working on an interdisciplinary curriculum that develops students’ global perspectives, particularly inter-cultural competence.

Muhammad Rahatullah Khan, Scientific Chair of Entrepreneurship, Effat University, Jeddah Saudi Arabia. Muhammad Rahatullah Khan is a mid-senior level professional with more than 24 years of progressively responsible executive experience blended in education/training, delivery, and business growth in different industrial settings including heavy, process, services, estate and education. He has a proven track record of more than 14 years in Entrepreneurship, Teaching/Training, Marketing/Business Development and Strategy in Europe and Middle East.

David Lavallee is the Executive Vice Chancellor and Provost of SUNY, supporting the Chancellor and Board of Trustees in carrying out their oversight responsibilities. A former Provost at the SUNY College of New Paltz and at the City University of New York, Dr. Lavallee has led innovative initiatives to phase out remediation, increase accountability, and improve graduation rates. A nationally regarded chemist and author, he has consulted for the National Science Foundation and National Institutes of Health. Dr. Lavallee earned his B.S. in Chemistry from St. Bonaventure and his M.S and Ph.D. in Chemistry from the University of Chicago.

Barbara LeSavoy is Director and faculty of Women and Gender Studies (WMS) at The College at Brockport (SUNY), Brockport, NY. Dr. LeSavoy teaches Feminist Theory, Sex and Culture, Gender Race and Class, and Senior Seminar in WMS. Her research and publication areas include women’s global human rights, gender and popular culture, intersectionality and educational equity/success, and women’s stories as feminist standpoint.

Alice Lesnick is Term Professor of Education, Bryn Mawr College, and Director of the Bryn Mawr/Haverford Education Program. She teaches courses in Educational Foundations; Literacies; Education, Technology and Society; Qualitative Research Methods; Empowering Learners; and First Year Writing. Her research and teaching focus on collaborative learning, the role of writing (in print, online, and in community) in learning, and the meaning of access in interpersonal and institutional terms.

Ina A.P. Issa, Lecturer, ESC Lebanon, Intercultural Communication. Ina. Issa earned her MA in International Hotel and Tourism Management from Oxford Brookes University (UK) and her MSc in Middle Eastern Studies from the American University of Beirut (Lebanon). She currently teaches for Le Cordon Bleu at the Holy Spirit University of Kaslik in Lebanon and for the Lebanon Program of SUNY Empire State College. She develops courses, exams, and curriculum for SABIS, a global education management organization that operates in 15 countries on four continents. Her research interests include tourism and political instability and cross-cultural management.

Oxford Brookes University (UK) and her MSc in Middle Eastern Studies from the American University of Beirut (Lebanon). She currently teaches for Le Cordon Bleu at the Holy Spirit University of Kaslik in Lebanon and for the Lebanon Program of SUNY Empire State College. She develops courses, exams, and curriculum for SABIS, a global education management organization that operates in 15 countries on four continents. Her research interests include tourism and political instability and cross-cultural management.
Mitch Leventhal joined SUNY as Vice Chancellor for Global Affairs in September 2009. An international leader in the area of international education policy and practice, Dr. Leventhal is a vocal advocate for important reform of US recruiting practice, development of new financing paradigms in support of campus internationalization, creation of technical systems better designed to support comprehensive internationalization, and deeper and more creative approaches to engagement with corporate partners.

Laura A. Lewis, PhD, LCSW, ACSW; Instructor, and Director of Field Education, UB SSW. As the Director of Field Education at UB SSW, Dr. Lewis is responsible for the administration of the practicum component of the MSW Curriculum. This position entails developing collaborative relationships with community partners, identifying innovative developments in social work practice, and expanding field opportunities for students regionally and internationally. Dr. Lewis was the recipient of the 2012 Council on Social Work Education Leadership Scholarship. She has presented and published in the areas of international program development and partnership, collaboration and social work practice, and expanding field opportunities for Education, Outreach, and partnership, collaboration and social work practice, and expanding field opportunities for students regionally and internationally.

Elwyn Lloyd is coordinator of EFL teacher-training at Coventry University, having previously accumulated extensive experience as an English teacher and Director of Studies at language schools in Spain. He also teaches modules in Spanish and EAP, and his research interests are focussed around the use of Social Networking Sites and mobile technology in language learning and teaching. His most recent publications relate to the use of Web 2.0 tools for language learning and teaching.

Carol S. Long is Provost and Vice President for Academic Affairs and Professor of English at the State University of New York College at Geneseo, a position she has held since July 2009. Prior to that, she was Professor of English and Dean of the College at Willamette University in Salem, Oregon. She holds her B.A. from Pomona College and her M.A. and Ph.D. in English Literature from Northwestern University. She has a deep interest in interdisciplinary studies, and her most recent research is in the area of Rhetoric of Science. Her administrative interests have focused on curriculum, technology, and international education.

Florence Lojacono is a lecturer at the Faculty of Translation and Interpreting of the University of Las Palmas de Gran Canaria. Her research fields include multimedia resources for foreign language learning and educational repositories in open access. Dr. Lojacono presented her work in these fields at numerous international conferences such as Saratoga Springs, NY (Center for Distance Learning Conference, 2007), Minneapolis, MN (eFolio Summit, 2009), Paris (DILTEC Sorbonne Nouvelle, 2011). In 2010 she published “Créer des ressources audio pour le cours de FLE” (Çédille, p. 276-288).

Nathan Loewen, Faculty, Vanier College, Montreal, Quebec. Nathan’s research, writing and teaching focus on three areas: the philosophy of religion, international development studies and Jaina studies. His current involvements include chairing the American Academy of Religion’s group on “International Development and Religion,” documenting and developing the “Global Classroom Project” at Vanier, and managing a “Virtual Team-Teaching” project that involves colleges in Quebec and Ontario.

Beatriz Vera López is Associate Professor of English at FESZ (UNAM). She has recently completed a PhD where she argues that the study of Modern Languages and Cultures should include the ‘agentification’ of the learner to enable them to make sense of their experience in a foreign language and culture. Dr. Vera Lopez has published work on multilingual intercultural issues and language learning materials for EFL.

Elena Lukovistkaya serves as Associate Professor, Department of Sociology, Novgorod State University in Russia, and she is leader of the “Novgorod Gender Center,” a regional non-government organization created for the promotion of gender education in the Novgorod region. Dr. Lukovistkaya, PhD, Sociology/Gender Professor, Novgorod State University, Novgorod, Russia, is a member of Russian Sociological Association (RSA), and her research and publication areas include sociology of gender and maternity capital in post-Soviet Russia.

Del Mackey, Senior Technology Specialist, National University Community Research Institute (NUCRI). Del Mackey has been a member of the National University Community Research Institute for the past 5 years, originally starting off as an intern for transforming science curriculum to digital mediums and delivery formats. In his position, he bridges academia and community to research collaborative opportunities for Education, Outreach, and Training in areas such as digital content and High Performance Computing. He grew up in Texas but has been a California resident for seven years.
Eileen Mahoney has been a member of the Teacher Preparation Department for 30 years. One of the courses she teaches is an online section of Child Development. She is responsible for student teaching placement and supervision of her students and has witnessed the growth of diversity in the student body. Eileen also teaches courses on the foundations of education, and technology is a part of that course content.

David S. Martins, Associate Professor & University Writing Program Director at Rochester Institute of Technology.

Tomoka Higuchi McElwain is the Director of Asahi Net International, Inc. in NY. She is responsible for developing marketing strategies for “manaba”, a cloud-based collaborative learning system originally born in Japan, and for conducting research on the global trends in technology and education. She presents frequently on the use of ePortfolios and LMSs at conferences globally. She is a founding member of the Foundation for International School of Asia, Karuizawa, the first international full-boarding high school in Japan. She holds an MA from Stanford University School of Education with a focus on higher education and international and comparative education.

Nazira Migmanova is a graduate student at the Department of English Philology, Kazan Federal University (Russia). She received her bachelor degree in foreign languages from S. Amanzholov East Kazakhstan University. Nazira has researched student-centered foreign language learning and she currently focuses on linguistic study of media texts.

Irma Victoria Montelongo (The University of Texas at El Paso, Lecturer, Chicano Studies). Irma Victoria Montelongo received her MA in History from UTEP, and is completing a Ph.D. in Borderlands History at UTEP. Her fields of study include Gender and Sexuality, Latin American History, U.S. History with a subfield in Immigration Studies, and Borderlands History with a subfield in Race and Ethnic Studies. Her research and teaching interests focus on race, class, gender, sexuality, and criminology on the U.S.-Mexico border.

Bettina Moss, Associate Professor, National University. New York native and now Los Angelene, Bettina Moss is an associate professor at National University and lead faculty for the MFA in Professional Screenwriting Program. Previously she taught in UCLA Extension’s Entertainment Studies Program traveling internationally for them. Her experience includes having worked in production on independent and big budget films and in film development. For eight years she was Managing Story Editor and a creative executive for HBO Films in Los Angeles. A nationally published journalist Bettina sold her first co-written screenplay to Distant Horizons Production Company. She received her MFA in Screenwriting from Columbia University film school.

Mageshen Naidoo, Faculty, UNISA Fellow, Pretoria, South Africa. South African musician Mageshen Naidoo has performed and recorded internationally. As a US Fulbright Student, Mageshen graduated with a DMA (Performance) and M.M. (Studio Guitar) from the University of Southern California, Los Angeles. He also holds a MMus (Performance & Jazz Composition) and a BMus (Jazz Studies) from the University of Natal. He is Deputy Director in the Directorate Music at UNISA and Vice President of the South African Association for Jazz Education (SAJE).

James Napoli, Core Adjunct, National University. James Napoli is a writer and filmmaker who has been teaching film writing and related subjects at the college level since 2008. At National University, he is Core Adjunct faculty in National University’s Master’s Degree in Professional Screenwriting Program, and is an adjunct professor at Columbia College, Hollywood, where he teaches Script Analysis and Motion Picture History. In addition to his work on the COIL partnership with Griffith University in Brisbane, he has helped develop and design several courses in the online environment.

Ana Niculaes MS in Psychology, ABD PhD in Psychology; Lecturer at the Pedagogical State University “Ion Creanga”, Chisinau, Republic of Moldova, MD-2069; Ana got her bachelor’s degree in Psychology and English and a European Masters in Work, Orga-
Arielle Nissenblatt is a junior Geography major at Binghamton University. She spent three months during the fall, 2012 semester in Zhenjiang, China as a Teaching Assistant for a World Regional Geography course. While in China, Arielle gained tremendous insight into the Chinese education system as well as the characteristics of Chinese students. Her academic interests include Jewish demography and international relations. She is currently conducting research on the little explored topic of Jews in China.

Emmanuel O. Oritsejafor, Ph.D.
Professor of Political Science and Public Policy, and the Chair of the Department of Political Science at North Carolina Central University.

He was the former Director of the office of International Affairs at NCCU. He is currently the UNCFSP Global Entrepreneurship Initiative Director. His research interests are in the areas of Political Economy, Public Policy, and International Development. His numerous publications include book chapters, numerous peer reviewed journals.

Marina Orsini-Jones
is Associate Head in the Department of English and Languages at Coventry University (UK) and leads the Applied Research Group Pedagogical Innovation in Languages and Literature. Dr. Orsini Jones has published work on action-research-led curricular innovation, Computer Assisted Language Learning, digital literacies and e-learning. She is currently investigating Intercultural Communicative Competence (ICC) in Computer Mediated Communication (CMC) in international online exchanges.

Bilge Kağan ÖZDEMİR, Assistant Professor, Anadolu Universitesi (Turkey)

Ann Giralico Pearlman, Instructional Design Specialist, The College at Brockport, (SUNY). Ann Giralico-Pearlman is Instructional Design Specialist, Center for Excellence in Teaching and Learning (CELT), and adjunct faculty at The College at Brockport (SUNY), Brockport, NY. As Instructional Design Specialist, Giralico-Pearlman works with faculty/staff to develop or redesign courses for online, hybrid, and media enhanced instruction. Giralico-Pearlman focuses on best-practice pedagogy and andragogy models, creating social interaction in virtual environments, and developing effective course delivery and assessments measures.

Neal R. Phillips,
Professor of English, Communications Department, Valencia College. Neal R. Phillips, Ed.D. has worked during his 14 years in education as a public school teacher, administrator, and college professor. He obtained his M.S.Ed. in Secondary Education from Duquesne University and did his doctoral work at the University of Central Florida. Currently, Neal teaches both Freshman Composition I and II online at Valencia College. Dr. Phillips continues to pursue ways to increase student engagement in online-exclusive courses, and to this end, he is continually finding and refining ways for students to collaborate effectively without their cooperative efforts being asynchronous. He believes that distance and time should never hamper educational growth.

Katarina Pisutova
is a curriculum and instructional designer at SUNY Empire State College. She holds an MA in Adult Education (2003) from the University of British Columbia in Canada and an EdD in Online and Distance Learning (2012) from the Open University in UK. She has lived, designed and taught online courses in Slovakia, Uganda, Canada and US. She now lives in Slovakia.

Vitaliy Popov,
postgraduate student of the Chair Group of Education and Competence Studies, Wageningen University, the Netherlands. Vitaliy Popov is working on a thesis devoted to computer supported intercultural collaboration in higher education. His research interests include intercultural communication (ethno-psychological analysis of group and individual behavior) and educational practice (collaborative learning, computer-mediated communication, computer-supported collaborative learning).
Christopher Price is the Director of the Center for Excellence in Learning and Teaching and Instructor for the Department of Political Science and International Studies at The College at Brockport. He received his PhD in political science from the University at Albany. His current research looks at how the power-balanced classroom can serve as a means of citizen education. He conducts workshops on discussion-based teaching, communicating effectively with students, and using critical reflection to improve teaching and learning.

Dan Reis (NCCU Fellow/United States) is an instructional technologist at Elon University and lives in Greensboro, North Carolina. His interests in higher education technology include student blogging, open educational resources, flipped instruction, classroom response devices, and collaborative tools. His work with the NCCU COIL cohort began before his present position at Elon University.

Mark Reisinger is an Associate Professor of Geography at Binghamton University. He was selected to teach World Regional Geography to students at the Zhenjiang International School as part of Binghamton’s Early Readiness Program with that school. Mark’s teaching and research interests include Population, Economic, and Ethnic Geographies. He is the Faculty Master of Newing College on the Binghamton campus. Mark received the Chancellor’s Award for Excellence in Teaching in 2009.

Mary Risner, Ed.D. is an Associate Director of Outreach and Business Programs, Center for Latin American Studies, University of Florida. Risner develops and manages initiatives that integrate the study of foreign language, culture, and area studies across the curriculum. She has taught foreign language at a variety of K-16 levels and in corporate environments. Her research interests are in the role of culture in international business and the integration of emerging technologies to help learners develop global competence to succeed in the 21st century workplace. She holds degrees in Marketing (B.B.A.), Latin American Studies (M.A), Spanish (M.A.), and Educational Technology (Ed.D.).

Jon Rubin is the Director of the SUNY Center for Collaborative Online International Learning (COIL), and also directs the NEH-funded COIL Institute for Globally Networked Learning in the Humanities. He is an Associate Professor of Film and New Media at Purchase College where he developed a Cross-Cultural Video course in which SUNY students co-produced videos over the Internet with students in Turkey, Mexico, Belarus, and Germany. He has received Guggenheim, NEA and Fulbright fellowships.

Gulnara Sadykova is an Associate Professor at the Department of English Philology, Kazan Federal University (Russia). She has also taught graduate online courses in the Department of Educational Theory and Practice, University at Albany (USA) and professional development blended courses at European Humanities University (Lithuania). Her research interests include cross-cultural/cross-border distance education, technology-assisted language teaching/learning, and linguistics.

Ruth Sesco, Program Coordinator, University Libraries, Ohio State University. Ruth Sesco assisted in developing and served as coordinator of OSU’s Gateway Interactive Seed Module Grant Program which was modeled on her design to convert interactive content segments into global learning experiences. An up-coming research article by Ruth and her co-author, Dr. Dieter Wanner, takes a critical look at the structural complexity of the university system as a whole as it responds to IT advances in the delivery and enhancement of all educational interactions.

Madeleine Elizabeth Short, Administrative Officer, Directorate Music, University of South Africa. Madeleine Elizabeth Short holds a higher education diploma and took up employment in the Directorate Music of the University of South Africa in 1994 as administrative officer and invigilator of the UNISA Music examinations. She has experience in facilitating and organizing national and international music competitions, workshops and events and in providing assistance in multimedia production processes. She is webmaster of the departmental website.

Shalei Simms is an Assistant Professor at SUNY College at Old Westbury, where she teaches entrepreneurship courses. Recently, she began participating in a global online-net-
worked learning project with Laval University that was organized by the COIL center. She received her Ph.D. in Organizational Management from Rutgers and a BA in Psychology from Wesleyan University.

William Skipper
Dr. Skipper, PhD (Anthropology, Cornell) is an Assistant Professor of Sociology and the Chair of the Sociology/Anthropology Department at Cortland. He teaches Technology and Society, Sociology of Globalization, Introduction to International Studies, amongst other courses.

Rebecca Smolar
At the Levin Institute, Ms. Smolar serves as Project Manager for the SUNY Global Workforce Project, Globalization101.org Project and the Global Learning Communities Initiative. She also serves as the Project Manager for the UCosmic Consortium. Previously, Ms. Smolar was an Officer of Public Affairs at the Embassy of Israel in Washington, DC. She has a Masters in International Communications from American University and a B.S. in Psychobiology from Binghamton University.

Susan Buck Sutton
is Senior Advisor for International Initiatives, Bryn Mawr College, and Chancellor’s Professor of Anthropology Emerita, Indiana University. Within international education, her interests coalesce around building meaningful international partnerships and developing international communities of learning – both face-to-face and virtual – that change the thinking of both students and faculty.

Takashi "Take" Takekawa
is the President and CEO of manaba - Asahi Net International, Inc., the US office of a public Japanese internet service provider. Based in New York, Take leads the globalization projects of the company's cloud-based collaborative learning system “manaba”. Take worked in finance at Nomura, the largest Japanese investment bank, in Tokyo and London, and also managed an internet start-up before joining manaba. Take received an MBA from Harvard Business School.

Katsunori Takeuchi
Professor of American Literature in the Faculty of Law, Economics and Humanities at Kagoshima University, is co-editor of Crossing Borders: New Area Studies (Nanpo-Shinsha, 2010), in which he has an essay, "Celebrating Nationality of South Sea Islands. He has published essays on 19th- and 20th-century American literature and culture, literary criticism, popular culture and media theory. He is a recipient of Grant-in-Aid for Scientific Research (2010 to 2012) by Ministry of Education, Culture, Sports, Science, and Technology in Japan.

Nataly Tcherepashenets
Associate Professor and Area Coordinator Languages/Communications, Empire State College

Patrice Prusko Torciva, PhD, Assistant Visiting Professor, SUNY Empire State College Center for Distance Learning and International Programs. Patrice teaches Marketing in Prague, Lebanon, Dominican Republic and Panama. She frequently presents at academic and industry conferences about the uses of Cloud Computing and virtual tools in education and her experiences teaching in a blended learning environment in Latin America. She is currently completing a research study examining use of virtual meeting tools and mobile applications to create a virtual term abroad. Patrice holds a BS in Mechanical Engineering and MBA from Union College and a Ph.D. from University at Albany in Curriculum and Instruction. Patrice was a 2012 COIL grant awardee.

John Wilson
Associate Lecturer of English (A.L.E), School of Policy Studies, Kwansei Gakuin University has taught ESL in higher education for 10 years and for the past 8 years at universities in Japan. With a background in creative non-fiction writing, his research interests include task-based language teaching and research, language learning motivation and educational statistics. In 2009, he helped to develop the exchange program with San Jose State University and co-developed a virtually abroad course with Drs. Ruth Wilson and Yoko Baba. Recently he has created courses that emphasize student-generated audio and video projects using network technologies for collaborative learning.

Melanie Wilson
is a Course Lecturer and PhD Candidate in the Department of Integrated Studies of Education (DISE) at McGill University in Montreal, Canada. She has worked in higher education for over ten years, most recently teaching undergraduate courses on media literacy, technology in education, and effective communication. She has published in the field of globally networked learning and has worked as a research associate at the SUNY COIL Center (2009-2011). Her doctoral investigation inquires into the influence of globalization on higher educational institutions, focusing on how institutional internationalization initiatives have impacted faculty partners’ work in globally networked courses.
Ruth P. Wilson PhD (Social Anthropology, Stanford) is Professor and Chair of African-American Studies at San Jose State University (SJSU). She has a passion for international studies and enjoys the challenges of cross-cultural communications. In 2009 she worked with an SJSU team to develop an exchange program with Kwansei Gakuin University (KGU) in Japan, and co-developed a COIL course with Dr. Yoko Baba (SJSU), Mr. John Wilson (KGU), Mr. Mark Adams (SJSU) and Dr. Takako Yamada (KGU). As a Salzburg Fellow (2010-2012) she traveled to Austria for a week-long globalization seminar. Her Salzburg globalization project focuses on developing COIL courses for students and faculty at SJSU.

Yasue Yanai is an Assistant Professor in the Department of World Language and Literatures at San Jose State University since 2009. She has taught Japanese language, culture and teaching methodology at UC Berkeley and Japanese Language Institute of Japan Foundation as a lecturer. She has published two Japanese teaching methodology books on speaking skills and grammar. She earned Ph.D. in Sociolinguistics in Georgetown University. Her concern is linguistic performative features and self-images appeared in oral narratives.

German A. Zarate, Chair and Associate Professor, Economics Department, SUNY Cortland

In June 2009, Nancy L. Zimpher became the 12th Chancellor of The State University of New York, the nation’s largest comprehensive system of higher education. Since that time, she has led the university in creating and launching a systemwide strategic plan called The Power of SUNY, with the central goal of harnessing SUNY’s potential to drive economic revitalization and create a better future for every community throughout New York. Dr. Zimpher is active in numerous state and national education organizations, and is a leader in the areas of teacher preparation, urban education, and university-community engagement. Prior to coming to SUNY, Dr. Zimpher served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University.
COIL Conference
Webcast and Recordings
COIL offers a free webcast of portions of the conference, and posts an archive of the event to the COIL website. This is to allow individuals across the world that may not be able to attend for geographic, political or financial reasons to benefit from the many informative sessions on globally networked learning. COIL also takes photographs of conference sessions and attendees which may be posted to COIL’s or other websites. 

Note: If for some reason you object to being recorded or photographed, please let us know at the on-site registration desk and we will try to arrange seating for you in an area which will not be filmed.

How to access the Internet while at the SUNY Global Center
- Connect to one of the following Global Center Wi-Fi domains, and launch your browser.
- You should be automatically taken to the Global Center login. If not, simply enter any URL.
- If you receive a security error, you can safely ignore the error and continue.
- If you need help, tech staff will be in all rooms with STAFF noted on their name badge.

Domain: SUNY_Global
Username: suny
Password: guest
Domain: levin_staff
Username: levinstaff
Password: levinstaff

Note: all username and password letters are lowercase
Local Restaurants near the SUNY Global Center

American
• Houston's /Hillstone 153 E. 53rd St (At 3rd Ave) 212-888-3828 www.houstons.com

Asian/ Sushi
• Tenzan 988 Second Ave. (bet. 52nd & 53rd Sts.) 212-980-5900 www.tenzanrestaurants.com
• Lychee House E. 55th St. (bet Park and Lexington Ave.) 212-753-3900 www.lycheehouse.com
• Peking Duck House 236 E. 53rd St (bet 2nd & 3rd Ave) 212-759-8260 www.pekingduckhouseny.com

French (Bistro)
• La Mangeoire 1008 Second Ave. (bet. 53rd & 54th Sts.) 212-759-7086 www.lamangeoire.com
• Deux Amis 356 E. 51st St. (bet. 1st & 2nd Aves.) 212-230-1117
• Jubilee 347 E. 54th St. (bet. 1st & 2nd Aves.) 212-888-3569 www.jubileeny.net

Indian
• Darbar Grill 157 E 55th St. (bet. Lexington and 3rd Aves.) 212-751-4600 www.darbargrill.com/
• Chola 232 E 58th St (bet. 2nd and 3rd Aves.) 212-688-4619 http://cholany.com/index.html

Italian
• Serafina 38 E. 58th St. (bet. Madison & Park Aves.) 212-832-8888 www.serafinarestaurant.com
• Bice Ristorante 7 E. 54th St (bet Madison & 5th Ave) 212-688-1999 www.bicenewyork.com
• Fiorini 209 E. 56th St (bet 2nd & 3rd Ave) 212-308-0830 www.fiorinirestaurantnyc.com

Mediterranean/Greek
• Ethos ’905 1st Ave (At 51st St) 212-888-4060 www.ethosrestaurants.com
• Fig & Olive 10 E. 52nd St. (bet. 5th & Madison Ave) 212-319-2002 www.fig-and-olive.com
• Naya 1057 Second Ave. (bet. 55th & 56th Sts.) 212-319-7777 www.nayarestaurants.com

Steakhouse
• Maloney & Porcelli 37 E. 50th St (bet. Madison & Park Ave) 212-750-2233 www.maloneyandporcelli.com
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