

# **A Decade (Plus) of COIL Teaching: What We Have Learned from Our Experience**

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# The Course: Social Control

- Students: Belarus State University (Minsk); Griffith University (Australia); Moscow State University and SUNY Cortland
- Platform: SUNY Cortland, Blackboard
- Mode: Asynchronous on the Web

# The Course: Social Control

- Students: SUNY Cortland; Belarus State University (BSU); Australia (Griffith University); Moscow State University
- Asynchronous: Blackboard (LMS)
- Tools: Mini-Lectures; interactive, online discussion (SLDs); readings; exams; Web tools
- 20-25 students per class
- Five modules (What the course looks like.)

- 2014Spring-CRM477-501 (WEB: Social Control)
- Home Page
- Information
- Content
- Discussions
- Groups
- Tools
- Help

COURSE MANAGEMENT

- Control Panel
- Content Collection
- Course Tools
- Evaluation
- Grade Center
  - Needs Grading
  - Full Grade Center
  - Assignments
  - Tests
- Users and Groups
- Customization
- Packages and Utilities

### Content

- Build Content
- Assessments
- Tools
- Partner Content

- Module 1. Introductions**
- Module 2. Crime Control as Industry**  
Availability: Item is no longer available. It was last available on Jun 30, 2014 11:59 PM.
- Module 3: The Soft Cage**  
Availability: Item is no longer available. It was last available on Jun 30, 2014 11:59 PM.
- Module 4: Everyday Surveillance (Postmodern Social Control)**  
Availability: Item is no longer available. It was last available on Jun 30, 2014 11:59 PM.
- Module 5. What We Have Learned**  
Availability: Item is no longer available. It was last available on Jun 30, 2014 11:59 PM.  
**IMPORTANT:** Completion of all of the brief activities in this module are **REQUIRED** to receive a final grade in this class.

+ [Navigation icons]

2014Spring-CRM477-501 (WEB: Social Control) [Home icon]

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## Module 3: The Soft Cage

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ [Sort icon]


 [Introduction to Module 3 s14.doc](#)


 [Introduction to Module 3 s14.pdf](#)


 [Reading Questions 4 s14.doc](#)

 [Reading Questions 4 s14.pdf](#)

 [ML 5 Great Transformations in Social Control s14.doc](#)

 [Web-Based Assignment 2 Creation of an Animoto Documentary.doc](#)

 [Web-Based Assignment 2 Creation of an Animoto Documentary.pdf](#)

 [ML 5 Great Transformations in Social Control s14.pdf](#)

 [SLD 3 Start 3/10/14; End 4/6/14](#)

# Lessons Learned

- Importance of the feeling of being in an international classroom (Larissa)
- Academic cultures of various countries are different (Craig)
- Learning about cultural multiplicity (Larissa)
- The choice of a learning management system (LMS) is paramount (Craig)
- Learning the habit of “group work” during the Student-Led Discussions (SLDs) (Larissa)
- Professors who teach COIL-type classes may be doing things they have never done before. (Craig)

# Being in an International Classroom

Online class encourage students to

- Make international comparisons on the discussed issues,
- Answer unexpected questions from foreign students that break stereotypes,
- Stimulate the students reflexivity in regard to society, social and political issues,
- Take into account perspectives of “others”

# Different Academic Cultures

- Academic cultures are different for professors.
  - You will (should) learn about the “other” culture(s) as you prepare and teach the course.
    - I.e., The “learning” for professors preparing and teaching a COIL-type course or course module is part of the benefit.
- Academic cultures are different for students.
  - The structure, frequency and type of evaluation students are accustomed to are apt to be different .
  - Student-centered learning is difficult for ALL (students and faculty) to practice.



# Learning About Cultural Multiplicity

- Understanding of social problems in each country/ culture differs from other country/culture
- Students learned that approaches to social problems differ from country to country, and each approach is culturally embedded
- Historical background and previous education matter!

# Choice of the Learning Management System (LMS)

- Where the LMS is determines much about which faculty member is in control.
  - What LMS to use is a CRITICAL initial decision.
- Alternatives:
  - Use one of the participating campus's LMSs.
  - Use a “neutral” LMS not sanctioned by either campus.

# The Habit of Group Work During the Student-Led Discussions (SLDs)

- Online course teach students how to discuss tolerantly all the problems without prejudices
- Students learn how to be spiritually involved in team work
- Students improve the technique how to take into account classmates views and make to collective decision-making

# COIL-Type Teaching Is Challenging

- Professors who teach COIL-type courses or modules may be doing things they have never done before:
  - Team-Teach
  - Teach Online
  - Teach Internationally
- Teaching a COIL module or course is highly rewarding AND a lot of work!

# Thank You!

- Questions
- Discussion
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  - [larissa166@mail.ru](mailto:larissa166@mail.ru)