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.)
Content

Build Content ▼ Assessments ▼ Tools ▼ Partner Content ▼

Module 1. Introductions

Module 2. Crime Control as Industry
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Module 3: The Soft Cage
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Module 4: Everyday Surveillance (Postmodern Social Control)
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Module 5. What We Have Learned
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IMPORTANT: Completion of all of the brief activities in this module are REQUIRED to receive a final grade in this class.
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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