10th Anniversary

COILING ACROSS A DECADE:
Reflections and New Directions

April 25-26, 2016 • CUNY Graduate Center, 365 5th Ave., NYC
WELCOME

I am pleased to welcome you to the COIL Center’s 10th Anniversary Conference: COILing across a decade: Reflections and New Directions. Much has changed for our Center and for the field over the past ten years, but this modality of internationally networked higher education is still emerging, so there is much for us to reflect upon over these two days. When we were considering the title for this event and decided to employ the verbal form “COILing,” we had to acknowledge, even to ourselves, how far the concept had come. When our name and acronym was coined 10 years ago I never imagined it would become a broadly accepted term – now a brand.

One of the COIL Center’s goals has been to share our experience with others in order to more widely disseminate and promote the COIL model. This is because collaborative online international learning is a networked model of education. It cannot function within the confines of a single institution – it thrives on the connections it makes with others. In that spirit we are very excited to be holding this conference at the Conference Center of the Graduate Center of the City University of New York. While CUNY exists in close proximity to SUNY, these two entities only occasionally collaborate, so it is wonderful that CUNY has welcomed us here – and we will do our utmost to reciprocate. Their hospitality has allowed us to expand the event to nearly 400 attendees from more than 150 higher education institutions and organizations. This includes more than 50 attendees from 20 CUNY campuses; nearly 125 attendees from 30 SUNY campuses; over 100 attendees from nearly 60 other institutions across the USA; and over 110 attendees from 50 institutions based in 20 countries outside the USA.

The past year has been filled with new COIL projects and initiatives, some of which are far enough along to have their outcomes presented in sessions at this conference. In particular, COIL courses that emerged from our just completed Latin America project, funded by Banco Santander, will be presented across eight different breakout sessions. Also, our relatively new Turkish COIL Initiative engaging four Turkish universities with SUNY partners will have a session on Monday afternoon devoted to reviewing its first pilot courses.

However, two other major COIL Center projects have been launched over the past months, the results of which are still months away. The first is the US-Mexico Multi-State COIL Project, funded by the US Department of State through the Mexico City Embassy. We are working with the embassy to invite, engage, support, and partner with Mexican universities with US university partners with the goal of developing two pilot COIL-enhanced courses with each institution, thereby facilitating 36 courses that link the two countries. And while most of the US partners are from SUNY, we have invited the University of Minnesota and the University of Washington-Bothell to join with us.

The second major project we have recently begun is the result of a Stevens Initiative Award. Housed at the Aspen Institute, the Stevens Initiative is a collaboration between the family of Ambassador J. Christopher Stevens, the U.S. Department of State, the Bezos Family Foundation, the MacArthur Foundation, the governments of the United Arab Emirates, Qatar, Algeria, and Morocco and others. Our award will support a program of outreach and virtual exchange with universities across the Middle East/North Africa (MENA) region, with initial projects in Egypt, Lebanon and Morocco.

So there is a lot for us to celebrate on this anniversary and we are pleased you are here to join us. The COIL Center is a small unit within the largest comprehensive university system in the U.S., but through our networks – which you all represent – we can reach the world.

Sincerely,
Jon Rubin
Director, SUNY COIL Center

SUNY COIL CENTER

About the SUNY COIL Center – http://coil.suny.edu

In 2006, the Office of International Programs (OIP) at the State University of New York (SUNY) joined with Purchase College to create the SUNY Center for Collaborative Online International Learning (COIL Center). The COIL Center’s early mission was to develop more online courses with an international dimension throughout the 64 campuses in the SUNY system. In late 2010, the COIL Center moved from Purchase College to join the newly created SUNY Office of Global Affairs based in New York City. This move allowed us to not only better support SUNY campuses and their international partners, but also to play a larger national and international leadership role in the field of collaborative online international learning.

The SUNY COIL Center’s Mission is to foster the creation of collaborative online international learning initiatives across the curriculum which produce intercultural learning environments for faculty, staff and students who otherwise may not experience meaningful exchange with peers abroad. Through our team-taught, bi-lateral framework, we seek to sensitize participants to the larger world and thus deepen their understanding of course content, themselves, their culture, how they are perceived, and how they perceive others.

By opening dialogue and building bridges between faculty, international programs and instructional design offices across traditional institutional, disciplinary, and cultural boundaries, the COIL Center embraces the new globally networked landscape of academia. This is in line with the COIL Center’s goals to encourage and support collaborative online international learning as a means to internationalize curricula, build global partnerships and help prepare our students for work and civic engagement in a global context.

See back cover for more about the COIL Center Staff
## SCHEDULE AT A GLANCE

### MONDAY, APRIL 25, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. - 6:00 p.m.</td>
<td>Registration Desk Open</td>
</tr>
<tr>
<td>8:30 a.m. - 5:30 p.m.</td>
<td>Networking Nook Open (C-205)</td>
</tr>
<tr>
<td>9:30 a.m. - 11:30 a.m.</td>
<td>Opening Plenary Session: Welcome Remarks from CUNY Executive Vice Chancellor and University Provost Vita C. Rabinowitz – Jon Rubin Long Remarks – Keynote Address: Doreen Starke-Meyerring – Panel Discussion: Reflections</td>
</tr>
<tr>
<td>11:30 a.m. - 1:00 p.m.</td>
<td>Lunch Break (At place of your choosing in the neighborhood around the CUNY Graduate Center)</td>
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<tr>
<td>1:00 p.m. - 1:30 p.m.</td>
<td>Breakout Sessions A</td>
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<tr>
<td>1:30 p.m. - 2:00 p.m.</td>
<td>Networking Break</td>
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<tr>
<td>2:00 p.m. - 3:00 p.m.</td>
<td>Breakout Sessions B</td>
</tr>
<tr>
<td>3:00 p.m. - 3:30 p.m.</td>
<td>Networking Break</td>
</tr>
<tr>
<td>3:30 p.m. - 4:30 p.m.</td>
<td>Breakout Sessions C</td>
</tr>
<tr>
<td>4:30 p.m. - 5:00 p.m.</td>
<td>Networking Break</td>
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<tr>
<td>5:00 p.m. - 6:00 p.m.</td>
<td>Breakout Sessions D</td>
</tr>
<tr>
<td>6:00 p.m. - 8:00 p.m.</td>
<td>All Conference Reception (Drinks and hors d’oeuvres will be served)</td>
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### TUESDAY, APRIL 26, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 a.m. - 6:00 p.m.</td>
<td>Registration Desk Open</td>
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<tr>
<td>8:00 a.m. - 4:30 p.m.</td>
<td>Networking Nook Open (C-205)</td>
</tr>
<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Meeting and Structured Partnering Event for Members of COIL Center’s Nodal Network at SUNY and Global Partner Network</td>
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<tr>
<td>9:00 a.m. - 10:00 a.m.</td>
<td>Town Hall Meeting for Other Attendees - How to Support Growth of COIL Initiatives Across the USA and Abroad</td>
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<tr>
<td>10:00 a.m. - 10:30 a.m.</td>
<td>Networking Break</td>
</tr>
<tr>
<td>10:30 a.m. - 11:30 a.m.</td>
<td>Breakout Sessions E</td>
</tr>
<tr>
<td>11:30 a.m. - 1:00 p.m.</td>
<td>Lunch Break (At place of your choosing in the neighborhood around the CUNY Graduate Center)</td>
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<tr>
<td>1:00 p.m. - 2:45 p.m.</td>
<td>Plenary Session: Remarks from SUNY Chancellor Nancy L. Zimpher – Keynote Address: Susan Buck Sutton – Remarks from Henry Shepherd (Stevens Initiative) – Panel Discussion: New Directions and Looking Ahead to the Next Decade</td>
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<tr>
<td>2:45 p.m. - 3:15 p.m.</td>
<td>Networking Break</td>
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<tr>
<td>3:15 p.m. - 4:00 p.m.</td>
<td>Breakout Sessions F</td>
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<tr>
<td>4:00 p.m. - 4:15 p.m.</td>
<td>Networking Break</td>
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<tr>
<td>4:15 p.m. - 4:45 p.m.</td>
<td>Breakout Sessions G</td>
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<tr>
<td>4:45 p.m. - 5:00 p.m.</td>
<td>Networking Break</td>
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<tr>
<td>5:00 p.m. - 5:30 p.m.</td>
<td>Breakout Sessions H</td>
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<tr>
<td>5:30 p.m.</td>
<td>Conference Concludes</td>
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### HOW TO ACCESS THE INTERNET

**While at the CUNY Graduate Center:**
- Click on GCGuest Wi-Fi network
- Wait for an Internet browser to pop-up (or open your browser)
- Input any email address, then click “Accept”

### PARTICIPATE WITH US ON TWITTER

**Backchannel on Twitter:**
- Hashtag the conversation #COILcon
- Periscope live video #COILcon
- Follow us @sunycoilcenter

**WEBCAST ON LIVESTREAM**
- Watch live sessions at coil.suny.edu/webcast

### SUPPORTERS

![GUNY The City University of New York](suny Coil Center)
- Proctor U
- Viking Video Technologies
- Hudson Valley Community College
In addition to a wide variety of presentations, the conference will continue the tradition of having specially designated tracks during some or all breakout sessions. Short descriptions and identifiers for each track are below.

**Student Voices** – As student-to-student interactions are at the heart of COIL collaborations, we have many sessions this year that feature student voices about their experiences. This track will include students joining us both in-person and remotely via Skype to share their perspectives on what they learned and gained from participating in such international experiences.

**Language Learning** – This year’s disciplinary-specific track includes presentations involving the use of COIL and other modalities in the support of Language Learning. While providing a wealth of knowledge in that context, each of these presentations will have lessons learned that can be useful for those from other disciplines.

**Mini-workshops** – Most breakout session time slots will feature mini-workshops where attendees can engage with presenters and their ideas in a more interactive fashion. If you would like to see more such sessions at a future COIL Conference, please consider submitting a proposal for one at our 2017 Conference.

**Combined Sessions** – As in previous years there are breakout session time slots which will have multiple presentations. The presentations in these sessions, although independent, are linked around a common theme.

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**Latin America Academy** – We are pleased to present a series of panels in each breakout timeslot featuring faculty and students who have participated in the COIL Center’s large-scale 3-year Latin America Academy. With generous support from a Santander Universidades grant, this program developing COIL partnerships between SUNY campuses and universities in Mexico and Brazil. The three cohorts included nearly 75 professors at more than 30 campuses who created 73 COIL-enhanced courses reaching an estimated 1500+ students. Please join these sessions to learn more about these collaborations, or visit http://coil.suny.edu/LAA for more info on the project.
A Reflection: The COIL Story: What we have done and why is it important?

• Jon Rubin, Founder and Director, SUNY Center for Collaborative Online International Learning (United States)

Director Rubin will take the occasion of our 10th anniversary conference to review the complex and often unexpected evolutionary path the COIL model has taken as it has grown from being a practice of isolated teachers to becoming an accepted methodology supported by multiple international institutions around the world. Anecdotes of the COIL Center’s birth and growth will be compared to parallel political and technological developments that have influenced the emergence of this format and other similar initiatives still evolving. (Biography and Photo on Back Cover)

Keynote Address: Globally Networked Learning for a Planet in Peril: Where Do We Go Now?

• Doreen Starke-Meyerring, Associate Professor, McGill University (Canada)

Around the world, generations of students graduate from colleges and universities, inheriting what can only be described as a planet in peril, steeped in pressing problems of unprecedented proportions, ranging from climate change, environmental degradation, and water shortage to poverty, food insecurity, war, forced mass migration, economic crises, and epidemics. These problems all are invariably global, and they have not been and cannot be solved with the thinking that created them. As such, they are also testimony to the fact that globally networked learning environments are not optional, extra program frills, but urgently needed foundational spaces for exploring deep transformations in teaching and learning that are at the heart of higher education’s mission and responsibilities. Beginning with some reflections on the past 10 years of COIL’s work, this presentation invites conference participants to explore the urgent deep transformations to teaching and learning that globally networked learning makes possible and vice versa, that make globally networked learning indispensable.

Doreen Starke-Meyerring is an Associate Professor of Rhetoric and Writing Studies in the Department of Integrated Studies in Education at McGill University in Montréal, Canada, where she teaches graduate and undergraduate courses in rhetoric, writing, discourse, media literacy, and internet studies. Her research examines the implications of digital technologies, globalization, and an increased focus on knowledge production for teaching and learning in higher education. Her publications include Research Communication in the Social and Human Sciences: From dissemination to public engagement (Cambridge Scholars Publishing, 2008), Designing Global Learning Environments: Visionary Partnerships, Policies, and Pedagogies (Sense Publishers, 2008), and Writing in Knowledge Societies (Parlor Press/WAC Clearinghouse, 2011).

Panel Discussion: What has changed, what have we learned and where do we go now? – An interaction with our audience.

• Jon Rubin, Founder and Director, SUNY Center for Collaborative Online International Learning (United States)
• Sally Crimmins-Villela, Assistant Vice Chancellor for Global Affairs, State University of New York Assistance (United States)
• Craig Little, Distinguished Service Professor, SUNY Cortland (United States)
• Sarah Guth, Lecturer, English as a Foreign Language, University of Padova (Italy)
• Doreen Starke-Meyerring, Associate Professor, McGill University (Canada)

11:30 a.m. - 1:00 p.m. Lunch Break (At place of your choosing in the neighborhood around the CUNY Graduate Center)
1:00 p.m. - 1:30 p.m. Breakout Sessions A (30 Minutes)

Student Voices Track

Institutionalizing COIL through Collaboration Across a System
Location: Auditorium

- Jenifer Cushman, Ohio University Zanesville (United States)
- Matt Dingo, Ohio University (United States)
- Korcaighe Hale, Ohio University Zanesville (United States)

Extending global learning opportunities to place-bound, first-generation regional campus students requires innovative approaches. A team of an administrator, a faculty member, and an instructional designer will present a reflective practice exploration of a COIL effort at Ohio University’s regional campuses. They will address the background of the OU effort, two pilot courses being taught spring 2016, and the multiple constituent collaborations needed to implement a comprehensive, intentional COIL effort across a campus or system.

Student Voices Track

The Moving Force Behind Effective Global Communication Made Easy
Location: C-197

- Mahlon Grass, Lock Haven University (United States)
- Marcia Ostashewski, Cape Breton University (Canada)
- Pamela Tabatabai, Lock Haven University (United States)
- Jim Teskey, Cape Breton University (Canada)

Undergraduate students from Lock Haven University, Pennsylvania, and Cape Breton University, Nova Scotia, participated in a fully online, four-week course during the fall, 2015 semester which including interactive Skype sessions and an online collaboration using “D2L” software. Students from both Universities will travel to New York City for the conference to share their best practices, successes achieved, lessons learned, and perspectives from this initial partnership in explaining the moving force behind global communications made easy.

Creating an International Community Through Case Based Learning: A Hybrid Approach
Location: C-198

- Tara Mahoney, SUNY Cortland (United States)

The aim of this study was to evaluate student feedback concerning the case-based learning (CBL) approach used in an international hybrid course (i.e., online and on-campus) called Sport International. This unique course was organized and jointly taught at three different universities including Finland, the Netherlands, and Turkey. Recommendations for future international collaborative courses using the CBL method will be discussed.

Building Bridges Between Cultures through Graphic Design Advocacy
Location: C-201

- Eileen MacAvery Kane, Rockland Community College (United States)
- Hendali Steynberg, Tshwane University of Technology (South Africa)

Hendali Steynberg from Tshwane University of Technology, Pretoria, South Africa and Eileen MacAvery Kane from Rockland Community College, Suffern, NY, will present about a collaborative graphic design advocacy poster project between their classes. The project was a huge success, enjoyed by both classes while in the process creating cultural awareness, raising self-esteem, diminishing cultural bias, and creating understanding and a small, but mighty bridge, between two cultures.
Language Learning Track

COIL as a Double Helix: Insights from a Three Year German-American On-Line Learning Collaboration

Location: C-202

- William Herman, SUNY Potsdam (United States)
- Frederik Ahlgrimm, University of Potsdam (Germany)

A SUNY psychology professor and a German counterpart who also prepares teachers found creative ways to involve their students in an international learning exchange venue. Students in an educational psychology class and a German pedagogics class examined their personal beliefs about teaching/learning through electronic dialogue and discussion while producing an observable outcome of such an experience. Such experiments highlight that such collaboration might allow professors and students to become more effective “citizens of the world.”

Latin America Academy Track

Un-COIL-able Classes?: Why being creative is not just for artists anymore.

Location: C-203

- Alfonso Guevara, Universidad de Monterrey (Mexico)
- Lynda Carroll, SUNY Broome Community College (United States)

Interdisciplinary teaching is all about being conscious of a dialectic process. In this session, we will show you how we “worked the dialectic” in an Archaeology class (United States) and New Media Art class (Mexico). The format will combine performance, lecture, pop culture videos and images, to illustrate the themes we used to bring together two very different courses: heritage, material culture, memes and storytelling.

Benefits of Implementing the COIL Model in Heritage Speakers Instruction

Location: Recital Hall (Ground Floor)

- Laura Villa, Queens College (CUNY) (United States)
- María Barros, Saint Xavier University (United States)

This presentation will describe the development of Latinos in the US, a telecollaboration project that connects students taking the same heritage Spanish course at Saint Xavier University and Queens College. We will discuss the challenges encountered in the design and implementation phases. We will also provide an evaluation of the specific technological tools employed in our project as well as some preliminary results on the benefits of using collaborative online learning in heritage language instruction.

1:30 p.m. - 2:00 p.m. Networking Break
The Good, the Bad and the New! COIL-ing Over Time
Location: Auditorium
- Sarah Guth, University of Padova (Italy)
- Marca Wolfensberger, Utrecht University (Netherlands)
- Lenora Helm Hammonds, North Carolina Central University (United States)
- Keld Hosbond, Royal Academy of Music, Aarhus/Aalborg (Denmark)
- Mary Guzzy, SUNY Corning Community College (United States)
- Mark Adams, San Jose State University (United States)
- Ruth Wilson, San Jose State University (United States)
- Rita Rowand, George Mason University (United States)
- Anne Schiller, George Mason University (United States)
- Barbara LeSavoy, SUNY College at Brockport (United States)
- Meredith Harrigan, SUNY Geneseo (United States)
- Richena Purnell-Sayle, George Mason University (United States)
- Ann Giralico Pearlman, SUNY College at Brockport (United States)

How can COIL projects last over time? What factors thwart the sustainability of COIL projects? How can one COIL project lead to more extensive internationalization across campuses? In this session experienced COIL practitioners who were part of an NEH-funded project which ran from 2010 to 2013 will answer these questions. Through lightening presentations followed by in-depth discussion, this session will offer participants insight into how to COIL over time.

Student Voices Track
Hear the voices, see the projects, ask the questions: Student Perspectives and Voices from COIL Exchanges and Experiences
Location: C-197
- Hope Windle, SUNY Ulster (United States)
- Chilton Reynolds, SUNY Oneonta (United States)
- Joan Mena, SUNY Ulster (United States)
- Tate Stoyell, SUNY Oneonta (United States)

While this conference focuses on collaborative international projects that happen with students, the students themselves are often left out of the conversation. This session will give students from COIL projects, past and present, a chance to share their experiences with the audience. Students from SUNY campuses and some of their international partners will be present to share their COIL experiences, reflect on their learning from the project and share how it affected their lives.

Mini-workshop
COIL-Triangle of Internationalization: Connective Multicultural Learning Experiences from Potsdam, Chihuahua and London.
Location: C-198
- Alexander Knoth, University of Potsdam (Germany)
- Angelica Santana, Tecnológico de Monterrey (Mexico)

The workshop introduces best practices for managing a tri-national e-learning based collaboration. Several technical and didactical solutions for cross-campus, international teaching will be presented. Well organized student team work can, for example, engage students in ongoing exchange processes and encourage academic and scientific discussions within a self-regulating and student centric sphere. The fostering of collaborative and informal learning are key methodological approaches to engage the student’s cultural background and to help them overcome cultural prejudices.
Student Voices Track

Telecollaboration in International (Moodle) courses: Pitfalls and Success
Location: C-201
- Miriam Russell, SUNY Empire State College (United States)
- Lorette Calix, SUNY Empire State College (United States)
- Richard Bonnabeau, SUNY Empire State College (United States)
- Francesca Cichello, SUNY Empire State College (United States)

This four-person panel will present an overview of the communicative tools and technology used in SUNY Empire State College international programs. Included will be reflections on experiences using technology with international students, some of whom will join the panel virtually using Zoom. Additionally, specific examples of computer-mediated feedback will illustrate how these tools helped turn telecommunication pitfalls into success for all.

COIL courses: A tool to deepen engagement with global social and environmental issues
Location: C-202
- Ursula Valdez, University of Washington Bothell (United States)
- Natalia Dyba, University of Washington Bothell (United States)
- Butch De Castro, University of Washington Bothell (United States)
- Eunjung Kim, University of Washington (United States)
- Ron Krabill, University of Washington Bothell (United States)
- Eduardo Da Silva, University of Washington (United States)
- Kramer Canup, University of Washington Bothell (United States)

Our Panel will showcase the approaches that University of Washington COIL Fellows use to address social and environmental issues of global significance within their courses. Five short presentations will highlight approaches that engage students from several disciplines, and show how interactions with peers abroad influence addressing solutions or deepening discussion. Student voices will be incorporated throughout. At the end of the presentations, we will open the panel to all attendants for a discussion/ Q&A session.

Combined Session: Latin America Academy - Student Voices Tracks
Location: C-203

Educating for an Inclusive World: Promoting Disability Rights through Collaborative Online International Learning
- Filomena Critelli, University at Buffalo (United States)
- Asli Yalim, University at Buffalo (United States)
- Sarah Richards-desai, University at Buffalo (United States)

This session presents an innovative model of globally-networked online international learning developed through a collaboration between University at Buffalo and Universidad LaSalle, Mexico. The course examines disability rights in Mexico and U.S., identifying themes that cut across nations and cultures. The successes and challenges of this approach to cross-national human education based from the perspectives of students and educators are also presented, as well as the implications for teaching and practice.

Teaching for Success: Mexico-US Collaboration and the Power of Internationalization
- Nataly Tcherepashenets, SUNY, Empire State College (United States)
- Martha Del Ángel, Tecnológico de Monterrey (Mexico)

The tasks of both bringing the equality of opportunities and promoting intercultural dialogue continue to be priorities for education, whose major objective and obligation is an expansion of the freedoms of human beings. In the era of globalization, its fulfillment more than ever depends on making it possible for people of different backgrounds to participate in intercultural dialogue on equal terms. Mexico-US collaboration (SUNY, COIL project) offered unique opportunities for the realization of this goal.
Mismatched Matched- Making It Work Across the Globe

- Maryanne Kildare, Nassau Community College (United States)
- Lupita Urena Rodriguez, University of Guadalajara (Mexico)

Presenters will share how they initially developed the COIL project with the same ultimate goals, mainly English language acquisition while learning about other cultures, but in reality, it was much more. As the project evolved, it became clear that each class was receiving residual valuable benefits by reaching initial goals while achieving the desired outcomes. Presenters will guide you through this wonderful journey of discovery, cultural diversity, adaptability and technology.

Mexico: COIL exchange, study abroad, and intercultural competence

- Chesla Ann Bohinski, Binghamton University (United States)
- Salvador Venegas Escobar, Universidad de Monterrey (Mexico)

This project quantitatively and qualitatively focuses on two L2 Spanish participants’ intercultural competence (IC) and language development during travel to Mexico post-COIL exchange. Analysis of participants’ attitudes, knowledge, skills, internal outcomes, and external outcomes reveal that considerable progress can be made during a short stay trip. By gaining a better understanding of IC and how to assess it, instructors can implement activities to build IC in order to better facilitate second language teaching and learning.

COIL experiences enhanced by organically emerged mobility components

Location: Recital Hall (Ground Floor)

- GianMario Besana, DePaul University (United States)
- Rositsa Leon, DePaul University (United States)
- Nila Ginger Hofman, DePaul University (United States)
- Richard Farkas, DePaul University (United States)
- Shweta Sinha Despande, Symbiosis International University (India)
- Pero Maldini, University of Dubrovnik (Croatia)

DePaul University’s COIL initiative relies on tight coordination between the offices of Global Engagement and Faculty Instructional Technology Services. Within this context, a variation of the traditional COIL format that includes a component of faculty and student international mobility emerged organically. Two instances of this enhanced model will be presented. A key component of the ideation of the new model was an existing international faculty development program that was strategically leveraged to generate COIL activity.

3:00 p.m. - 3:30 p.m. Networking Break
3:30 p.m. - 4:30 p.m. Breakout Sessions C (60 Minutes)

**COIL: Creating Access to Global Learning for All**

*Location: Auditorium*

- Heather Ward, American Council on Education (United States)
- Lenora Helm Hammonds, North Carolina Central University (United States)
- Megan Gibbons, Glenville State College (United States)
- Jan McCauley, SUNY Broome Community College (United States)

Colleges and universities are looking for accessible, low-cost ways to deliver global learning, particularly to the 90 percent of undergraduates who do not study abroad. The American Council on Education has identified the COIL model as a promising way to reach those students. This session will feature panelists from an HBCU, a rural Appalachian college, and a community college who have developed COIL programs to deliver global learning to students on their campuses.

**Combined Session: Latin America Academy - Student Voices Tracks**

*Location: C-197*

**Online Cultural Exchange: Reflections from Mexican-American Partnerships**

- Gretel Werner, Universidad de Monterrey (Mexico)
- Jill Amati, Alfred State University (United States)
- Victor Sanchez, Universidad de Monterrey (Mexico)

This panel will explore experiences from two COIL collaborations between SUNY institutions and UDEM during the spring 2016 semester.

**Dialogue without Borders**

- Blanca Henric, Tecnológico de Monterrey- Campus Chihuahua (Mexico)
- Kathleen Bater, SUNY College at Old Westbury (United States)
- Carmen Fierro, Tecnológico de Monterrey (Mexico)

We will conduct a forum for which the instructors have produced a video explaining the goals of COIL including a discussion of the reasons we chose to participate giving an explanation of the planning necessary to complete the project. Additionally, we describe activities conducted by SKYPE and Facebook. Students of TEC/ SUNY reflect on their experience comparing initial expectations at the onset of the course with learning they have gained through collaboration with peers.

**Experiences using Smart Phones among International students colaboración**

- Antonio Rios, ITESM Chihuahua (Mexico)

The research analyzes and documents the use of smartphones in projects developed by international students collaborating. Experiences of the program COIL between SUNY and the ITESM Chihuahua.

**Three Educators Reflect on Their COIL Collaboration**

- Cara Tuzzolino, Nassau Community College (United States)
- Xochitl G. Soriano, University of Guadalajara (Mexico)
- Deborah Spiro, Nassau Community College (United States)

In this workshop, the presenters will share, reflect and present information about effective digital tools used during a COIL-embedded course between ESL students from Nassau Community College and students from the B.A. in TEFL at the University of Guadalajara. Instructional designer worked with two language instructors to create a course designed to increase students’ cultural competence, digital media skills and English language proficiency. Attendees will leave with applicable resources.
Mini-workshop

Rinse and Repeat: Creating a Culture for COIL
Location: C-198
- Natalia Dyba, University of Washington Bothell (United States)
- Colleen Carmean, University of Virginia (United States)

COIL success depends on lessons learned, tools evaluated, connections fostered. Rinse and repeat. At the University of Washington, a tri-campus collaboration has fostered a diverse departmental, technical and pedagogical culture of inventing, sharing and revising effective online international learning environments. In this workshop, we’ll share some of our specific methods and programs for supporting COIL across the institution. Then, we’ll invite other COILers to join in sharing and peer review.

Jazzing Up Your Curriculum: Applying Principles of Jazz to Collaboration
Location: C-201
- Janine Lim, Andrews University (United States)
- Amy Spath, CNRIC (United States)
- Ken Conn, i2i Technologies (United States)
- Roxanne Glaser, i2i Technologies (United States)

Collaboration requires a unique set of skills, skills that are similar to those used in jazz music. Autonomy, passion, risk, innovation, and listening are essential to a successful collaborative experience. Learn how these five principles of jazz are applied in a unique summer course for K12 teachers called 123 VC: Jazzing Up Your Curriculum with Videoconferencing. The workshop is collaboratively led and features a variety of interactive activities across the participating sites.

Combined Session: Latin America Academy Track
Location: C-202

Impact of a COIL Multidisciplinary & Multicultural Global Virtual Team Project on Cultural Intelligence
- Pablo Ramirez, Tecnológico de Monterrey (Mexico)
- Eduardo González Mendivil, Tecnológico de Monterrey (Mexico)
- Olivia Hernández-Pozas, Tecnológico de Monterrey (Mexico)
- Krista Knight, SUNY Oswego (United States)

This presentation summarizes the impact of a COIL multidisciplinary & multicultural Global Virtual Team project on Cultural Intelligence. Disciplines include Project management, multimedia design, and creative writing. Cultures are Mexican and American. Cultural Intelligence (CQ) is the capacity to function effectively in a variety of cultural contexts. Results demonstrate that CQ can improve with this type of project. But, improvement varies greatly by course depending on the characteristics of participants & the intervention of facilitators.

Assessing Changes on Cultural Intelligence in Two Mexico-Japan COIL Courses
- Angelica Santana, Tecnológico de Monterrey (Mexico)
- Armando Roman, Tecnológico de Monterrey (Mexico)
- Olivia Hernández-Pozas, Tecnológico de Monterrey (Mexico)

This presentation reports the results obtained on a study conducted in two COIL collaborative courses using Cultural Intelligence assessments. Results also include a summary of qualitative information gathered in two focus-groups, conducted at the end of their courses. These results suggest that professors must take into consideration the phases of student’s process of cultural adaptation, when implementing COIL courses in the classroom, particularly, with students who lack previous experience working in global virtual teams (GVTs).
An Annual Check-in Live from the Trenches 2016: Instructional Designers’ Perspectives on COIL

Location: C-203

- Hope Windle, SUNY Ulster (United States)
- Chilton Reynolds, SUNY Oneonta (United States)
- Ann Giralico Pearlman, SUNY Brockport (United States)
- Martha Gold, SUNY Corning Community College (United States)
- Tom Capuano, Monroe Community College (United States)
- Patrice Prusko, Cornell University (United States)
- Douglas Hemphill, SUNY Oswego (United States)

Join a discussion with Instructional Designers about the successes and challenges they have seen on their campuses. Each Instructional Designer will provide an overview of COIL on his or her campus before going more in depth on selected issues. Afterward, they will answer questions from the audience. This is a great chance to dig into the minds behind some of the exemplary COIL programs in SUNY. We look forward to seeing you there.

The SUNY COIL Center Turkey Hub and Course Development Initiative: From Catering to Cartography: Against all odds!

Location: Recital Hall (Ground Floor)

- Lori Thompson, SUNY Office of Global Affairs (United States)
- Richard Benniger, SUNY Cobleskill (United States)
- Regina Eckert, Binghamton University (United States)
- Isik Gulcubuk, Izmir University of Economics (Turkey)
- Clemens Hoffmann, Bilkent University (Turkey)
- Nicole Jacoberger, Nassau Community College (United States)
- Jonathan Little, Monroe Community College (United States)
- Sema Misci Kip, Izmir University of Economics (Turkey)
- Erkan Saka, Bilgi University (Turkey)
- Mirjam Hauck, SUNY COIL Center, Open University UK (USA and UK)

We follow the journey of the first cohort of the Turkish Initiative fellows from the moment they first met online to the launch of their COIL-enhanced modules and beyond. The professors will remind us why COIL work plays a crucial role in developing the intercultural competence required by both faculty and students to explore, understand and communicate in an informed way the political, economic and social issues currently at stake in this part of the world.

4:30 p.m. - 5:00 p.m. Networking Break
5:00 p.m. - 6:00 p.m. Breakout Sessions D (60 Minutes)

Getting COIL to stick on your campus  
Location: Auditorium

- Hope Windle, SUNY Ulster (United States)
- Jayne Peaslee, SUNY Corning (United States)
- Catherine Roche, Rockland Community College (United States)
- Kathleen McKenna, SUNY Broome Community College (United States)

Colleges without an international program office can still get COIL to stick! A panel from four community colleges will describe how their grass-root efforts have enabled COIL to stick on their campus by incorporating procedures and guidelines for faculty course module proposals, international travel for both faculty and students, campus-wide strategic plans, technology support and training for learning activities, college branding, and academic program goals.

Which Way? Identifying a Suitable Cultural Compass to Assess Student Engagement in Online and Blended Courses  
Location: C-197

- Rick Arrowood, Northeastern University (United States)
- Leslie Hitch, Northeastern University (United States)
- Eva Kampits, Northeastern University (United States)

Is student engagement solely what we experience in the classroom or online? If not, how do we distinguish students engaged or not when genuine engagement is not readily apparent? We argue that a successful engagement model is multi-faceted, stemming from understanding what motivates students intrinsically and extrinsically; i.e. which cultural compass is in play? As with many journeys, the compass helps us navigate; but first we should identify the right direction for our journey.

Mini-workshop

The Global Classrooms Initiative: Converting Intercultural Understanding Into Workforce Readiness  
Location: C-198

- Ross Lewin, University of Maryland College Park (United States)
- Raluca Nahorniac, University of Maryland College Park (United States)
- Stacy Kosko, University of Maryland College Park (United States)

In the new global economy, work increasingly involves teams of individuals from around the world collaborating through digital spaces to produce valuable deliverables. The Global Classrooms Initiative is University of Maryland’s innovative, cost effective response to these new realities. Starting from Maryland’s experience, the proposed session invites the participants to consider the opportunities and challenges of implementing a university-wide cross-cultural, virtual, project-based learning initiative, from the standpoint of three different campus stakeholders.

[Jump]Start COIL on Your Campus!  
Location: C-201

- Gale Lynch, Monroe Community College (United States)
- Tom Capuano, Monroe Community College (United States)
- Alice Wilson, Monroe Community College (United States)

Are you looking to start – or jump start - a COIL initiative? Come hear Monroe Community College’s story of building their COIL program over the past twelve months. MCC’s Campus Coordinator, Instructional Designer and Librarian will share their experiences launching a successful COIL program. This panel will share ideas, concrete tips, sample forms, demonstrate technology and open the floor for others to share their successes. You’ll leave ready to [jump] start COIL on your campus!

Combined Session  
Location: C-202

Using “low-tech” for “high-tech” ideas: implementing COIL to teach: “Teaching English in a Multi-cultural classroom.”  

- Juanita Blackton, Applied Language Institute University of Missouri Kansas City (United States)

This presentation will cover the journey of one teacher as she received a virtually open syllabus to teach a course called, ”Teaching..."
English in a Multi-cultural Classroom." The presentation will include how a "high-tech" idea utilized "low-tech" resources, along with how collaboration across continents made the project a success.

Mobile Language Exchange using WeChat: Intercultural Discussions Using Smartphones.
- Valeria Belmonti, Center for Integrated Language Communities (United States)

The presentation will share task-based telecollaborative modules, which have been designed by a team of researchers and faculty of the Center for Integrated Language Communities (CILC) in partnership with Chinese universities for undergraduate Chinese courses at two senior CUNY campuses. The roadmap implemented by CILC to accomplish the design of the modules will also be illustrated. CILC is one of the sixteen National Language Resource Centers funded by the U.S. Department of Education Title VI.

From Passion to Action: Preparing Future COILers for "Success"
- Thomas Nechodomu, University of Minnesota (United States)

Appropriately preparing and supporting instructors who COIL is integral to their success. This session will reveal how instructional designers at the University of Minnesota developed a COIL professional development program that offers administrative and academic support through collaborative workshops and individualized instructional design mentoring. The session will include a conversation on the importance of defining "success" in a manner that encourages faculty no matter what their COIL experiences throw their way.

Combined Session: Latin America Academy Track
Location: C-203

COIL Program in 3 weeks - preparing for the main course: the experience of the mini-module.
- Jan McCauley, SUNY Broome Community College (United States)
- Alejandra Ortega, Universidad La Salle, Ciudad de México (Mexico)

A brief, 3-week COIL Mini-Module presented a unique set of challenges for students relating to communication (both with one another and with their instructors), work habits, and cultural understanding. However, in general the experience was evaluated positively and produced satisfactory scholarly work. The session will demonstrate the value of developing and executing an abbreviated COIL module in preparation for a full-length module to be held during a later semester.

Cultivating Civic Professionalism and Service Learning through Chemistry, Plant Science, and COIL
- Maria Luisa Lopez Segura, Tecnológico de Monterrey- Campus Laguna (Mexico)
- Laura Penman, Monroe Community College (United States)

A rural community in north of Mexico currently produces and sells cosmetic and therapeutic products made from local desert plants. Through our COIL module, student groups use chemistry and biology principles to provide technical information for the sustainable production of plants and plant extracts, taking into consideration local resources and people’s needs. Students learn about plant production under greenhouse conditions and methods of extracting biological ingredients while helping people in this community improve their lives.

COIL and the West Virginia Higher Education Trade Mission Model
Location: Recital Hall (Ground Floor)
- Megan Gibbons, Glenville State College (United States)
- Leticia Poblano, Benemerita Universidad Autonoma de Puebla (Mexico)
- Clark Egnor, West Virginia Higher Education Policy Commission (United States)

This session will examine West Virginia’s Higher Education Trade Mission Model with Puebla, Mexico initiated in June 2015. This unique collaboration between established state consortia promotes internationalization efforts, particularly at the curricular level with the use of COIL. Panel participants will discuss COIL outreach conducted in Puebla, the development of a cohort of COIL Fellows and subsequent training, and the implementation of a COIL module in Fall 2015 as well as those currently in progress.

6:00 p.m. - 8:00 p.m. All Conference Reception and 10th COIL Center Anniversary Celebration (Drinks and hors d’oeuvres will be served)
Location: Dining Commons (8th Floor)

Join your old and new colleagues for an evening of networking as we celebrate the COIL Center’s 10th Anniversary together. The reception is located in the wonderful 8th floor dining area with a spectacular skylight view of the Empire State Building. See you there!
Tuesday, April 26, 2016

8:00 a.m. - 6:00 p.m. Registration Desk Open

8:00 a.m. - 4:30 p.m. Networking Nook Open
Location: C-205

8:30 a.m. - 10:00 a.m. Partnering Meeting for Members of the COIL Center’s Nodal Network at SUNY and Global Partner Network
(open to all from these campuses to check the list of members visit http://coil.suny.edu/network)
Location: Auditorium

This meeting is open to all attendees from the COIL Center’s Nodal Network and Global Partner Network member institutions, including coordinators, faculty, staff, and administrators (To check the list of NN and GPN members visit: http://coil.suny.edu/network). This session will provide an opportunity for the Networks’ members to meet in person to share resources and best practices, and to facilitate the creation of more robust partnerships between SUNY campuses and select higher education institutions around the world. We will first gather in plenary for a brief discussion about the two networks, and to consider possible steps to connect them more strongly after the conference. But we will quickly move into an adjoining open space which will be devoted to partnering activity, where faculty and coordinators can make connections and initiate partnerships. Prior to the conference, all coordinators may post on COIL Networks the names and disciplines of interested faculty who are not able to be physically present. Be prepared for a very active session with timed partnering meetings to enable multiple conversations. COIL Speed Dating.

9:00 a.m. - 10:00 a.m. Town Hall Meeting for Other Attendees - How to Support Growth of COIL Initiatives Across the USA and Abroad
Location: Recital Hall (Ground Floor)

• Jenifer Cushman, Ohio University Zanesville (United States)
• Natalia Dyba, University of Washington Bothell (United States)
• John E. Fowler, SUNY COIL Center (United States)
• Sarah Guth, University of Padova (Italy)
• Keiko Ikeda, Kansai University (Japan)
• Heather Ward, American Council on Education (United States)

Uptake of the COIL and similar ideas (e.g. virtual exchange and telecollaboration) has grown substantially in the past 10 years, and we expect even more dramatic growth in the future. Please join us in this town hall style session to learn more about initiatives at the COIL Center, across the USA, and around the world, that are helping support the COIL model outside of their own institutional settings. The panel will briefly share examples and successes from organizational settings, within single university systems, on a national scale, and on multi-national levels.

Using these projects as a starting point, we will open the discussion to the audience to hear your questions and suggestions on how as a broader global community we can collaborate to create organizations and infrastructure to help this idea continue to grow and to support those institutions interested to get started. Bring your ideas and help us all work together to shape the next decade in this vital area of international education. Outcomes of this town hall meeting will be included in today’s afternoon plenary.

10:00 a.m. - 10:30 a.m. Networking Break
10:30 a.m. – 11:30 a.m. Breakout Sessions E (60 Minutes)

**Student Voices Track**

**A Good Kind of Global Warming: Melting Pakistan-U.S. Stereotypes**

Location: Auditorium

- Mark Adams, San Jose State University (United States)
- Minna Holopainen, San Jose State University (United States)
- Munazza Ambreen, Allama Iqbal Open University (Pakistan)
- Jason Laker, San Jose State University (United States)

Under the Pakistan Distance Education Enhancement Program (PDEEP), professors and students from Allama Iqbal Open University, Pakistan, a mega-university with 1.3 million students, connected with San José State University, USA, for a multitude of COIL projects. In this presentation, we’ll hear from professors and students—live from Islamabad and San Jose—about the cultural, technical, and security challenges, mitigations, lessons learned, and surprises along the way, through this university partnership in the service of peace and prosperity.

**Student Voices Track**

**COIL with Petrozavodsk, Russia: Leveraging Community and University Relationships for a Transformative Experience**

Location: C-197

- Lynn Goerdt, University of Wisconsin-Superior (United States)
- Dan Nolan, University of Minnesota-Duluth (United States)
- Michelle Robertson, The College of St. Scholastica (United States)

Panel members will discuss a recent yearlong inter-institutional online international learning project between Petrozavodsk, Russia and Duluth, Minnesota focused on social work and children's welfare. The collaboration was unusually successful, in part because partners were able to overcome significant difficulties that arose. On-site presenters will be joined by partners (U.S. and Russian students and Russian faculty) presenting remotely to offer their insights on the community-university partnerships, culturally sensitive material, and impediments resulting from political tensions.

**Mini-workshop**

**Engaging with COIL: internationalising a connected curriculum**

Location: C-198

- Liz Frondigoun, University of the West of Scotland (United Kingdom)
- Gordon Heggie, University of the West of Scotland (United Kingdom)
- Anne Gifford, University of the West of Scotland (United Kingdom)

This session will present how the School of Media, Culture and Society seeks to enhance the student experience and internationalise the curriculum through its engagement with COIL. The session will consist of three interlinked parts: two short presentations to outline our Internationalisation Strategy and expertise in teaching in an international context followed by an interactive mapping activity that will illustrate how engaging with COIL will support students to become ethically responsible and culturally aware citizens.
Globally Networked Learning and Convergence Culture are COILing Cross-cultural Competencies as Soft Power

- Dominique Scheffel-Dunand, York University (Canada)

Our paper will outline the theoretical research frameworks that are mapping a Global Soft Power Capability index in the context of Higher Education by studying the effects of Globally Networked Learning (GNL) on the acquisition of global skills and the knowledge economy in learning cities. Two case studies illustrating reflective practices of GNL developed between (i) YorkU (Toronto) and BISU (Beijing) and (ii) YorkU and Dadaab refugee camps in Kenya will provide context for discussions.

A virtual international classroom for the common good

- Herco Fonteijn, Maastricht University (Netherlands)

Virtual mobility stimulated students in Indonesia, Turkey and Europe to engage in online teamwork. Students focused on humanitarian work and jointly produced teaching materials. Intercultural and virtual collaborative problem solving (uncertainty management, perspective taking) competences were strengthened. After discussing lessons learnt, plans to extend the project to enable development of global citizenship competence will be shared.

Fostering Critical Gender Narratives through a COIL-Enhanced Art Project

- Alice Lai, SUNY Empire State College (United States)

This presentation outlines a COIL-enhanced art project emphasizing the following topics: the context of this United States-Cyprus international collaboration; three educational aspects this project intended to improve (i.e., students’ creative work, engagement with gender narratives, and awareness of global women’s life experiences and gender justice issues); feminist pedagogy applied to design the project; and students’ learning outcomes, highlighting major improvements in U.S. students’ quality of creative work and recognition of gender issues in different countries.
Combined Session
Location: C-202

Does COIL Deliver? Working Toward a COIL Assessment Model
• Diane Ceo-Difrancesco, Xavier University (United States)
• Delane Bender-Slack, Xavier University (United States)

As COIL implementation grows across campuses, the investment of time and resources must prove to be justifiable. In order to clearly determine the value of continuing to expand this model, we have particular interest in assessing student learning and intercultural competency outcomes. The presenters share reflective practice on intercultural competence as it relates to transcultural communications, and describe the evolution and development of assessment tools for the COIL model in order to measure its effectiveness.

Cross-Cultural Experiential Learning Toolkit: Lessons Learned and Challenges Ahead
• Susan Jagendorf-Sobierajski, SUNY Cobleskill (United States)
• Runi Mukherji, SUNY Old Westbury (United States)

This COIL presentation will focus on training workshops conducted with faculty volunteers across SUNY and other U.S. institutions and the lessons learned regarding challenges that faculty face in identifying learning outcomes, preparing assignments to stimulate specific skill development and understanding how to assess data. Clearly, the research methods used and application of the toolkit elements to live data are part of an ongoing process in the task to reliably assess experiential international learning activities.

Challenges and Opportunities: Connectivity and Global Inclusion
Location: C-203
• Ayca Ariyoruk, Soliya Inc (United States)
• Rafael Tyszblat, Soliya Inc (France)
• Michael J. Popovic, SUNY Potsdam (United States)
• Clemens Hoffmann, Bilkent University (Turkey)

This panel will generate an interactive discussion about the challenges and opportunities for global diversity and access to new cultures and geographies made possible by advancements in technology. Are our campuses prepared for the internationalization we strive for? Amid the growing dissatisfaction with current diversity practices on campuses across the US, how do we promote greater connectivity, inclusive online learning and prevent clash of values?

Latin America Academy - Student Voices Tracks

Dragon Tales: Lessons learnt from multiple COIL courses taught at a 4-year institution
Location: Recital Hall (Ground Floor)
• Frank Thornton, SUNY College at Oneonta (United States)
• Carol Dean, SUNY College at Oneonta (United States)
• Elizabeth Small, SUNY College at Oneonta (United States)
• Victor Zorrilla Garza, Universidad de Monterrey (Mexico)
• Maria Cristina Montoya, SUNY College at Oneonta (United States)
• Chilton Reynolds, SUNY (United States)
• Haley Fallon, SUNY Oneonta (United States)
• Erica Braithwaite, SUNY Oneonta (United States)

Our campus in now in its third year of doing COIL projects, which means we are now starting to implement repeat implementations of COIL modules in classrooms. The participating faculty are now going through the process of reflecting on their initial COIL classes and focusing on the next iteration. Multiple faculty from our campus will participate in this presentation to talk about their lessons learned and how that will change their future COIL projects.

11:30 a.m. - 1:00 p.m. Lunch Break (At place of your choosing in the neighborhood around the CUNY Graduate Center)
10th ANNIVERSARY COIL CONFERENCE

AGENDA • TUESDAY, APRIL 26 • 1:00 P.M. - 2:45 P.M.

1:00 p.m. - 2:45 p.m. Plenary Session
Location: Auditorium

Welcome Remarks from SUNY’s Chancellor

• Nancy L. Zimpher, Chancellor, State University of New York

Nancy L. Zimpher became the 12th chancellor of the State University of New York in June 2009. With nearly 463,000 students and 64 colleges and universities, SUNY is the nation’s largest comprehensive system of higher education.

Through her strategic plan for the university, The Power of SUNY, Chancellor Zimpher leads a diverse set of successful initiatives in several key areas, including research and innovation, energy, health care, global affairs, and the education pipeline. She has been a vocal advocate for groundbreaking legislative reforms that ensure SUNY can provide broad access to high-quality higher education in an environment of declining state support, while maximizing the system’s impact as an engine of economic revitalization in every region of the state.

Under Chancellor Zimpher’s lead, SUNY is undertaking many innovative, system-enhancing initiatives—including shared services, dramatic expansion of online learning opportunities and cooperative education, and new partnerships with K-12 professionals—always with the goal of optimally serving New York’s students and communities and preparing them to succeed in the 21st century. Nancy is active in numerous state and national education organizations, and is a recognized leader in the areas of teacher preparation, urban education, and university-community engagement. She currently serves as chair of the Board of Governors of the New York Academy of Sciences and the National Association of System Heads. From 2012-2013 she was chair of CEOs for Cities, and from 2005 to 2011 she led the national Coalition of Urban Serving Universities. As co-founder of StriveTogether, she has been instrumental in creating a national network of innovative systemic partnerships that holistically address challenges across the education pipeline.

Prior to coming to SUNY, Nancy 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. She has authored or co-authored numerous books, monographs, and academic journal articles on teacher education, urban education, academic leadership, and school/university partnerships. She holds a bachelor’s degree in English education and speech, a master’s degree in English literature, and a PhD in teacher education and higher education administration, all from The Ohio State University.

Keynote Address: Higher Education in a Shared World

• Susan Buck Sutton, Senior Advisor for International Initiatives, Bryn Mawr College

An increasingly interconnected and interdependent world is reshaping higher education in ways we are only just beginning to understand. Colleges and universities are wrestling with how they will engage this new reality, facing critical decisions as to how—and even whether—they will extend themselves beyond their traditional boundaries. It is in this context that COIL initiatives can be seen as not just a fascinating pedagogical development, but also a clear statement that the global system of higher education that is emerging from our institutional actions should be a shared and collaborative one.

Susan Buck Sutton is Senior Advisor for International Initiatives, Bryn Mawr College, and also Emerita Associate Vice President of International Affairs and Emerita Chancellor’s Professor of Anthropology, Indiana University. Past President of the Association of International Education Administrators and active in the American Council of Education, NAFSA, and the Institute of International Education, Sutton has given numerous presentations on the changing nature of academic internationalization, institutional partnerships, curriculum internationalization, and international service learning. Sutton has published five books and 60+ articles.
An Introduction to The Stevens Initiative by

- Henry Shepherd, Assistant Director of the J. Christopher Stevens Virtual Exchange Initiative, Aspen Institute

The Stevens Initiative is an international public-private partnership aimed at bringing young people together to learn about the world and each other and to give them the skills they need to participate in the global economy. The Initiative makes awards to educational and nongovernmental organizations, convenes practitioners, and raises public awareness of the field. Educators who make online, cross-cultural collaboration part of their teaching – or who want to do so – are encouraged to learn more about the Initiative’s approach, its award competition, and the other activities and resources it offers.

Henry Shepherd is Assistant Director of the J. Christopher Stevens Virtual Exchange Initiative at the Aspen Institute. He was previously research assistant to Chester Crocker at Georgetown University, where he received a Master of Science in Foreign Service. Earlier, he coordinated the volunteer training program at Soliya, an organization that facilitates virtual exchange between young people in Western and predominantly Muslim societies. As an undergraduate at Brown University, he helped launch Strait Talk, an international initiative that conducts youth dialogue across the Taiwan Strait.

Panel Discussion: Where is COIL practice going? What funders are supporting COIL and Virtual Exchange, and what higher education institutions are adopting the model?

- Susan Buck Sutton, Senior Advisor for International Initiatives, Bryn Mawr College
- Henry Shepherd, Assistant Director of the J. Christopher Stevens Virtual Exchange Initiative, Aspen Institute
- Jon Rubin, Founder and Director, SUNY COIL Center
- Mirjam Hauck, Professional Development Lead – SUNY COIL Center, Senior Lecturer and Associate Head of Department - Open University UK
- Simone Hackett, Faculty Coordinator for Internationalisation, Hague University of Applied Sciences

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

3:15 p.m. – 4:00 p.m. Breakout Sessions F (45 Minutes)

Combined Session: Pecha Kucha Presentations

Location: Segal Theatre (Ground Floor)

This highly interactive format involves a structured and timed presentation including 20 slides for 20 seconds each. You can read more about this presentation format at http://en.wikipedia.org/wiki/PechaKucha

COIL Implementation Experience

- Pablo Ramirez, Tecnológico de Monterrey (Mexico)
- Patricia Szobonya, SUNY Rockland community College (United States)

We present our experience on COIL implementation between SUNY Rockland community College and Tecnológico de Monterrey, challenges to work with multicultural groups, and students comments on development of cross competencies for live, such as: collaborative multicultural work, openness to new ideas and different ways of thinking.

Our students collaborated within his own topics of learning (Pluralism and Diversity, and Electronics) during 4-6 weeks of activity.

Assessment and feedback for asynchronous discussion

- Michael Bromby, Glasgow Caledonian University (United Kingdom)

This short session will look at how feedback can be provided to small groups and to the whole cohort in order to promote sharing of knowledge and experience between groups. An assessment model is also proposed that reflects student participation and underpins the sharing aspect of feedback.
From strangers to friends: a reflection on an international academic experience

- Sofía Montes, University of Guadalajara (Mexico)
- Carolina Lara, University of Guadalajara (Mexico)
- Xochitl G. Soriano, University of Guadalajara (Mexico)

During the session the students will share their personal experiences with the use of Blackboard, and other digital tools used to enrich the multicultural experience they had with ESL students from different countries attending Nassau Community College (NCC). Also, they will briefly report on their perspectives about the use of ITs in class (the benefits of using them to enhance their learning experience at school).

“Who nerves to teach, should never cease to learn”–Cotton Dana

Do What I Say, Not What I Did

- Colleen Carmean, University of Virginia (United States)

The Pecha Kucha will review the role of the institution in supporting faculty in their first time experience of offering a COIL course. It describes stumbles, resource questions and how to encourage COIL despite reasonable fears of change, failure, poor evaluations and real disasters.

Student Voices Track

I’d Like to Teach the World to Sing: Learning Culture Through Advertising
Location: Auditorium

- Eva Haug, Amsterdam University of Applied Sciences (Netherlands)
- Mindy Kole, SUNY Ulster (United States)
- Joan Mena, SUNY Ulster (United States)
- Kristy Lyons, SUNY Ulster (United States)
- Meghan Pieters, Amsterdam University of Applied Sciences (Netherlands)
- Richard Yusufi, Amsterdam University of Applied Sciences (Netherlands)

Students from the Netherlands and US collaborate to learn how culture influences the advertising of global brands like Coke and Heineken in both countries. The project was a successful introduction to virtual, diverse teamwork and cultural impact on business. Lessons learned include the benefits of coaching, face to face collaboration and e-lectures.

Combined Session
Location: C-197

COIL at work: Reflections from a 21st century worker

- Melanie Wilson, Canadian Marketing Association and Soliya (Canada)

The 21st century requires workers to think critically, be creative, communicate and collaborate with others from diverse contexts and backgrounds to develop and deploy innovative solutions. The COIL experience prepares students for all these things by exposing them to the challenges of global work and providing them opportunities to work through these challenges. This presentation draws on the presenter’s experience working for global company and illustrates how COIL helps prepare students for 21st century work.

Acquiring 21st century skills through COILing: a pedagogical approach to multiliteracy

- Mirjam Hauck, SUNY COIL Center, Open University UK (USA and UK)

Learners need to be prepared for informed participation in technology-mediated activities also known as digital literacy. COIL courses provide an ideal setting for training to this effect. I will propose an instructional framework grounded in multimodality which caters for the fact that input and output in COIL activity usually draw on a variety of semiotic resources or modes such as “words, spoken or written; image, still and moving; musical […] 3D models […]” (Kress, 2003).
**Mini-workshop**

**Overcoming the language barrier when doing a COIL with Japan - Focusing on the learners**

Location: C-198

- Elvita Haff, Kansai University (Japan)
- Gavan Gray, Kansai University (Japan)
- Keiko Ikeda, Kansai University (Japan)

This session will offer a review of points to consider, both strengths and weaknesses, when partnering with Japanese institutions, particularly Kansai University, for a COIL class. This session will explore the challenges faced by Japanese students especially from linguistic and the order of thinking skills perspectives, learning from past COIL practiced in campus. How this can be utilized to inform the choices of ICT tools and or type of tasks when designing a COIL class.

**Hands on Demo** *(This room and the demos will also be available during the 2:45 p.m. – 3:15 p.m. Networking Break)*

**The Instruction is Strong, But The Tech is Weak: Creating synchronous connections that work**

Location: C-201

- Todd Austin, University of Michigan, Ann Arbor (United States)

Live synchronous sessions are a vital part of many telecollaboration courses. Much effort goes into scheduling, pedagogy, and planning for these connections with high hopes for a stimulating experience. Unfortunately, too often they fall short of what could be achieved with better-quality audio-visual approaches. In this session, we will explore solutions to common scenarios, provide tools and technology ideas, and help you get the solutions you need for your students.

**Student Voices and Language Learning Tracks**

**Welcome to Cartagena Colombia: Global Citizenship and Social Justice through Student Voices from COIL Experience.**

Location: C-202

- Maria Cristina Montoya, SUNY College at Oneonta (United States)
- Haley Fallon, SUNY College at Oneonta (United States)
- Erica Braithwaite, SUNY College at Oneonta (United States)
- Yudis Contreras Martinez, Universidad de Cartagena (Colombia)
- Paula Covans Navarro, Universidad de Cartagena (Colombia)
- Devan Parra Padilla, Universidad de Cartagena (Colombia)

A COIL experience provided students from Cartagena and NY an enhanced understanding of the other country’s social practices, customs and culture which in turn led to the breaking down of stereotypes on that country and even social constructs. Students understood about the opportunities that exist for them and others in their own country, and were even able to confront the difficulties, which led to the analysis of perceptions of the other.

**Latin America Academy - Student Voices Tracks**

**Internationalizing Teacher Education Coursework: Professors and Students Reflect on Their Purposes, Projects, Processes, and Perspectives**

Location: C-203

- Jennifer King, SUNY Geneseo (United States)
- Beatriz Gómez, Universidad de Monterrey (Mexico)
- Emily Arko, SUNY Geneseo (United States)
- Margarita Coronado, Universidad de Monterrey (Mexico)
- Alejandra Rodríguez, Universidad de Monterrey (Mexico)
- Janine “Jay” Rossi, SUNY Geneseo (United States)
- Marisa Valtier, Universidad (Mexico)

Two college professors and their students, representing the Universidad de Monterrey (UDEM) (México) and SUNY Geneseo (USA), will discuss how they internationalized their teacher education coursework through a COIL partnership during the fall 2015 semester. This panel will share their rationale for integrating COIL, their assignments and student work, their processes for planning and implementation, and their experiences and perspectives as instructors and students. The presentation will be followed by time for audience interactions.
A Decade (Plus) of COIL Teaching: What We Have Learned from Our Experience
Location: Recital Hall (Ground Floor)
- Craig Little, SUNY Cortland (United States)
- Larissa Titarenko, Belarusian State University (Belarus)

For more than a decade, we have been teaching an asynchronous COIL course on the sociological (and criminological) topic of Social Control enrolling, at various times, students from America, Belarus, Australia and Russia. This session will focus on what we have learned about collaborative, online, international learning (and teaching) over the past decade. After describing our course and discussing some of what we have learned, we will open the floor to questions and discussion.

4:00 p.m. - 4:15 p.m. Networking Break

4:15 p.m. – 4:45 p.m. Breakout Sessions G (30 Minutes)

Language Learning Track
How a model of intercultural telecollaboration has evolved over the years: lessons learned with Cultura
Location: Auditorium
- Sabine Levet, MIT (United States)
- LeAnn Stevens-Larré, ENSEIRB (France)

This session will present how Cultura, a model of telecollaboration for intercultural learning, has evolved over the years. It will also discuss the complex nature of telecollaboration, informed by four years of collaboration between two instructors, in France and the US. It will look at how to take into account different circumstances and expectations between partners, ensure reciprocity, and incorporate a reflection on the interaction with the partner class in the learning experience.

Student Voices Track
Integrating GNLEs in the Pre-Service Teacher Classroom and Beyond
Location: C-197
- Mary Risner, University of Florida (United States)
- Swapna Kumar, University of Florida (United States)

This session describes a blended pre-service teacher module that used GNLEs for enhancing awareness of global themes through the perspectives of other cultures and teaching 21st century skills. Presenters will share the module design, student application of learning and student reflections about their experience as participants and how they plan to integrate GNLEs in future classrooms. A remote student presenter will share her practicum experience using GNLEs to connect elementary students to other countries.

Work in Progress
Location: C-198
- Dave van Ginhoven, The Hague University of Applied Sciences (Netherlands)
- Sean Sullivan, Fashion Institute of Technology (United States)

An analytical look back on a brand new COIL project just after its completion, which explores COIL as an avenue for increased cultural understanding by using research and critical thinking skills, communication skills, storytelling and creativity to encourage students to challenge their perceptions while taking an interest in understanding others.
Collaborative teaching to incorporate learning and action for global environmental issues
Location: C-201
- Ursula Valdez, University of Washington Bothell (United States)
- Armando Valdes-Velasquez, Universidad Peruana Cayetano Heredia (Peru)

We plan to reflect on the successes and challenges of an international collaboration during a Spring 2015 course offered simultaneously at the UW-Bothell and the UPCH in Peru. Our goal was to enhance the efficiency of teaching and learning about environmental issues and to promote a global awareness in our students. Our presentation will use a combination of PowerPoint and video (live and previously recorded). Dr. Valdes-Velasquez will participate via Skype/FaceTime.

Scale and Polish, or Scales of Justice? Filling the gap in interdisciplinary teaching
Location: C-202
- Michael Bromby, Glasgow Caledonian University (United Kingdom)
- Krista Rodriguez, Monroe Community College (United States)

This paper evaluates a short pilot collaboration between law and ophthalmic students in Scotland and dental assisting students in western New York State. Small groups of 6 students contained a mix of third year undergraduate law students based in Glasgow, fourth (final) year undergraduate ophthalmic dispensing students also based in Glasgow and second semester dental assisting students at Monroe Community College’s one-year program.

Als de herder verdwaalt dolen the schapen / If the shepherd gets lost the sheep wander around
Location: C-203
- Janine DeWitt, Marymount University (United States)
- Loes Damhof, Hanze University of Applied Science (Netherlands)

In our course, The Global Village, students experience a type of intercultural learning that is possible because of globalization. Reflective practice formed the basis for course design and adjusting direction while teaching the course. We present narrative research describing the path that we took to understand the process of teaching and learning based on the analytical framework of Dutch sociologist van Asperen (2007).

Latin America Academy - Student Voices Tracks
Looking Back at the Dots: Connecting Final Student Perspectives to Original Learning Outcomes
Location: Recital Hall (Ground Floor)
- Kathleen Borbee, Monroe Community College (United States)
- Jose Andrade, University of Monterrey (Mexico)
- Cedric Hairston, Monroe Community College (United States)

This presentation will review the joint advertising/marketing project between cross-cultural student teams from Monroe Community College (MCC), Rochester, NY and the University of Monterrey (UDEM), Monterrey, Mexico. Initial course learning outcomes will be reviewed along with the project process and outcomes. Samples of student work will be shown illustrating student academic and cultural growth.

4:45 p.m. - 5:00 p.m. Networking Break
5:00 p.m. – 5:30 p.m. Breakout Sessions H (30 Minutes)

**Latin America Academy Track**

**My Pinhole Photography / Mi Fotografía Estenopeica: Students Shared Stories Using Fine Art Photography**

Location: Auditorium

- Joseph L Ziolkowski, SUNY Genesee Community College (United States)
- Alfonso Guevara, Universidad de Monterrey (Mexico)

We live and are governed by visual images in our shared global cultures worldwide. A combination of historic pinhole analog and current digital capture methods were employed to foster exchanges of cultural similarities and diversity between students in photography classes at Universidad de Monterrey, Mexico & SUNY Genesee Community College, USA.

**Sake and Irn Bru: Using COIL to internationalise entrepreneurship education in Scotland and Japan**

Location: C-197

- Sabine McKinnon, Glasgow Caledonian University (United Kingdom)
- Anne Smith, Glasgow Caledonian University (United Kingdom)
- Keiko Ikeda, Kansai University (Japan)

This session presents the results of a pilot study which used COIL to internationalise entrepreneurship education. Students at Glasgow Caledonian and Kansai University worked in teams using a Wiki, Skype and Facebook. Two surveys were used to capture GCU students’ perceptions of their own cultural awareness before and after COIL. The presentation reflects on the design of the collaboration, the results of the surveys and the experience of participating students and their teachers.

**Roundtable Discussion**

**Telling The Story: Mapping Student Learning Outcomes and Assessment Strategies**

Location: C-198

- Adam Zahn, Drexel University (United States)

Assessment has become a focal point for “telling the story” of COIL courses. This roundtable brings together faculty and administrators to discuss tools and strategies for assessment and measuring learning outcomes. Consideration will be given to how faculty and administrators collaborate to assess these courses, and align course outcomes to meet university strategic initiatives. The goal of this session is for participants to share current strategies and learn new assessments techniques.

**Students’ Perspectives on the Use of Technology in Online International Collaborative Learning Environment: a Case from Sweden and Somaliland**

Location: C-201

- Olga Viberg, Dalarna University (Sweden)
- Lovisa Berg, Dalarna University (Sweden)

The presentation focuses on students’ understanding of collaborative, technology-mediated learning practices. It is based on a case study, conducted in cooperation between one university in Sweden and two in Somaliland. The structurational analysis is applied to interview and survey data from 24 students. The results show that language competence and functional technology are vital for success and that with these prerequisite met the students’ learning practices have switched from individual practices towards more collaborative ones.
Language Learning Track

And what about the classroom? Shared COIL Scaffolding and Reflection
Location: C-202
- Margaret Martin, Xavier University (United States)
- Sarah Guth, University of Padova (Italy)

Although the course learning objectives of each partner in a COIL project may be different, there are inevitably shared learning outcomes for the COIL component. To achieve these, it is important that students engage in similar scaffolding and reflection activities in their respective classrooms. This presentation focuses on the tasks developed to do just this in a pilot virtual exchange between students of English as a Foreign language in the US and Italy.

JUMP IN AND SWIM? Coiling across the Atlantic (SUNY Oswego – UAntwerpen)
Location: C-203
- Sabine De Vriendt, Antwerp University (Belgium)
- Amy McHugh, SUNY Oswego (Australia)

The presentation is mainly based on the COIL course on “Intercultural communication” which has been offered at SUNY Oswego (Amy McHugh) and Antwerp University (Charlotte De Backer) since 2013. The focus is on practical issues, such as planning, interaction, group size, assignments, deadlines and assessment methods. It also discusses recent research on the added value of COILing with regard to student competences.

VTTN-REVE: From Experimenting Innovators to a Sharing Community. From experimenting innovators to a sharing community – virtual team teaching as an evolving practice.
Location: Recital Hall (Ground Floor)
- Isabelle Delisle, Vanier College (Canada)
- Maria Kanter, Vanier College (Canada)
- Eric Lozowy, Vanier College (Canada)

Virtual Team Teaching Network (VTTN-REVE) serves to create a common cultural knowledge base and greatly enrich the employability skills for the 21st century digital workplace through the development of a web site and community of practice for teachers that reach across the boundaries of disciplines and locations. As a vehicle for pedagogical innovation, an opportunity for international collaboration and exchange, teachers and students can gain international perspectives and learn to work in virtual teams.

Thank you for joining us to celebrate the 10th anniversary of the COIL Center and to help continue expanding this model around the world!!
Mark Adams is the former Project Director of the Pakistan Distance Education Enhancement Program (PDEEP), a 35 year U.S. State Department University Partnership grant with Allama Iqbal Open University in Pakistan. He is currently an Instructional Developer at the San Jose State University eCampus, and Director of Training at facultytraining.net. A previous career in finance included being CEO of Adams, Wichmann and Glitsch Financial Services, and financial analyst at Consolidated Capital Equities Corporation (CON-CAP).

Frederik Ahlgrimm received his Ph.D. for research on school development and teacher collaboration in German schools. His fields of interest include classroom teaching, teacher education, and school management/development. He works as lecturer and coordinator for the internationalization of teacher education programs at University of Potsdam. His professional endeavors also include operating democaris, a school consultancy he co-founded. He lives in Berlin with his wife and four children.

Jill Amati is Assistant Professor at Alfred State College in Alfred, NY. She received her Ph.D. in cultural anthropology and her Masters in Public Administration from the Maxwell School at Syracuse University. Munazza Ambreen Biography not submitted

Jose Andrade is a Professor teaching courses in marketing and advertising. He consults with the Mexican Association for Small Business Development. Prior to joining UDEM full-time in 2008, he had a ten year career in industry as a Media & Advertising Manager at AXTEL, was a Brand Manager for Sigma Alimentos, and has been a visiting lecturer at I.E.B Spain, University of Shanghai, China, and University of Zuyd, Netherlands. He has his MBA from the University of Deusto, Spain.

Ayca Ariyoruk (Partnership and Outreach, Soliya) is a cross cultural facilitator with over decade of experience in global public advocacy in support of multilateral cooperation. Ayca’s commentary appeared on Financial Times, the New York Times, BBC, Radio France, Toronto Star, Business Channel of Turkey, the Independent-Uganda, and Xinhua Net of China. She has an MA from School of Diplomacy at Seton Hall University and a BA in Political Science from the University of Nebraska, Lincoln.

Emily Arko is a junior at SUNY Geneseo studying Adolescent Education with Spanish. She hopes to teach Spanish in grades 7-12. She is a member of the Sigma Kappa Sorority and the Elementary and Secondary Education Association (ESEA). She is currently studying abroad in Madrid, Spain where she is improving her Spanish language skills. She looks forward to one day including technologies in her classroom to promote global and cultural exchange.

Rick Arrowood J.D. is the Chair of a Masters of Science in Nonprofit Management and a full-time Associate Teaching Professor at Northeastern University, an Adjunct Professor at Swinburne University of Technology (Melbourne, Australia), and Visiting Professor at International University Vietnam National (Ho Chi Minh City, Vietnam) and Beijing Foreign Studies University (Beijing, China). Mr. Arrowood’s scholarly practitioner and research interests are distance education, nonprofit leadership, dual degree international engagements, and global cultural awareness studies.

Todd Austin brings a varied background to his current work leading the efforts of the University of Michigan’s main college in the area of live synchronous connections for teaching, research, and administration. His academic background includes undergraduate work in physics and political science and graduate work in Russian politics. His professional life has included stints in survey research, information technology, and instructional technology. Todd is a cellist and a once-fluent speaker of the Russian language.

Maria Barros García is an Assistant Professor in the Department of Language and Literature at Saint Xavier University. She holds a European doctorate with Honors in Spanish Linguistics from the University of Granada. Her primary research areas are intercultural pragmatics, politeness, and second language acquisition.

Kathleen Bater is an Associate Professor of Modern Languages, at SUNY College at Old Westbury. She works in Hispanic Language, Literature and Culture and has recently completed a biography of the Nicaraguan modernist poet, Ruben Darío, as well as a collection of his poetry in translation to be published by Mellen Press.

Valeria Belmonti is the Associate Director of Technology at the Center for Integrated Language Communities, where she oversees the development of virtual exchanges for undergraduate heritage Chinese and Spanish courses. Ms. Belmont is also the Director of the Modern Languages Media Center at the College of Staten Island/CUNY, where she has collaborated with faculty on the development of telecollaborations for undergraduate French and International Studies courses.

Delane Bender-Slack is an Associate Professor of Literacy and Reading Program Director in the Department of Childhood Education and Literacy at Xavier University. She is a teacher educator, teaching courses in methods, middle childhood and adolescent literature, content area literacy, process writing, and reading theories. She has published articles in such journals as the Reading Professor, English Journal, Feminist Teacher, Teacher Education and Practice, Teacher Educator, and Midwestern Educational Researcher. She has planned and implemented international experiences in Peru and Nicaragua. Her research interests include social justice teaching, critical literacy, curriculum studies, study abroad, and adolescent literacy.

Richard Benniger holds an MBA. His education includes SUNY Cobleskill, A.A.S. Culinary Arts; Professional Chef, University of Nevada, Las Vegas B.S. Hospitality Management, University of Phoenix, Nellis Air Force Base M.B.A. and is currently finishing a Doctor of Management in Organizational Leadership. Rich has taught at SUNY Cobleskill for four years. He owns a seasonal catering company and spent 23 years in the hotel catering and convention services industry in So CA and Las Vegas, NV.

Lovisa Berg is a PhD student at the University of Edinburgh, Scotland. She is a lecturer at the School of Languages and Media Studies at Dalarna University, Sweden. She is the head of the Arabic Language Department. Lovisa’s research interest covers the application of educational technology for learning.

Gian Mario Besana is the Associate Provost for Global Engagement and Online Learning at DePaul University. Under his guidance, DePaul’s faculty training program for online teaching was recognized in 2012 with the Sloan-C award for best faculty development program for online teaching in the US. The
two sides of his portfolio recently came together in the creation of the Global Learning Experience program, aimed at supporting DePaul’s faculty members who wish to engage in COIL courses.

Juanita Blackton is an adjunct instructor of English for International Students, teaching in the Applied Language Institute at the University of Missouri Kansas City, Missouri. Prior to returning to this position, she taught English in the Middle East and in the Philippines. Her experience includes teaching coursework in ESP and teacher training at the bachelor’s level. As an English Language Fellow, Juanita facilitated teacher-training workshops at high schools, colleges, and universities throughout the Philippines.

Chesla Ann Bohinski, Phd, is an Assistant Professor of Spanish for the Department of Romance Languages and Literatures at Binghamton University (Binghamton, NY). At Binghamton University, she is the coordinator of the department’s introductory and intermediate language program and the program coordinator of the Master of Arts in Teaching in French and Spanish Adolescence Education. Her areas of specialty include second language vocabulary acquisition and technology integration into the L2 classroom.

Richard Bonnabeau is associate professor emeritus and visiting professor at SUNY/ESC. Since 1993 Richard has served in various administrative capacities for SUNY/ESC’s International Programs division. He received his Ph.D. from Indiana University in history and cultural anthropology. In his first years with ESC, Richard was part of a small group of faculty who launched the Center for Distance Learning, which became a major provider of online courses for the SUNY Learning Network.

Kathleen Borbee is an Associate Professor teaching courses in marketing, sales, and applied business applications. She incorporates real-world Service Learning projects into her classes. Prior to joining Monroe Community College full time in 2009 she had a 30+ year career in Marketing, Sales Operations, and Systems Engineering with IBM and was an adjunct at MCC, St. John Fisher College, SUNY Brockport, and Rochester Institute of Technology, Rochester, NY. She has her MBA from Penn State University in Marketing and Finance.

Erica Braithwaite is an adolescent education major with a concentration in Spanish at SUNY Oneonta. She has worked with COIL in two different courses, connecting her to people in Mexico and Colombia. COIL has been a helpful experience because it has taught her about people from different parts of the world and improved her Spanish language skills simultaneously. Erica hopes that the COIL experience gives her the tools to become a better teacher one day.

Michael Bromby is a reader in law, specialising in criminal, medical and forensics. For the past six years he has ‘played around’ with online collaborative learning and is now trying to do it more seriously. He also is part of the Commonwealth Legal Education Association and enjoys running and geocaching in his spare time.

Lorette Calix is an instructor with SUNY/Empire State College’s International Programs, and directs the College’s programs in Latin America. She has over 20 years of experience in international education. She led an IITG funded project on the value of COIL type collaborations and contributed to a MOOC for international learners. She frequently presents and conducts workshops based on her experiences with the blended learning programs in Latin America.

Kramer Canup is a senior at the UW Bothell and will be graduating this year. He is majoring in Environmental Studies with a minor in Ecological Restoration. His work inside and outside of the classroom revolves around studying and exploring the natural world and how people interact with nature.

Tom Capuano is an instructional designer with the Virtual Campus at Monroe Community College (MCC). As an instructional designer at MCC he supports the faculty in a variety of ways including the instructional designer role on the COIL Faculty Support Team at MCC. MCC’s first COIL course ran in the Fall of 2015. This course connected the students at MCC with another class in Mexico and included both synchronous and asynchronous activities.

Colleen Carmean is Assistant Chancellor, UW Tacoma. Colleen directs the Faculty Resource Center, Academic Technologies and Institutional Research. She serves as strategist for emerging technologies and eLearning. Her work focuses on knowledge systems that bring together open discovery, the user experience (UX), and assessment.

Lynda Carroll is a professional archaeologist, and an adjunct professor at SUNY Broome Community College. As an archaeologist, she is interested in constructing narratives about the past based on material evidence. She has worked in the field of Cultural Resource Management, and focused on the archaeology of the recent past and the modern period. She has also conducted archaeological field research in Turkey, Jordan, Italy, and the United States.

Diane Cee-Difrancesco, PhD, is Associate Professor of Applied Linguistics and Faculty Director of the Center for Teaching Excellence at Xavier University. She instructs courses in linguistics, methodology, and Spanish, and publishes articles in such journals as Hispania, Language Educator, Central States Reports and NAMTA. Her research interests include telecollaboration, intercultural communicative competence and study abroad. An international presenter, Diane coordinates programs, and serves as visiting professor in Costa Rica, Guatemala, Mexico, Nicaragua, Peru and Spain.

Francesca Cicchello is Interim Associate Director of International Programs and COIL Nodal Network coordinator at SUNY Empire State College. She has worked with students and alumni in Europe, the Middle East and Latin America and has expertise in blending international distance learning and classroom based instruction. She co-coordinates the Anadolu University dual diploma program with Dr. Richard Bonnabeau. She earned a B.A. at Skidmore College and a M.A.T. at Union College.

Ken Conn is a Partnerships Executive with i2i Technologies where he shares his experiences with video communications & collaboration. In addition to being a Past President of the Texas Distance Learning Association, Ken is the Chair of State Chapters for the United States Distance Learning Association (USDLA) and responsible for their development and relationship with the USDLA. He also volunteers with the Association of Talent Development Houston Chapter serving as the Director of Virtual Technology.

Yudis Contreras Martinez, PhD, has been teaching at “Universidad de Cartagena” since 2011 in the Foreign Languages Department. She teaches a variety of courses
in English as a Second Language, including introduction to American Studies, and Literature of the Hispanic World. Dr. Contreras completed her doctoral degree at Indiana University and worked at SUNY-Delhi for some time before returning to Colombia. While in New York, she met faculty from SUNY-Oneonta allowing a partnership to implement COIL courses.

**Margarita Coronado** is 19 years old. She is currently studying Education at UDEM and is in her second semester. She studied at the American School Foundation of Monterrey for preschool, primary, middle, and high school.

**Filomena Critelli**, PhD, teaches courses in social welfare policy, community social work, and international social welfare. Her research and publications are focused on women’s rights and gender-based violence in domestic as well as international contexts and human rights of vulnerable groups. These interests include global migration, rights of immigrants and disability rights. Dr. Critelli is currently partnering with faculty from La Salle University, Mexico City on a globally networked course.

**Jenifer Cushman** is Campus Dean and Associate Professor of German at Ohio University Zanesville, where she serves on the OU Senior International Management Team and the state of Ohio’s Global Reach to Engage Academic Talent (GREAT) Governor’s task force. Formerly international dean at NAFFSA-Simon-Award-winning Juniata College, Cushman was the 2015 President of the Association of International Education Administrators (AIEA) and has contributed to COIL conferences every year since 2012.

**Eduardo Da Silva**, PhD, is the Portuguese Program Coordinator at UW Seattle. His research focus is on second language acquisition, applied linguistics, and cultural studies.

**Loes Damhof** earned her Masters in Modern Literature at the University of Groningen. After studying, teaching and managing schools in South-Africa, China, Russia and the US, she now shares her experiences teaching intercultural competence at Hanze UAS. She received the 2016 Lecturer of the Year Award in recognition of her passion for teaching The Global Village.

**Butch De Castro**, PhD, is an Associate Professor with the UW Bothell School of Nursing & Health Studies. A primary line of his research focuses on nurse migration, particularly from the Philippines.

**Carol Dean** is Associate Professor, Secondary Education/Foreign Language Education. She has regularly taught courses in: Foreign Language Methods, Bilingual Education Methods (online), student teaching supervision, Diversity and Teaching (online). Student travel and faculty led off-campus courses to Colombia, Ecuador, France, Mexico. She was recipient (with Maria Cristina Montoya) of 2015 Global Engagement Initiative award from the American Council on the Teaching of Foreign Languages.

**Martha Del Angel Castillo**, PhD, holds a doctorate in Education by Tecnologico de Monterrey, Mexico. She is currently a full-time professor at the Modern Language Department in the same institution. She has published articles related to foreign language teaching and learning and supervised research work on the same topic. She has been a speaker in several national and international forums in the United States, Europe and South Amera.

**Isabelle Delisle** is pedagogical advisor for research and innovation at Vanier College, and project leader for the Virtual Team Teaching Network (VTTN - REVE) where her primary role is to act as pedagogical creative catalyst by mobilizing teachers, providing a framework for knowledge sharing and collaboration, and disseminating the collective expertise. Since 2010, she has served the college network as an adviser and been member of the editorial board for the journal Pédagogie collégiale since 2013.

**Shweta Sinha Despande**, PhD, is Assistant Professor of Archaeology at Symbiosis School for Liberal Arts, Symbiosis International University in Pune, India. She has conducted archaeological and cultural anthropological research for a decade and has contributed to teaching and research through an interdisciplinary approach. The Global Learning Exchange, conducted with Dr. Nila Ginger Hofman from DePaul University was her first cross-cultural teaching collaboration.

**Janine DeWitt** earned her B.Ph. in Interdisciplinary Studies from Miami University and her MA and Ph.D. in Sociology from Duke University. She teaches undergraduate sociology courses. In addition to her interest in intercultural teaching and learning, her current research focuses on pedagogical strategies that strengthen community-based learning such as mapping and visual analysis.

**Matt Dingo** is an Instructional Technologist in Instructional Innovation at Ohio University’s main campus in Athens. He designs courses for the College of Fine Arts and for several online Masters programs. His experiences working in digital accessibility for the commonwealth of PA help him address issues of accessible course design. Matt chairs the Universal Design and Assistive Technology committee for the Presidential Accessibility Strategic Plan.

**Natalia Dyba** is the Director of Global Initiatives at the UW Bothell. She oversees education abroad, internationalizing the curriculum, institutional partnerships, and opportunities for global involvement locally, including spearheading the UW COIL Initiative.

**Regina Eckert** graduated from Binghamton University with a Bachelors in History focusing on Ancient History. She received her Masters in History from SUNY Cortland focusing on Medieval and Russian History. She also has an extensive background in American history. Since 2011 she has been teaching American history at Tompkins Cortland Community College as well as World History since 1500 and Western Civilization to 1500. She also teaches at SUNY Broome. There she is currently running her COIL-enhanced module in her World History to 1500 class.

**Clark Egnor**, PhD, is Director of International Programs at the Higher Education Policy Commission (HEPC) where he provides leadership and support for the international programs and initiatives at all of the West Virginia public state colleges and universities. Prior to this appointment, Dr. Egnor spent 20 years at Marshall University, where he served as Executive Director of the Center for International Programs. Dr. Egnor earned his Ed.D from West Virginia University in Educational Administration.

**Salvador Venegas Escobar** is a graduate from Ohio University, professor Salvador Venegas is an Associate Professor of English and Spanish at the Modern Languages’ Department at Universidad de Monterrey. He
has 35 years’ language teaching experience. He has been a visiting professor in China six times. Currently, he teaches TOEFL preparation, academic writing, and general English. He is also an oral examiner for various Cambridge examinations, including IELTS.

**Haley Fallon** is a Spanish major at SUNY College at Oneonta. She has been working with COIL since 2015. Since taking her first COIL course, she has helped to gather research and feedback from students in order to present at foreign language conferences. COIL has given her a more positive perspective on different cultural practices. Ms. Fallon hopes that COIL will help to break stereotypes and build a global community for students to interact.

**Richard Farkas**, PhD, is a professor of Political Science at DePaul University. He is an expert on Central and East European politics and society. His experience in Croatia and Bosnia in particular form the platform for the Global Learning Experience course he teaches, in collaboration with the University of Dubrovnik, in which students investigate what a “new” and an “old” democracy approach challenges and connect with the needs of their respective publics.

**Carmen Fierro** is a Professor at the School of Business and Humanities at Tecnológico de Monterrey Campus Chihuahua, in the language field. She currently teaches the courses: “Analysis and verbal expression” and “Contemporary world literature”. She has worked as a professor of Spanish at the Universidad de Puerto Rico and as a professor of Literature at the Universidad de la República. She has a particular passion for health and mental health policy.

**Martha Gold** as the Instructional Technologist at Cornning Community College, is a Blackboard administrator, trainer and all around dabbler in educational technology. She assists faculty in COIL collaborations by helping execute synchronous activities, recording student reactions, and absorbing wisdom from Jayne Peaslee, the Nodal Network coordinator for COIL at CCC. In her free time, Martha cooks, runs, and collects advice on parenting a teenager.

**Beatriz Gómez** began her career with the Community Development program at the Universidad de Monterrey (UDEM). She is a teacher educator at the UDEM (‘90), where she teaches courses in introduction of education, diversity, and community development. She participates in the Service Learning Programs, COIL programs, and is using technologies to promote global partnerships, sensitivity and social justice.

**Eduardo González Mendivíl**, PhD, Associate Dean of Engineering School, for Advance Manufacturing, Senior Research Consultant of the United Nations Industrial Development Organization (2000-present) and member of the National Council of Mechanical and Electrical Engineering of the National Center for Higher Education Assessment. Lines of Interest: Design methodologies; Design and Development of Innovative Products; Augmented Reality & Virtual Reality In Industry.

**Mahlon Grass**, PhD, Associate Professor of Music, Doctor of Musical Arts Degree, Eastman School of Music and former Chair of the Department of Visual and Performing Arts at Lock Haven University. He has been instrumental in creating degree seeking courses in Music Education, and is currently involved with “learning communities,” “jump start” initiatives, and partnership innovation. He has recently developed a World Music course which is in its second successful year at the University.

**Gavan Gray** Specially Appointed Associate Professor at Kansai University, Osaka, Japan. Specialist in Critical Thinking and International Relations. Acquired his Doctorate in Politics and International Relations from Leicester University in the United Kingdom. Before coming to Japan he worked as a computer consultant in Europe and is currently engaged in research regarding
the enhancement of international education programs through the use of ICT systems.

Alfonso Guevara Since the mid-90s he has been involved with the art world, either as a producer, researcher and in the academic field. He has been a lecturer, speaker, moderator and on jury boards in several college events, art and photography contest. As an artist, he has been making exhibitions and was selected in several art and photography contests and events, both in Mexico and abroad: US, Cuba, Italy, Spain, Chile, among others.

Sarah Guth is a teacher of English as a Foreign Language at the University of Padova, Italy. For over a decade she has carried out virtual exchange projects partnering students from around the globe. Her research interests lie in the use of technology in language learning, intercultural communication, telecollaboration and the normalisation of COIL in higher education. She has published and presented internationally on the use of technology for intercultural foreign language learning.

Mary Guzzy Associate Professor of Humanities and Communications, director of theatre. Holds a Masters in Humanities from the University of Colorado/Denver. Acted with the theatre Shakespeare & Company, Lenox MA., where she led the Rose Playhouse, U.S.A. project, founded interdisciplinary Humanities lecture series on aspects of the Renaissance.. Actor and Playwright. Author of The Color of War, Clara, Lonesome Drum: An American Tale, and numerous other regionally produced plays.

Simone Hackett is Faculty Coordinator for Internationalisation at the Faculty of Health, Nutrition & Sports at The Hague University of Applied Sciences (THUAS) in the Netherlands. Simone first founded a COIL initiative at the Utrecht University of Applied Sciences, and is now working with leadership at The Hague to embed and expand COIL at THUAS.

Elvita Haff Coordinator at Division of International Affairs, Kansai University, Osaka, Japan. M.A. from Nagoya University specializing in Japanese linguistics, second language acquisition, teaching Japanese as foreign language. Prior to pursuing her study in Japan she taught Japanese at University of Al Azhar Indonesia, Jakarta. Her area of interests are computer assisted language learning, technology enhanced learning, foreign language education, and cross-cultural communication.

Cedric Hairston attended Corning Community College and Utica College before transferring to MCC in the Spring of 2014. He is currently a student in the E. Philip Saunders College of Business at Rochester Institute of Technology in Rochester, NY.

Korcaihe Hale is Associate Professor of History at Ohio University Zanesville, and has traveled extensively overseas as part of her research into the European diplomatic aftermath of World War II, particularly to Denmark, Ireland and Great Britain. She earned a M.Sc. degree at the London School of Economics and has studied at University College Dublin. Her experiences as an international student have helped intensify her interest in expanding study abroad options at regional campuses.

Lenora Helm Hammonds, Assistant Professor, at North Carolina Central University, Director, Vocal Jazz Ensemble, Jazz Studies; Global Educator Fellow, UNC; Global Certificate Development Team, International Affairs; Community Engagement Coordinator, College of Arts and Sciences; COIL Lead Fellow of a 12-person team with three successful courses between schools in South Africa, Denmark and NCCU. Her dissertation is on the intersection of intercultural competence, jazz and GN&L's toward completion of a DMA at Boston University.

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 families communicatively construct and negotiate personal and relational identities. She teaches courses on Intercultural, Interpersonal, Family, and Organizational Communication, and has published in the Journal of Family Communication, Social and Personal Relationships, and Applied Communication Research.

Eva Haug is the coordinator internationalisation at the Amsterdam UAS, Business School, and develops policy and strategies through staff mobility, international projects and curriculum development. As lecturer, intercultural competence she trains students to work in multicultural teams and develop intercultural sensitivity. She is COIL coordinator and has been involved in virtual projects with Finland, Denmark, Austria and the US.

Gordon Heggie, PhD, is a Senior Lecturer (Politics) in Social Sciences in the School of Media, Culture and Society.

Douglas Hemphill provides Instructional Design support for the COIL program at SUNY Oswego. SUNY Oswego has run COIL programs with ten countries, several of which have become ongoing partners. Douglas provides activity and experience design support and technology assistance to ensure these offerings are of the highest quality. Douglas has presented on COIL multiple times within SUNY and at the COIL conference.

Blanca Henric is Professor at the School of Business and Humanities at Tecnológico de Monterrey Campus Chihuahua. She works in the language field, currently with the subjects of “Analysis and verbal expression” and “Verbal expression in the professional field.” She’s part of the “Counseling center for writing” supporting students in the management of oral and written language. She has worked as a tutor at the Online Programs at the Tecnológico de Monterrey. PechaKucha Night Chihuahua Organiser since 2015.

William Herman, PhD, has accumulated considerable international education experience over his 38 years of full-time college teaching. He has earned two Fulbright Scholar Awards (Russia in 1993 and Thailand in 2011), taught five summers in Taiwan (1989-1993), taught psychology at the University of Potsdam in Germany (2009), and lectured/presented papers on several international campuses. As an educational psychologist, he has prepared future K-12 teachers by improving the translation of the knowledge base into professional practice.

Olivia Hernández-Pozas, PhD, is Associate professor & researcher at Egade Business School of Tecnológico de Monterrey in Monterrey, Mexico. She has been visiting professor in France, India, US and Puerto Rico. She is certified as Advanced Cultural Intelligence Facilitator by the Cultural Intelligence Center. Dr. Hernández-Pozas has written articles and book chapters on different topics, including International
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Leslie Hitch, Ed.D. is Associate Teaching Professor in the Northeastern (NU) Global Studies and Masters in Leadership Programs. She has led the specialized program for the Federal Bureau of Investigation; the Doctor of Education program in Hong Kong; and is a visiting professor for Northeastern partnerships in Australia and Vietnam. Dr. Hitch previously was director of Academic Technology Services. Her expertise includes: developing and teaching online and hybrid courses and programs and internationalizing curricula.

Clemens Hoffmann, PhD, works as an Assistant Professor at Bilkent University, Ankara, Turkey, where he teaches World Politics, Development and Environment courses. He received his DPhil (PhD) in International Relations from the University of Sussex, UK with a thesis on post-Ottoman state formation. More recently, his work focussed on the relation between political rule and nature, exploring the origins of and alternatives to hydro-carbon based state-led development through a political ecology lens. He has published in leading international journals such as Global Environmental Change, Environment and Planning C, Geopolitics, Cambridge Review of International Affairs and Cooperation and Conflict.

Nila Ginger Hofman, PhD, is Associate Professor of Anthropology at DePaul University where she has taught for 15 years. She has conducted cross-cultural research and directed experiential learning initiatives. She directs the community service studies minor. The Global Learning Exchange, conducted with Shweta Sinha Deshpande, was first named as a foreign consultant to est’s Youngblood, The Civilians R&D Lab, and EST’s Youngblood, The Civilians R&D Lab, Page 73’s Interstate 73, and TerraNova’s Groundbreakers. Krista teaches playwriting, screenwriting, and digital storytelling at 10th ANNIVERSARY COIL CONFERENCE

Susan Jagendorf-Sobierajski, PhD, is Executive Director of International Education at SUNY Cobleskill. She designs international collaborative programs, supports faculty initiatives overseas and directs government-funded international programs. She oversees international student issues, study abroad programs, foreign language and ESL courses. She holds a bachelor’s degree in Spanish, two masters degrees in English as a Second Language and Linguistics, a Ph.D. in Linguistics from the City University of New York Graduate Center and is a Fulbright scholar.

Eva Kampits, Ph.D., is an Adjunct Professor at Northeastern University (Boston, Massachusetts, U.S.A.) teaching diversity and organizational performance in the graduate leadership program. She consults and develops resources for educators, practitioners, and policy leaders concerned with strengthening education at all levels (k-12) both regionally and globally. In 2001, she was first named as a foreign consultant to China’s Ministry of Education (NCCT) and since 2012, to the Yuecheng Education Foundation (China).

Maryanne Kildare is a full time LINCC Lecturer at Nassau Community College. She received her Bachelor of Science degree in Spanish at SUNY Binghampton and Master of Science degree in TESOL from CUNY Queens College. She has presented at local and NYS conferences and published articles on varying TESOL topics. She also taught at Queens College, SUNY Farmingdale, Suffolk Community College, and St. John’s University and at the secondary level.

Jennifer King, PhD, began her career teaching English in grades 7-12. She earned her Ph.D. in Teaching, Curriculum, and Change from the University of Rochester (’13). She is a teacher educator at SUNY Geneseo (’94), where she teaches courses in curriculum, pedagogy, assessment, and literacies. She participates in the Internationalizing the Teacher Education Curriculum working group at Geneseo’s School of Education and is interested in using technologies to promote global partnerships, citizenship, awareness, and justice.

Alexander Knoth, PhD, studied Law, Political Science, Sociology and History. 2013 Winner of the Teaching Award of the Ministry of Science (Brandenburg), 2012 Honor by the Federal President of Germany, 2011 International Teaching Professional, Erasmus Guest Lecturer at Umeå University (Sweden) and Roudbould University Nijmegen (Netherlands). Currently COIL Global Partner Coordinator (University of Potsdam), Lecturer at the chair of Sociology of Gender and E-Learning Coordinator of the Economic and Social Science Faculty.

Mindy Kole teaches business and is the Director of SUNY Ulster’s Pfeiffer Center for Entrepreneurial Studies. Mindy is an entrepreneur, operating The Marketing Department, LLC, a marketing and advertising company serving small and medium sized businesses since 1996. She is a former vice president of marketing at Citibank and holds an MBA from the Stern School of Business at New York University. Mindy is currently studying for a PhD in Management Education at Capella University.

Stacy Kosko, PhD, is Assistant Director of the Minor in International Development and Conflict Management (MIDCM) and an Assistant Research Professor in the Center for International Development and Conflict Management in the Department of Government and Politics. Dr. Kosko received her doctoral degree from the University of Maryland School of Public Policy, with a concentration in international development. Dr. Kosko teaches a Global Classroom in International Development and Conflict Management.

Ron Krabill, PhD, is an Associate Professor at UW Bothell, where he also directs the MA in Cultural Studies. His research examines discourses of global citizenship in higher education, the relationships between politics and media with a particular focus on Southern Africa, and critical, community-based pedagogies in media production. He teaches across cultural studies, media studies, African studies, and human rights. He published "Starring Mandela and Cosby: Media and the End(s) of Apartheid" (Chicago, 2010)."

Swapna Kumar is a Clinical Associate Professor of Educational Technology at the School of Teaching and Learning, University of Florida, USA. She coordinates the online doctoral program in Educational Technology at the College of Education and teaches graduate courses on distance learning, blended learning, the design of online environments, and technology integration. Dr. Kumar’s research focuses on the design, development, facilitation and evaluation of online programs.

Alice Lai, PhD, is Associate Professor of the Arts at SUNY-Empire State College where she also coordinates over twenty online arts courses. She authored and has been teaching online courses for 15 years. Her research topics include art education, critical/feminist pedagogy, and distance education. Her publications have appeared in Studies in Art Education, Visual Culture and Gender, Pedagogy, etc. She has presented in National Art Educational Association and American Educational Research Association conferences.

Jason Laker, PhD, is a Professor of Counselor Education and Educational Leadership (and former VP for Student Affairs) at San Jose State University in California, USA. He was previously AVP & Dean of Student Affairs, Fellow in the Centre for the Study of Democracy, and Gender Studies Faculty at Queen’s University in Canada. He serves as International Editor for Palgrave Studies in Global Citizenship Education and Democracy, and on several higher education international advisory boards.

Carolina Lara is a hardworking and committed student at the University of Guadalajara who studies Teaching English as a Foreign Language; also, she is attending an English to Spanish translation course. She demonstrates confidence, which comes in handy during speech-related tasks. Besides, she is very fond of foreign languages, such as English and Chinese. If given the chance to attend the 10th Anniversary COIL conference, this will be her first international conference experience.

Rositsa Leon is the Assistant Director for Global Engagement and Online Learning at DePaul University. In this capacity she provides logistical and administrative support for the COIL initiative across ten Colleges. In particular, she facilitates the process of matching DePaul faculty with international counterparts. A native of Bulgaria, and fluent in Spanish, she holds a Master in Bilingual and Bi-cultural education.

Barbara LeSavoy, PhD, is Director of Women and Gender Studies at The College at Brockport, SUNY. She teaches Feminist Theory; Global Perspectives on Women and Gender; Gender, Race, and Class; and a Senior Seminar in Women and Gender. Her research and publication areas include women’s global human rights, sex and gender in literature and popular culture, and women’s stories as feminist standpoint. Dr. LeSavoy serves as lead COIL faculty the Brockport/Novgorod Russia partnership.

Sabine Levet is Senior Lecturer in French in the department of Global Studies and Languages at MIT. She is one of the original developers of Cultura, which was funded by the NEH and received a special recognition from the American Council on Education in 2010, and is the current Cultura project director. She has written articles and chapters on telecollaboration and intercultural learning, and has given talks and workshops on intercultural communication and technology.

Ross Lewin, PhD, is the Associate Vice President for International Affairs, responsible for the strategic planning and direction of the University of Maryland’s internationalization efforts. He leads the development of international initiatives, facilitates the internationalization of programs and facilitates strategic partnerships with leading institutions and organizations worldwide. Dr. Lewin earned his B.A. in politics and literature from the University of California Santa Cruz and both his M.A. and his Ph.D. in German studies from Stanford University.

Janine Lim, PhD, is the associate dean for online higher education in the School of Distance Education at Andrews University. She and her team support 200+ online courses and provide training for faculty teaching blended and online. Janine has taught over 15 unique graduate educational technology classes, with some classes attracting participants from all over the world. Prior to her work at Andrews University, Janine coordinated videoconferencing for 22 school districts in southwest Michigan.

Craig Little is Distinguished Service Professor and Professor of Sociology at the State University of New York College at Cortland. He received his B.A. from Colby College and his M.A. and Ph.D. degrees from the University of New Hampshire.

Jonathan Little is a Geography Professor at Monroe Community College where he has
taught geospatial and geography courses. Jonathon Little is Principal Investigator of a National Science Foundation Advanced Technological Education grant to develop a geospatial career pipeline between high schools, Geospatial Information Science and Technology (GIS&T) Certificate and the regional geospatial industry. He is a board member for the local GIS-Special Interest Group, New York Geographic Alliance, and is a member of NY GIS Education committee. He loves to play tennis, travel, and teach Geography!

Maria Luisa López Segura is an Industrial Chemical Engineer from Tecnológico de la Laguna Mexico, M.Sc in Quality and Productivity from ITESM, Mexico, DEA genie Chimique and Biotechnology and Food industries Ph.D. in Institut National Polytechnique de Lorraine France. Certified in ethics and citizenship, collaborative learning, has worked in projects focused in civic professionalism with engineering students. Actual research projects in developing quality systems for sustainable production of mesquite flour for food industry and red beet pigment for bio cosmetic industry.

Eric Lozowy Dean of Science and General Studies at Vanier College since 2011, is now in charge of institutional and Pedagogical Development and Research on an interim basis at the same college. Has been the manager responsible for the Virtual Team Teaching project since 2012-2013.

Gale Lynch is the Director of Global Education and International Services at Monroe Community College.

Kristy Lyons graduates SUNY Ulster in spring 2017 in Business Administration. She plans on pursuing her Bachelor’s in General Business Management at SUNY Elmira. She is active in the Business Club and as a Campus Connect Leader. She also worked as Support Staff for a research and evaluation firm for 10+ years, and as Legal Assistant/Manager of Support Services at a law office. She has worked on-campus as a Student Aid for the Foundation Department and Community Relations.

Eileen MacAvery Kane worked as a graphic designer and art director before earning her MFA in graphic design from Savannah College of Art and Design in 2010. She is the author and designer of the books “Ethics: A Graphic Designer’s Field Guide,” “East End Stories,” “Teacup Secrets” and the blog ethicsingraphicdesign.com. Currently a full-time instructor in the Art Dept. at Rockland Community College, Eileen teaches classes in digital art and imaging, typography, and graphic design.

Tara Mahoney is an Assistant Professor of Sport Management at SUNY Cortland. She earned her PhD in Educational Leadership and Organizational Development with a concentration in Sport Administration at the University of Louisville. She also earned a MBA from West Virginia Wesleyan College and a BA from Nazareth College of Rochester. She is the international advocate for the Sport Management department and will be leading her first abroad program in Greece this summer.

Pero Maldini, PhD, is an Associate Professor at the Department of Communication Science at University of Dubrovnik and Head of Interdisciplinary Doctoral Study of Communication Science at University of Osijek. He teaches courses in political science. His research interests are comparative politics, democratization, democratic transition, political culture and Croatian politics.

Margaret Martin has been an Instructor in the Intensive English Program at Xavier University in Cincinnati, Ohio since 1997. She has a Master’s Degree in Linguistics and Certification in TESL. She teaches academic and career preparation and intercultural skills to language learners from around the globe. She has recently presented on the topics of re-entry preparation for international students returning home, student immersion experiences, multi-modal communication, and cultural content in language tasks.

Jan McCauley studied Cultural Anthropology at SUNY Plattsburgh and received a Master’s Degree in Latin American Studies from the University of Texas at Austin. Has taught Latin American History and Cultural Anthropology at SUNY Broome Community College since 2009. Jan has also served as a COIL Co-Coordinator since 2014.

Amy McHugh is an Adjunct Professor in the Department of Communication Studies at SUNY Oswego who specializes in intercultural communication. Amy earned her bachelor’s in communication studies from Marist College, and her masters in international communication from Macquarie University in Australia. Amy has run several COIL courses, and is currently working toward a PhD in Australia.

Kathleen McKenna, JD/MSFS is SUNY Broome Professor of Criminal Law, Public Policy and Effective Speaking. Kathleen has serves as Broome’s COIL Co-coordinator and has COIL-ed Public Policy (mostly asynchronously) and Effective Speaking (mostly synchronously) with Celaya, Mexico, and is exploring possibilities with Germany as well. She is an attorney by education, but a teacher by passion. She has taught at Broome for 23 years, was an exchange student in Turkey and France, and lived in Germany.

Sabine McKinnon is a senior lecturer in academic development. She runs the university’s Global Perspectives Project on internationalising the curriculum. Based in a central department she is the COIL co-ordinator and works with academic colleagues in different subject disciplines. Her research interest is the impact of national culture on learning and teaching. A graduate of the University of Hamburg she has enjoyed a long career teaching German and Intercultural Communication at universities in England and Scotland.

Joan Mena is a Design major at SUNY Ulster. She won a coveted Santander Global Scholarship to visit her collaborating partners at LaSalle University while she is participating in a COIL collaboration this spring semester. She also participated in a COIL collaboration last fall in Prof Mindy Kole’s Marketing class, which she is presenting as well. Joan is fluent in multiple languages and is the president of SUNY Ulster’s Design Club.

Sema Misci Kip is an associate professor at zmir University of Economics since 2003. She teaches courses on advertising, media planning and marketing communications. Her research interests are social media, websites, media planning, advertising, knowledge management, and marketing communications. She has published in Public Relations Review, International Journal of Information Management, Global Media Journal, and Journal of Marketing Communications. She worked at Initiative Media (1999-2003) and Universal McCann (2003) for the advertising and media planning strategies of national and international clients such as Unilever, Ferrero, Adidas, Citibank, and Johnson & Johnson.
Sofía Montes is a devoted Mexican teenager, currently studying a BA in Teaching English as a Foreign Language at the University of Guadalajara; moreover, she has a great interest in becoming a translator as well as a kindergarten teacher. Sofía is constantly working on reaching and accomplishing new goals; therefore, she is always curious about expanding her abilities to teach and learn. If given the opportunity of attendance, COIL Conference will be Sofía’s first international conference.

Maria Cristina Montoya is an assistant professor at SUNY College at Oneonta. She teaches undergraduate Spanish language and graduate linguistics courses. Since 2012, Dr. Montoya has been developing service-learning through faculty led courses abroad, which allowed contacts in Cartagena Colombia. Dr. Montoya partnered with another faculty member and started to implement COIL courses in 2014. She is now in her third COIL course with Cartagena and developing new partnerships with other universities in Colombia.

Runci Mukherji, PhD, is Professor and past Chair of the Department of Psychology at SUNY Old Westbury. She has served on the SUNY General Education Assessment Review (GEAR) group since its inception until 2008. She was Director of General Education and the Chair of the General Education Committee at the College for over ten years. She has served as the methodological and statistical consultant for a number of projects since 2003 until the present.

Raluca Nahorniak, PhD, is an Assistant Director in the Office of International Affairs at the University of Maryland, College Park. Dr. Nahorniak is responsible for developing and implementing the Global Classrooms Initiative: cross-cultural, project-based virtual courses offered in collaboration with partner universities abroad. She has an undergraduate degree in sociology from the University of Bucharest and a doctoral degree in anthropology from Università degli Studi di Perugia.

Thomas Nechodomu is an Instructional Designer at the University of Minnesota. He has over 15 years of experience in education including teaching, curriculum development, instructional design, and academic technology. As an instructional designer, Thomas’ practice is informed by his passion for learning, his expertise in adult learning theory and sound pedagogy, and his deeply-held belief that breaking traditional teaching models leads to new, exciting, and engaging paths to learning.

Dan Nolan now serves as the COIL Fellow for UMD and has given several talks on and developed and taught courses in the Digital Humanities. He recently created a Russian Area Studies program with a focus on digital culture. In his work with the Mobile Language Learning Group, which he helped found, he fosters interdisciplinary collaboration between students and faculty to produce language learning apps for mobile devices. He also teaches in the German Studies program.

Alejandra Ortega studied Communication in Universidad Iberoamericana Mexico City, has a master’s degree in Education from Universidad La Salle, Mexico City. Since 2006 has been teaching in La Salle University, in the Communication department. Has written two books, which main themes are creativity and communication, also has written several papers about teaching in the digital culture.

Marcia Ostashewski, PhD, holds a Canada Research Chair in Communities and Cultures and is Assistant Professor of Ethnomusicology at Cape Breton University. Her research investigates cultural expressions of diverse ethno-cultural communities and other groups, including Eastern and Central Europeans, Indigenous groups, at-risk youth, newcomers to Canada and other communities of practice. She collaborates with communities to conduct critical, creative research into innovative music, dance and digital media projects that address community issues and social problems.

Devian Parra Padilla is a student of economics at Universidad de Cartagena, Colombia. He is a research assistant in his academic department. Mr. Parra has been part of COIL since 2015, this experience allowed him to acquire a wide perspective of different societies, and a holistic understanding of U.S. culture, people’s beliefs and young students’ social practices.

Jayne Peaslee is Director of The Center for Teaching Innovation and Excellence (CTIE) at Corning Community College (CCC), develops and promotes professional development opportunities for faculty to use innovative technology in the classroom and with online pedagogy. Prior to her director’s position she was Professor and Department Chair of the Computer and Information Science Department. She has helped faculty develop COIL courses since 2011 and is presently the COIL Nodal Network Coordinator for CCC.

Laura Penman attended Allegheny College, where she earned a Bachelors degree in Biology and another in Studio Art. She went on to earn a Masters degree in Botany and Plant Pathology from the University of Maine and applied that training while working in an international wheat disease research lab. She currently teaches courses in Human Biology, General Biology, and Plant Science for Monroe Community College and occasionally produces biological illustrations for publication.

Meghan Pieters Biography not submitted

Leticia Poblano obtained her master’s degree in Intercultural Communication in 2005 from the University of Maryland Baltimore County. She worked as a Spanish Instructor for John’s Hopkins University, Loyola University and University of Maryland Baltimore County, and she also worked as an intercultural liaison for the Baltimore government. In 2008 she returned to Mexico and started working for the Benemérita Universidad Autónoma de Puebla. Leticia is currently Coordinator of the English Department and teaches Business English.

Michael J. Popovic is a professor at SUNY Potsdam Department of Politics and International Studies Program. He has been integrating Soliya’s Connect Program since Spring of 2014 and has facilitated dialogues on campus on diversity and inclusion.

Patrice Prusko is an instructional designer at Cornell University where she works on the design, development and support of MOOCs, online courses and digital initiatives. She frequently presents at academic and industry conferences about the human impact of MOOCs and her research on virtual term abroad. Patrice holds a BS in Mechanical Engineering and MBA from Union College and a PhD in Curriculum and Education from UAlbany.

Richena Purnell-Sayle is Project Manager in the Office of Global Strategy at George Mason University, developed and manages Mason’s Global Collaborative Classrooms
program, which evolved from previous COIL projects at Mason. The pilot course, with Jamia Millia Islamia Central University in India, focuses on the intersection of social work and homelessness. Four courses, in Instructional Design, Choral Conducting, Conflict Analysis and Business Management will launch in Fall 2016. Richena holds a Master’s degree in Global Affairs from Mason.

Pablo Ramirez, M.Sc., Associate professor of Electrical and Computer Engineering department at Tecnologico de Monterrey, teaching Electronics, Electrical Circuits, and Microcontrollers, and collaborates with Computer Science, Information Systems, and Art departments. He has participated as consultant, instructor, and researcher of seminars and conferences on: Virtual Reality, Augmented reality, Knowledge Management, Multimedia Systems, Distributed Learning, Planning and Administration, Networking Business, Electronic Systems Design and Manufacture of Printed Circuits.

Chilton Reynolds is an instructional support technologist in the Teaching, Learning, and Technology Center (TTLTC) at SUNY Oneonta. He is the COIL coordinator for the campus and supports participating faculty not only in the design of their courses, but also with their technology needs along the way. In his free time, Chilton loves to discuss and collect puns. So if you have any good ones, please feel free to share them with him.

Antonio Ríos-Ramírez Currently, Dean of Research and Development at ITESM Chihuahua Campus. General Director of Innovation and Technology Center (ITC). He currently teaches at Graduate and Undergraduate School in areas of Industrial Engineering and Management, Won the award for teaching in 1990 and Outreach Teacher Award in 2002. Citizenship Award of Merit \Benito Juarez\” 2010.”

Mary Risner is Associate Director of the Center for Latin American Studies at the University of Florida where she develops and manages initiatives that integrate the study of world language and area studies across the K-16 curriculum. Her 25 years of experience include teaching and global studies program development. Her areas of interest include: Languages for Specific Purposes (LSP), teacher professional development, global education, and Globally Networked Learning Environments (GNLEs).

Michelle Robertson professional activities include being a Master Trainer for the Minnesota Department of Human Services Child Welfare Training System and a “Leadership Coach” for the Blandin Foundation’s Community and Reservation Leadership Programs (building healthy rural and tribal communities in Minnesota). Ms. Robertson is a citizen of the White Earth Nation of the Minnesota Chippewa Tribe. Other areas of experience include: youth residential treatment, chemical dependency, domestic abuse, social justice, international and indigenous issues.

Catherine Roche is Professor and Division Chair of Business and Professional/Public Service at SUNY Rockland Community College. She is a teacher by trade earning a BBA from Pace University and an MA from New York University in Business Education. She has taught at Rockland for the past 24 years and was awarded the SUNY Chancellor’s Award for Excellence in Teaching in 2013. She serves as the Rockland COIL Nodal Network Coordinator.

Krista Rodriguez teaches in both Dental Hygiene and Dental Assisting Programs (Dental Studies) at Monroe Community College. She coordinates the dental assisting clinical practice and teaches in their online dental assisting program. She also developed and is teaching for the first time a course: Multicultural and Diversity Issues in Healthcare and Education.

Alejandra Rodriguez is 19 years old and is studying Education at UDEM. She is in her second semester and has had many experiences in the field of education. She has been an English teacher for children with low socioeconomic resources and has worked in summer camps and kindergarten.

Armando Roman, PhD, is the Dean of Engineering at Tecnologico de Monterrey, Campus Chihuahua. He is a graduate in mechanical engineering from the University of Waterloo. Dr. Roman has written articles on topics related to automation, manufacturing and product design, has three patents and is founder of three technology based companies. He has participated also as faculty advisor in several competitions including Baja SAE, FIRST Robotics, SMART car race, and Human Powered Vehicles Competition.

Janine “Jay” Rossi is a sophomore at SUNY Geneseo. She is studying Adolescence Education with Spanish and hopes to minor in Latin American Studies and Musical Theater. This fall 2016, Jay will be studying abroad in Peru to grow in her language learning. She hopes to earn her masters in TESOL (Teaching English as a Second or Other Language) and learn a third language. Jay is excited to incorporate COIL into her future teaching career.”

Rita Rowand is Program Manager for Global Relations in the Office of Global Strategy. She is a Fulbright recipient (Germany) and proponent of broad campus internationalization, having created such programs as Global Staff Exchange. She promotes and advocates for the Global Collaborative Classrooms initiative at Mason faculty. Rita has an M.S. in Occupational & Technical Education from Old Dominion University.

Miriam Russell holds an Ed. D. and has taught Distance Education courses for SUNY Empire State College for over a decade; she also serves as the writing coach and mentor in the Center for Distance Learning. With SUNY ESC International Programs, she provided instruction for students from Turkey and the Dominican Republic using a common Moodle template. Her yearly conference presentations and monthly college-wide webinars demonstrates a variety of technology for asynchronous and synchronous feedback.

Erkan Saka, PhD, is an assistant professor at the School of Communication at Istanbul’s Bilgi University. He teaches New Media Cultures and Cyber-Anthropology. He earned BA and MA degrees at the Sociology Department of Boğaziçi University, Istanbul. He received his PhD at the Anthropology Department of Rice University (Houston, USA). He has been a political blogger since June 2004 (http://erkansaka.net) and is a co-coordinator of a Citizen Journalism Training Program at Bilgi Eğitim. He also coordinated and presented the TV show SosyalKafa on new media at nelt.com and BJK TV (https://www.youtube.com/user/sosyalkafa).

Victor Sanchez is Director of International studies program in UDEM Universidad de Monterrey Mexico. Also he is a teacher of International Relations and Asian studies. He’s Master in African and Asian studies, from El Colegio de Mexico focused in Korean Studies. He had been working in different universities in Mexico.
Angélica Santana Fierro is a Professor and educational facilitator at Tecnológico de Monterrey Campus Chihuahua. She focuses on designing and presenting workshops on educational technology for professors in several Campuses. She is the creator of the teaching strategy Connective Multicultural Learning. She has coordinated interactions between Tecnológico de Monterrey and several Universities located in various parts of the world. She participates actively in national projects related with innovation in education within Tecnológico de Monterrey.

Dominique Scheffel-Dunand has a doctorate in Linguistics form Université Lyon III (France). During her career she developed interests in sociolinguistics, language contact, language ecology, second and third language acquisition, and societal and individual bilingualism: fields that she is teaching as an Associate Professor and promoted as Director of the Research Centre on Language and Cultural Contact (2009-2014) at York University. She is currently leading a pan-university Globally Networked Learning project at York (Toronto, Canada).

Anne Schiller, PhD, is Professor of Anthropology. Her Most recent book is “Merchants in the City of Art: Work, Identity, and Social Change in Florence” (UTP 2016). She is also active in international education, and has taken leadership roles for global programs at George Mason and North Carolina State University. She is currently a Fulbright Fellow at the University of Salento, Lecco.

Elizabeth Small is Associate Professor of Spanish, and teaches all levels of Spanish language, culture and literature. Her teaching specialties are grammar and civilization; her research focuses on Spanish poetry, particularly of the 19th century, and also science fiction in Spanish.

Anne Smith is Senior Lecturer, Glasgow Caledonian University, Department of Business Management — Anne lectures on entrepreneurship at Glasgow Caledonian University. She has been involved in the design and delivery of several industry-based entrepreneurship programmes and global management education initiatives. Anne publishes in international journals with articles on entrepreneurial learning within communities and enterprise education.

Xóchitl G. Soriano is a professor with more than 20 years of experience, has worked at the University of Guadalajara and some private universities teaching a variety of subjects such as EFL, Language Teaching Methodology, Bilingualism and Eco-linguistics, Business English. Her research interests are Bilingualism, Language Teaching Practice and the use of Digital Media in the Language Classroom. She holds a BA in TEFL from the UDG and an MATESOL from the University of Washington.

Amy Spath is the Coordinator of E-Learning at the Central New York Regional Information Center (CNYRIC). She coordinates videoconferencing and media services for 23 school districts in central New York. Amy is currently the president of the Interactive Video Conferencing PLN for ISTE. Prior to her working at the CNYRIC, Amy was a Technology Integration Specialist for multiple districts in upstate New York and created and presented workshops at multiple regional and national conferences.

Deborah Spiro is Assistant Vice President of Distance Education at Nassau Community College (NCC). She holds an MS from New York Institute of Technology and an Ed.D concentrating in Instructional Technology/Distance Education from Nova Southeastern University. Her research and interests are in the design and development of effective online learning environments and adult learning.

LeAnn Stevens-Larré completed her Ph.D. in American Literature at the University of Oklahoma in 2010. She has taught literature, composition, and EFL. Her research encompasses both literature and language pedagogy, notably the power structures implicit in methods of documentation as well as issues of memory, landscapes, mapping, and the archive. She currently teaches English at ENSEIRB-Matmeca Ecole d’Ingénieurs in Bordeaux, France.

Hendall Steynberg obtained her BA Fine Arts (Education) Degree at the University of Stellenbosch in 1989. After finishing her studies, she became a professional graphic designer for several media and advertising companies in Johannesburg. She started her own business in 2005 and was involved with the project management and development of new curriculum school and tertiary textbooks. With design and education being her passion, she became a lecturer at Tshwane University of Technology (TUT).

Tate Stoyell Biography not submitted

Sean Sullivan is the owner of Digi•Do Media Productions, a video and animation company specializing in visual storytelling. He is an Adjunct Professor at FIT and Pratt Institute in New York City, where he teaches video and animation courses. Sean is a Sony Imageworks IPAX Faculty Fellow and recipient of the Panasonic Digital Filmmaker’s Grant.

Patricia Szobonya has extensive experience in the legal field as a practicing attorney in New York and New Jersey. She is Chair of the Paralegal Department at Rockland Community College since 2015, Assistant Professor since 2013, and was an adjunct since 2007. She also served as the Career Specialist, allowing her “to see the knowledge and practical hands-on work taught in the classroom” yield employment for RCC students as paralegals.

Pamela Tabatabai is a non traditional student returning back to college after 30+ years. She has 2 children, one who is 21 and one who is 13 is a business administration major, who plans on getting her first Bachelors degree in 2018. Although she is not a music major, her love for music has brought her to new dimensions and has inspired her to join this group.

Nataly Tcherepashenets, Phd, is Associate Professor and Area Coordinator (World Languages) at the State University of New York, Empire State College. She is the editor of Globalizing Online: Telecollaboration, Internationalization and Social Justice (2015), an author of Place and Displacement in the Narrative Worlds of Jorge Luis Borges and Julio Cortazar (2007) as well as of numerous articles on topics of Latin American and comparative literature, translation studies and online learning.

Jim Teskey is a retired teacher and former Education Advisor with Keewaytinook Okimakanak Tribal Council (KO). He worked with Margaret Fiddler, KO’s Internet High School (KiHS http://kihs.knet.ca) principal and founder. KiHS is an on-line secondary school serving Northern Ontario’s isolated indigenous communities. KiHS delivers Ontario Ministry of Education inspected courses to grades 9 to 12 using the Internet and technological resources as the method of delivery coupled with qualified teachers, community-based instructors and mentors.
Lori Thompson is Director of International Programs within the Office of Global Affairs (OGA) of the State University of New York. Her responsibilities include oversight and coordination of the support provided by OGA to SUNY’s 64 campuses, including system-wide international initiatives, campus internationalization, education abroad and overseas academic programs. In 2004 she established the SUNY Office in Turkey, where she remained as director for four years. Currently, she oversees SUNY’s offices in Mexico, Russia and Turkey.

Frank Thornton is Assistant Professor, Educational Psychology, Counseling, and Special Education at SUNY Oneonta. I am a special education educator and advocate, with a special interest in culturally and linguistically diverse exceptional children. The majority of my work now focuses on preparing teacher candidates to work with exceptional children in culturally appropriate ways.

Larissa Titarenko is Professor of Sociology at Belarusian State University (Minsk, Belarus) and Distinguished BSU Professor. She received her first scientific degree (candidate nauk) in philosophy and second degree (Dr. of Science) from the same university. Currently she is teaching various sociological courses: Modern Social Theory, Public Opinion, Sociology of Gender, and for more than a decade – online international distance course on Social Control (with Craig B. Little).

Cara Tuzzolino combines her background in journalism with her love of Teaching English to Speakers of Other Languages (TESOL) as a Lecturer in the Language Immersion at Nassau Community College program (LINCC). There, she also coordinates a conversation partner program and a series of writing workshops. She holds B.A. in Journalism from NYU and an Ed.M. in TESOL from Teachers College, Columbia University. Her research interest focuses on second language writing.

Rafael Tyszblat Innovation and Program Design, Soliya. Rafael is a trainer/facilitator with over 15 years of experience. His interventions challenge communication habits and understanding of the ‘Other’. He is a member of the European-Media-Institute, a progressive organization that brings certified mediators together to advance multi-disciplinary practices. He received an MP in International Relations from Paris I-Panthéon-Sorbonne University; MA in Conflict Resolution from University of Bradford in West Yorkshire; and BA from Paris Institute of Political Science.

Maria Guadalupe Urena Rodriguez coordinates the Global Learning Center of the Southern University Center of the University of Guadalajara, Guadalajara, Mexico. She holds a Bachelor’s degree in Special Education in Problems in Learning from Centro Regional de Educacion Normal, Guzman, Mexico and Master’s degree in Teaching English as a Foreign Language from the University of Guadalajara. She has been working in language teaching since 2000 and now promotes internationalization and cultural diversity at her institution.

Armando Valdes-Velasquez, PhD, is a Biogeographer and Conservation Scientist. Currently, he is a teaching faculty at the UPCH where he instructs on courses in Conservation Science, Sustainable Development, Biogeography, Protected Areas, and Adaptive Management. He conducts research with his students on the interface between natural resources and the environment and the human activities and livelihoods. Dr. Valdes-Velasquez is also working as a program officer for the non-profit organization Foundations of Success.

Ursula Valdez, PhD, is a Tropical Ecologist and Conservation Biologist and teaching faculty at UW Bothell where she instructs on courses in Environmental sciences, Ecology, and conservation & sustainability. She also runs a UW study-abroad program and conducts ecological research on bird communities in Peru. Dr. Valdez is currently the COIL international Collaboration Facilitator at UW Bothell.

Marisa Valtier is 18 years old and from Monterrey, Mexico. She is the oldest daughter in her family and has a dog named Luna. She is studying Educational Sciences at the University of Monterrey and wants to be a high school teacher. Currently, she is a dance instructor, and this summer she will take courses to become certified as a professional dance instructor.

Olga Viberg has obtained her PhD degree in Informatics at Örebro University School of Business, Sweden. She is a lecturer at the School of Languages and Media Studies and at the School of Technology and Business Studies at Dalarna University, Sweden. Olga is a part of the Research School in Technology-Mediated Knowledge Processes. Olga’s research includes a focus on the application of technology in (language) learning practices in higher education.

Laura Villa is Assistant Professor in the Department of Hispanic Languages and Literatures at Queens College (CUNY). She received her Ph.D. in Hispanic Linguistics from the Graduate Center (CUNY). Her research explores the intersections between language and politics in the Spanish-speaking world from historical and contemporary perspectives. As the Language Coordinator of Spanish, Dr. Villa is responsible for designing and teaching foreign and heritage language courses at all levels and for all modes of instruction.

Sabine De Vriendt, Antwerp University (Belgium), Department of Education, Centrum WeST (Working & Studying, As a co-ordinator of the Life Long Learning programmes at Antwerp University (SUNY Global Partner Network) Sabine De Vriendt became involved in the COIL projects because of the opportunities for internationalisation@home for part-time / working students. She got a Master’s degree in Languages (1992), Communication (1993) and Psychology (2000).

Heather Ward is senior program specialist in ACE’s Center for Internationalization and Global Engagement, where she coordinates the ACE-SUNY COIL Center Internationalization Through Technology awards program. She previously served as associate director for internationalization and outreach at George Mason University and as director of international programs at Mary Baldwin College. Heather holds a BA in Latin American Studies and Spanish from Vanderbilt University and a master’s degree in international affairs from Columbia University.

Gretel Werner is Professor of Intercultural Competences and works for the internationalization projects area in UDEM Universidad de Monterrey, México. She is Master in Education from UDLA, Universidad de las Américas (Puebla) focused in educational technologies.

Alice Wilson is an Assistant Director for the LeRoy V. Good Library at Monroe Community College.

Melanie Wilson, PhD, a former research
associate with the COIL Center, studied and taught at McGill University in Montreal, Canada. She currently works in the private sector managing a large global curriculum that engages learners from a network of more than 100 countries, and additionally volunteers as a facilitator trainer with Soliya (affiliated since 2007). Melanie’s research inquires into globally networked learning in which she continues to publish on the topic.

Ruth P. Wilson, PhD, Professor of African-American Studies at San Jose State University has a passion for international studies and cross-cultural communications. In 2009 she led the SJSU team in developing an exchange program and a COIL course with Kwansei Gakuin University in Japan. In 2015 she and co-author John W. Wilson presented Furniture as a Technological Intervention to Enhance Collaborative Online International Learning at the International Conference for Technology and Science in Rome.

Hope Windle is the Instructional Designer and COIL Nodal Network Coordinator at SUNY Ulster embedding COIL into the school’s infrastructure. Hope facilitates award winning faculty/student collaborations with schools in Belarus, Brazil, Canada, England, Greece, Italy, Japan, Lebanon, Mexico, Taiwan. She has presented COIL within SUNY, nationally through AACC’s ITC and NAFSA, internationally at European Humanities University, Lithuania, Universidad Internacional and Universidad PanAmericana, Mexico and Kansai University, Japan. http://sunyulsterid.weebly.com/coil-accomplishments.html

Marca Wolfensberger Biography not submitted

Richard Yusufi Biography not submitted

Adam Zahn is the Academic Programs Manager for the Office of International Programs. As the Academic Programs Manager, he manages the development and implementation of OIP programs, works with faculty on new and existing international programs, facilitates the Global Engagement Scholar and Global Classroom programs, and conceptualizes co-curricular programming for global engagement. Mr. Zahn is also a faculty instructor for the Lindy Center for Civic Engagement’s first year civic engagement courses.


Victor Zorrilla Garza Currently teaches Philosophy at the Universidad de Monterrey (Mexico). His research centers on Spanish political thought. Has just begun a COIL course on Spanish American Civilization for the second time. Believes the Humanities are best taught through dialogue and inter-cultural exchange Academic History B.A. in Humanities (Universidad de Monterrey, Mexico); M.A. in Liberal Arts (Universidad de Navarra, Spain); Ph.D. in Philosophy (Universidad de Navarra)
CONFERENCE ACKNOWLEDGEMENTS

It is truly a global effort for the COIL Center’s small staff to offer such a complex and multi-faceted yearly conference and it simply would not be possible without the efforts of many dozens of people. We would like to take the space here to recognize a few by name, but we are grateful to everyone involved!

We especially thank CUNY for their sponsorship and for hosting this year’s 10th anniversary COIL Conference. Thanks to the efforts of CUNY’s Kimberly Holland, and many others, we were able to greatly expand the size of our event and accommodate far more attendees this year at a purpose-built conference center. We would also like to thank the staff at the CUNY Graduate Center, particularly Kamela Finkley-Smith, John Ribeiro, Erik Wilyard, and Hopeton Taylor, for their hospitality and support.

We are particularly grateful to our presenters for sharing their ideas and details about their innovative projects around the world. We also would like to thank the dozens of facilitators for helping making each of those presentations run smoothly.

The COIL Center Staff would also like to thank all of our conference volunteers and the Viking Video Technologies Team led by Scott Freedman for their hard work and dedication to making the 2016 COIL Conference a success.

Finally the COIL Center does not work in isolation, and we are very grateful to all of the individuals from around SUNY System Administration who contributed to the event, most notably our Office of Global Affairs colleagues Lori Thompson, Sally Crimmins Villella, Sally Lampson, Rosemary Ortleib-Padgett, Mary Alice Mazzara, and Britney Maxey, as well as Nancy Motondo from the Center for Professional Development and Lee Dixon and Amanda Bobel from Design and Print. We would also like to specially acknowledge Johanna Kendrick-Holmes from the Office of the Chancellor who has again gone above and beyond during a very busy time to help organize the event’s complex logistics.

PRESENTATION PROPOSAL REVIEW COMMITTEE

The COIL Center would also like to acknowledge all of the individuals who provided their time and expertise in the reviewing the many proposals we received for this year’s conference. Their knowledge and feedback were key elements to the success of the 2016 COIL Conference program and agenda.

- Mark Adams, San Jose State University, USA
- Rick Arrowood, Northeastern University, USA
- Todd Austin, University of Michigan, USA
- Jenifer Cushman, Ohio University Zanesville, USA
- Gabriel Flacks, Champlain College, Canada
- Liz Frondigoun, Univ. of the West of Scotland, UK
- Susan Gallagher, Hudson Valley CC, USA
- Dave van Ginthoven, Hague UAS, Netherlands
- Beatriz Gómez, Universidad de Monterrey, Mexico
- Sarah Guth, University of Padova, Italy
- Eva Haug, Amsterdam UAS, Netherlands
- Eva Kampits, Northeastern University, USA
- Alexander Knoth, University of Potsdam, Germany
- Mindy Kole, SUNY Ulster, USA
- Barbara LeSavoy, SUNY Brockport, USA
- Laura Lewis, University at Buffalo, USA
- Craig Little, SUNY Cortland, USA
- Amy McHugh, SUNY Oswego, USA
- Sabine McKinnon, Glasgow Caledonian Univ., UK
- Philomena Meechan, University of Michigan, USA
- Jayne Peaslee, SUNY Corning, USA
- Patrice Prusko, Cornell University, USA
- Chilton Reynolds, SUNY College at Oneonta, USA
- Catherine Roche, Rockland Comm. College, USA
- Nataly Tcherepashenets, Empire State Coll., USA
- Janet Thompson, College of Westchester, USA
- Sabine De Vriendt, Antwerp University, Belgium
- Heather Ward, American Council on Educ. USA
- Melanie Wilson, CMA and Soliya, Canada
- Hope Windle, SUNY Ulster, USA
- Carrie Wojenski, Sacred Heart University, USA
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Hudson Valley Community College
Jon Rubin, Director

Jon Rubin is the Director of the SUNY Center for Collaborative Online International Learning (COIL), which is a unit of the State University of New York’s Office of Global Affairs. He has also recently directed the National Endowment for the Humanities funded: COIL Institute for Globally Networked Learning in the Humanities, which has engaged 22 U.S. and 26 international universities in developing collaborative, shared, networked classrooms.

He was Professor of Film and New Media at SUNY Purchase College where he developed a Cross-Cultural Video course in which SUNY students co-produced videos over the Internet with students in Turkey, Lithuania, Mexico, Belarus, and Germany. His own films have been shown at the Museum of Modern Art and at the Whitney Museum in NY. As a media artist he is best known for his Floating Cinema, a choreography of media images moving across the water at night. He has received Guggenheim, National Endowment for the Arts, Ford Foundation and Fulbright fellowships.

John E. Fowler, Assistant Director

John E. Fowler returned to SUNY as the Assistant Director of the SUNY COIL Center in November 2010 after several years working and studying in Europe. John has wide-ranging experience working in the American, British and German higher education sectors. This includes serving as an Instructional Designer at SUNY’s Hudson Valley Community College from 2000-06 where John contributed to the creation and growth of one of the largest online and distance learning programs in New York.

John has spent nearly 5 years travelling and living abroad in over 50 countries. Amongst those experiences was a fellowship for the completion of a European Master in Higher Education, through an Erasmus Mundus joint degree program from the Universities of Oslo (Norway), Tampere (Finland) and Aveiro (Portugal). John’s primary research interests are related to the international dimensions of higher education, with a particular focus on cross-border student mobility.

John was very pleased to discover and join the COIL Center as it provided him with the unique opportunity to bring his extensive background in online learning, academic technology, and international education in a variety of higher education contexts together into one position.

Mirjam Hauck, Professional Development Lead

Mirjam joined the COIL Center in September 2014 on a 1-year sabbatical from her position as a Senior Lecturer and Associate Head of the Department of Languages at the Open University/UK. She has written numerous articles and book chapters on use of technologies for learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, and digital literacy skills. Apart from regular presentations at conferences, seminars and workshops in Europe and the USA, she has served on the CALICO executive board and is a member of the EUROCALL executive committee. She is also a member of the editorial board of the CALL Journal and ReCALL. More recently her research and publications have centered on the impact of mediation and the relevance of multimodal communicative competence in online language learning and teaching contexts. She sees her interest in how the affordances of the new media shape online communication and interaction, in globally networked contexts in particular, as the logical continuation of her earlier work.

Stephen Tippett, COIL Course Development Coordinator

Stephen is a teacher and an education professional. He has taught in elementary, middle, and high school, and at the university level, and at the SUNY COIL Center his work focuses at the intersection of instructional design, technology, and project management. He is working on his doctoral dissertation on the instructional design of short term study abroad at the University of Delaware. For the last few years he worked at The College of Global Studies, Arcadia University where he helped with the technology administration and operations for study abroad programs. His research interests include participatory learning, citizenship and education, learning management systems, and methods of internationalization and intercultural learning in higher education. He worked for several years in South America, first in Ecuador with an Education Development NGO called WorldTeach, and then in Chile in an international volunteer program through the United Nations Development Programme and the Ministry of Education. During this time, learn Spanish and traveled to many places in South America. He maintains an interest and work in study abroad and educational cooperation between Ecuador, Chile, and the US.