COIL: Creating Access to Global Learning for All

10th Anniversary COIL Conference
CUNY Graduate Center
New York, NY
April 25, 2016
Panelists

- **Lenora Helm Hammonds**, Assistant Professor of Music, North Carolina Central University

- **Jan McCauley**, Adjunct Professor of History, Philosophy, and Social Science, SUNY Broome Community College

- **Megan Gibbons**, Assistant Professor of Spanish, Glenville State College (WV)

- **Heather H. Ward**, Senior Program Specialist, Center for Internationalization and Global Engagement, American Council on Education
Overview

• Unequal access to global learning
• The HBCU perspective: North Carolina Central University
• The community college perspective: SUNY Broome
• The rural Appalachian perspective: Glenville State College
• Expanding access through COIL: student outcomes
• Q&A
Access to Global Learning

- Low participation in education abroad
- Study abroad demographics
- Increasing value of global experience
- Internationalization at home
- Quality, cost, scalability

Take-away: Embedding global learning in the curriculum is essential.
Global Learning Outcomes

Percent of institutions that have developed int'l/global learning outcomes

Source: ACE, Mapping Internationalization 2012
ACE/SUNY COIL Internationalization through Technology Awards

<table>
<thead>
<tr>
<th>Leaders in Internationalization through Technology</th>
<th>Advancing Internationalization through Collaborative Online International Learning</th>
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<tbody>
<tr>
<td>Great Lakes College Association</td>
<td>Fayetteville State University</td>
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<tr>
<td>Mount Holyoke College</td>
<td>Glenville State College</td>
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<tr>
<td>SUNY Cortland</td>
<td>Xavier University</td>
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- To recognize significant achievement
- To encourage innovation
- To learn about the process and share results
COIL PROGRAMS
AT
NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NC
COIL @ NCCU

FALL 2012 COHORT LAUNCH
BEGAN SPRING 2011 PLANNING, IMPLEMENTATION & DESIGN
WITH 12 FACULTY, INSTRUCTIONAL TECHNOLOGISTS AND SENIOR ADMINISTRATORS @ 3 UNIVERSITIES

UNIVERSITY OF SOUTH AFRICA (UNISA), PRETORIA, SOUTH AFRICA

ROYAL ACADEMY OF MUSIC, AARHUS, DENMARK

NORTH CAROLINA CENTRAL UNIVERSITY, DURHAM, NC

VIDEO OF FIRST COLLABORATIVE MEETING IN COPENHAGEN, DENMARK

Lenora Helm Hammonds, Assistant Professor, Department of Music, College of Arts & Science
NCCU QUICK FACTS

CHANCELLOR: DR. DEBRA SAUNDERS-WHITE

NORTH CAROLINA CENTRAL UNIVERSITY was founded in 1909 as the National Religious Training School and Chautauqua by Dr. James Edward Shepard. It became the first public liberal arts institution for African Americans in the nation. The university is now a master’s comprehensive institution that offers bachelor’s and master’s degrees, a juris doctor, and a Ph.D. in integrated biosciences to a diverse student population.

STUDENT ENROLLMENT:
NUMBER OF STUDENTS: 8,155
UNDERGRADUATES: 6,369
GRADUATE / PROFESSIONAL: 1,786
STUDENT PROFILE: 78% AFRICAN-AMERICAN, 12% WHITE, 1.8% HISPANIC; 1.2% ASIAN
INTERNATIONAL STUDENTS: 0.007 %

NUMBER OF DEGREES OFFERED: 78 (146 WITH CONCENTRATION)
BACHELOR’S: 37, MASTER’S/FIRST PROFESSIONAL: 39, CERTIFICATES: 1, DOCTORAL: 1

Lenora Helm Hammonds, Assistant Professor, Department of Music, College of Arts & Science
### NCCU Quick Facts

#### Study Abroad Student Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Abroad (For Academic Credit)</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>28</td>
</tr>
<tr>
<td>2013-2014</td>
<td>27</td>
</tr>
<tr>
<td>2012-2013</td>
<td>34</td>
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Lenora Helm Hammonds, Assistant Professor, Department of Music, College of Arts & Science
NCCU DISTINCTIONS AND STRATEGIC MISSIONS ALIGNED WITH COIL

NCCU WAS THE FIRST UNC SYSTEM CAMPUS TO REQUIRE COMMUNITY SERVICE FOR GRADUATION, AND WE HAVE GAINED NATIONAL RECOGNITION FROM THE CARNEGIE FOUNDATION AS A COMMUNITY-ENGAGED UNIVERSITY.

NCCU STRATEGIC PLAN NCCU 2020 IDENTIFIES GOALS TO INCREASE THE UNIVERSITY INTELLECTUAL CLIMATE, ENHANCE ACADEMIC PROGRAMS TO BUILD CAPACITY FOR STUDENT GLOBAL ENGAGEMENT, AND DEVELOP GLOBAL CITIZENSHIP SKILLS THROUGH COURSES WITH INTERNATIONAL THEMES COLLABORATING WITH INTERNATIONAL PARTNERS.

Lenora Helm Hammonds, Assistant Professor, Department of Music, College of Arts & Science
Each course had 4 main streams:

- Online Coursework
- Weekly online face-to-face class session
- Performances
- Events
Why Jazz? Jazz as a metaphor

“Jazz bands actually are organizations designed for innovation, and design elements from jazz can be applied to other organizations seeking to innovate. In order for jazz bands to be successful, they require a commitment to a mind-set, a culture, practices and structures and a leadership framework that is strikingly similar to what it takes to foster innovation in organizations.”

Yes to the Mess: Surprising Leadership Lessons From Jazz by Frank J. Barrett
Jazz band leaders must:

- Approach leadership tasks as experiments
- Boost information processing in the midst of action
- Prepare for serendipity by deliberately breaking routine
- Expand the vocabulary of “Yes” to overcome the glamour of “No”
- Take advantage of the clunkers
- Ensure that everyone has a chance to solo from time to time
- Celebrate “comping” to create a culture of noble “followship”
- Create minimal structures that maximize autonomy
- Encourage serious play. Too much control inhibits flow
- Jam
- Cultivate provocative competence. Create expansive promises as occasions for stretching out into unfamiliar territory
- Who are your singers? Your instrumentalists?
Fall 2012 Launched
3 courses using the COIL model

Course 1:
- Jazz! Born in America
  Created Internationally

Student Assignment Example
Who I Am
Video bio ice breaker assignment

University of South Africa,
Pretoria student
Start video at @2:10
- Tinashe Donaldson Jera

The course had four main streams:
- Online Coursework
- Weekly online face-to-face class session
- Performances
3 courses using the COIL model

Course #2:

Global Guitar
(Guitar Playing and Guitar Styles within a Global Network)

Genres included blues, some rock styles, reggae, rhythm and blues, kwela, marabi, folk and jazz guitar as players interpret it in South Africa, Scandinavia and the U.S.

Video of Danish Jazz Guitar student:
Lasse Sandkamm Kvintet Peaceful Minds
3 courses using the COIL model

Course #3:
- Composing, Arranging & Songwriting in a Global Network
- Sushi Purse by Cecile Sadolin
- Billie vs. Screwdriver
Virtual Study Abroad Experiences.

Students from 3 universities representing 12 countries in 3 courses.

As many as 70 students in one course.
. . . . become actual Study Abroad Experiences

Study Abroad experience @ UNISA’s International Jazz School
NCCU at UNISA

- Faculty-led student study abroad
- UNISA International Jazz School
  (invitation to partner universities in initial launch academic year)
International Jazz School at UNISA

Rehearsals, performances

Combos, lectures, sessions
Pictures from Soshanguve township, Pretoria, SA
Example of live class
Measuring Student Global Learning

Instrument - Intercultural Effectiveness Scale

- Beginning Fall 2016, as a result of the experience of COIL on our campus, the instrument used for all COIL courses and the new Global Citizens Certificate at North Carolina Central University will be the Intercultural Effectiveness Scale (IES). The IES measures focus on nine competencies in three categories of intercultural effectiveness: a) Continuous Learning (Exploration and Self-Awareness); Interpersonal Engagement (Global Mindset and Relationship interest); and, Hardiness (Positive Regard and Resilience) (Mendenhall, Stevens, Bird, Oddou, and Osland, 2008).

- It is a 60-question pre and post test that takes approximately 15 minutes to complete, can be taken online, and is available for administration in several languages. It was developed specifically to evaluate the competencies critical to interacting effectively with people who are from different cultures. The IES categories align with the cognition, intrapersonal and interpersonal maturity domains of the King and Baxter Magolda (2005) Intercultural Maturity Model. Although the small number of students in the course will make it impossible to derive meaningful statistics, the descriptive information from the pre- and post-tests can be integrated with data from fieldnotes and key informant interviews to provide a fuller and more detailed account of how students move from ethnocentrism to ethnorelativity during the semester.
Measuring Student Global Learning

Soft assessment of Course Outcomes

Goals were met when the course design strategically catered to common goals of international partners:

- required intense collaboration to focus course activities on student experience
- engagement highest with student-led activities, peer-to-peer and project-based learning

Hard assessment of Student Global Learning gleaned:

- Activities need to contain components to build cultural awareness, intrapersonal and interpersonal cultural competency skills through discussion of process and direct application.
- Global citizenship and sensitivities toward culture of peers in each geographic cohort was a persistent theme in student-led discussions, and sharing in peer-to-peer conversations.
- 98% of NCCU COIL students reported being having new perspectives or changed perspectives for a need to become culturally aware and incorporate this awareness into writing, composing and choosing collaborative creative partners.
- Student compositions and projects reflected a shift in personal choice of themes, lyric content and group dynamics. For example, students composed after the end of the course with international partners, formed private FB groups to work on projects not related to the COIL course.
- All NCCU COIL students reported understanding a need to “finally get a passport”.


INSTITUTIONAL & PROFESSIONAL OUTCOMES

- Sustained curriculum enhancements to NCCU’s academic programs, infused with globally engaged learning
- Faculty-led Study Abroad programs with COIL students to COIL partner institutions
- New Global Citizens Certificate program planned for 2016-17 at NCCU with onboarding course using COIL model.
- Memorandum of Understanding with COIL International Partners
- Faculty professional development
- Student research and scholarship
- Global Community Engagement (Aruba Residency with community schools)
- Research Publications
- Hammonds’ Dissertation – A Study of Intercultural Competence: Jazz in a Globally Networked Classroom
- Two Fulbright residencies planned with international COIL partners 2016-17
ABSTRACT

A learning environment in MUSL 1300 LS allowed discovery of a few ways of experiencing creativity and music through interactions with students and faculty from other courses centered around scheduled Live Classroom sessions. The class was divided into groups and engaged in a task-oriented activity. The course was divided into smaller groups that would later be recombined into a larger group. All members of these groups were able to interact with each other, and the resulting composition reflects the diversity of cultural backgrounds enriched within the class.

DEMOCRACIES

UNITED STATES

Canada

Brazil

Mexico

Japan

Thailand

Vietnam

South Africa

Australia

CHALLENGES IN WORKING IN A COLLABORATIVE ONLINE LEARNING ENVIRONMENT

Geographic Challenges

Unlike a traditional classroom where a class meets at a specific geographic location, a collaborative online setting brings together students from many different locations. In this case, a classroom was set up for a 13th time connection. While students were able to communicate via email, telephone, or Facebook, some challenges were encountered. For example, students from different cultural backgrounds may have different communication styles, and this can affect their ability to work together effectively. Additionally, there may be technical difficulties such as poor internet connectivity or software issues that can impact the workflow of the class.

Group Project Challenges

Students in the class were placed into "Songwriting Teams," and at least one student from each nation was represented. Some students had never worked with members from different cultures before, which made it difficult to communicate and collaborate effectively. Additionally, some students had different schedules, which made it challenging to find a time that worked for everyone.

Cultural Challenges

Even though we are all living in different countries, we use different modes of communication. In this class, I witnessed Americans being more outspoken than South African students. Students from different cultural backgrounds have different communication styles and may not feel comfortable communicating in the same way. This can lead to misunderstandings and frustration. To overcome these challenges, we had to be open-minded and respectful of each other's differences.

HOW DIFFERENT CULTURAL BACKGROUND AFFECTS THE CREATIVE PROCESS OF MUSIC COMPOSITION

During the songwriting process, I was highly impressed with the variety of ideas that students from different backgrounds brought to the table. While there were some cultural differences, the overall goal was to create a song that everyone could appreciate. Students from different countries brought different perspectives and ideas, which helped to create a unique and diverse composition.

REFERENCES AND ACKNOWLEDGEMENTS

Special thanks to: Lenora Heim Hammonds for her wonderful guidance and Wanda McVie;
Chapter: (Hammonds, Christensen, Oritsejafor, Tymas, Hosbond and Naidoo) Jazz, Constructionism, and Music Composition, In *Globally Networked Teaching in the Humanities Theories and Practices*

Edited by **Alexandra Schultheis Moore, Sunka Simon**

Routledge – 2015 – 224 pages

**Series:** Routledge Research in Higher Education


May 19th 2015
Chapter: (Hammonds, Lenora Z. Helm, & Oritsejafor, Emmanuel). Navigating the Performance Arts in a Globally Networked Classroom, In *Global Innovation of Teaching and Learning in Higher Education: Transgressing Boundaries (Professional Learning and Development in Schools and Higher Education)* January 14, 2015 by Prudence C. Layne (Editor), Peter Lake (Editor)

ISBN-10: 3319104810
Edition: 2015th
Vocal Jazz Online session for Aruba Vocal Jazz Ensemble

Professional Development for COIL Lead-Fellow used COIL model to develop annual residency with Aruban universities and local community music programs. Students are given access to jazz instruction formerly unavailable in their community or state programs via the COIL model.
International Guest Artist, and Vocal Jazz Online founder Lenora Helm in F2F session with community music ensemble, Aruba Vocal Jazz Ensemble preparing for concert.
10th Annual International Jazz Day concert in Oranjestedt, Aruba

International Guest Artist, and Lenora Helm and North Carolina Central University Jazz Studies Guest Students
Broome County, New York

- Population: 200,600
- Median age: 40 years (NYS: 38)
- Median income: $46,400 (US: $43,500)
- Poverty rate: 17.2% (US: 14.8%)
- Ethnicity:
  - 87.3% Caucasian
  - 5.7% African American
  - 3.9% Latino
SUNY Broome Community College

- Total Enrollment: 7,251
  - 76% in Degree/Certificate Programs
- Full Time: 59%
- Part Time: 41%
- Traditional (≤21 y.o.): 49%
- Non-Traditional (≥22 y.o.): 32%
- High School/Fast Forward: 19%
- Pell Grant Recipients: 48%
Study Abroad Opportunities

• SUNY Broome Sponsored Programs
  • Italy (5 Fall/Spring programs; 2 Summer programs)
  • Ecuador (2 Fall/Spring programs)

• Faculty Led Study Abroad
  • Haiti (Winter term)
  • Costa Rica (Spring Break)
  • London (early Summer)

• SUNY System Programs
  • > 600 programs

• College Consortium for International Studies
  • > 80 programs
Study Abroad Participation

• Full Term Programs
  • 2013: 2
  • 2014: 2
  • 2015: 5
  • 2016: 1

• Faculty Led Programs
  • 2013: 22
  • 2014: 33
  • 2015: 20
  • 2016: 33
COIL Courses – Year One

• Fall 2015
  • Introduction to Archaeology: 17
  • Introduction to Anthropology: 21
  • Public Policy: 22
  • ESL Speaking & Listening: 20
  • Total: 80

• Spring 2016
  • World History I: 26
  • Introduction to Anthropology: 20
  • Effective Speaking: 20
  • Total: 66

• 2015/2016 Total: 146
COIL Growth

• Goal: 1 to 2 additional courses per year
• Challenges
  • Attrition/COIL “fails”
  • Full-time Faculty Involvement
Outcomes Measurement

- Development of standard survey tool
- Anecdotal evidence
Going “Virtual”ly Abroad
The COIL Method at Glenville State College
Glenville, WV in Gilmer County
Glenville State College
GSC Numbers of Note:

IN-STATE = 85%
Other States = 29
First Generation = 70%
Low-to-Moderate Income: 65%
International Student = Yes, singular since there is only one.
GSC Demographics Fall 2015

Student enrollment: 1100

Gilmer County Demographics 2010

Population: 1537
### Total EA in last 4 years = 14

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Students who Traveled Abroad</th>
</tr>
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<tbody>
<tr>
<td>Summer 2012</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>1</td>
</tr>
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<td>Summer 2014</td>
<td>1</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>3</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>9 (expected)</td>
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### Total COIL in last 1.5 years = 112

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Institutional Partner(s)</th>
<th>Number of Courses Linked</th>
<th>Number of GSC student participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>University of Oviedo (Spain)</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>University of Oviedo</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Benémerita Universidad Autónoma de Puebla (Mexico)</td>
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<td></td>
<td>Universidad Popular Autónoma en Puebla (Mexico)</td>
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<td></td>
<td>Anáhuac University (Mexico)</td>
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<tr>
<td>Spring 2016</td>
<td>University of Oviedo</td>
<td>4</td>
<td>72</td>
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<td></td>
<td>Universidad Popular Autónoma en Puebla (Mexico)</td>
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<tr>
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<td>Anáhuac University (Mexico)</td>
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COILed Courses at GSC:

- English Critical Reading & Writing II: The American Mosaic
- Spanish Conversation & Culture
- U.S. History Since 1877
- Web Design
- Introduction to Hispanic Texts (in English)
- Psychology Lifespan Development
Student Outcomes:
Institutional Outcomes:

• Memorandum of Understanding with the University of Oviedo
• Memorandum of Understanding WVHEPC and Public Education Secretariat of the State of Puebla, Mexico
• COIL Fellows Program designed and managed by GSC/WVHEPC
• Two presentations at this year’s COIL Conference
• Fulbright Research Award focused on COIL in Appalachia and Asturias, Spain (Spring 2017)
• GSC COIL Fellow invited to speak to students and faculty about COIL and GSC at Benémerita Universidad Autónoma de Puebla two weeks ago
Questions
ACE Center for Internationalization & Global Engagement (CIGE)

**Internationalization of U.S. institutions**
- *Mapping Internationalization on U.S. Campuses*
- *Internationalization Collaborative*
- *Internationalization Laboratory*
- Web resources:  
  - *Model for Comprehensive Internationalization*
  - *Internationalization in Action*
  - *Internationalization Toolkit*

**Global Engagement**
- *International Briefs for Higher Education Leaders*
- *Transatlantic Dialogue*
- *Voice on international higher education issues*
- *International delegation visits*
Thank you!

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• Heather H. Ward hward@acenet.edu