COIL EXPERIENCES ENHANCED BY ORGANICALLY EMERGED MOBILITY COMPONENTS
COIL at DePaul = GLE

□ Strategic imperative
  ▪ Vision 2018 Goal 2

□ Permanent imperative
  ▪ University Learning Goal 4

□ Expanding our reach
  ▪ Each year, roughly 4% of DePaul students take advantage of Study Abroad opportunities
GLE structural framework at DePaul

Faculty
Instructional Technology Services

AP

Asst Dir

CIC
Academic

College Int’l Committees

ADRIs:
China
India
Middle East
Latin America

IA

ELA

ISS

SA
GLE @ DPU

- GLE
  - Structured training and coaching model
  - Proposal submission
  - CIC review
  - Funding
  - Sharing
  - gleprogram@depaul.edu
  - http://go.depaul.edu/GLE
Mobility enhanced COIL = GLE Plus

- Leveraging existing faculty development programs for global engagement
  - India initiative and Symbiosis

- Leveraging faculty existing relationships
  - Croatia and U of Dubrovnik
DePaul and Symbiosis IU

- Mobility enhanced COIL courses: Global Learning Exchanges (GLE) Plus
- How is GLE different from GLE Plus?
- How does mobility enhance the learning experience?
- Our story: DePaul University and Symbiosis School for Liberal Arts faculty
What is needed to create and sustain a successful GLE Plus program?

- Faculty support:
  - Global Engagement and Online Learning Program (DePaul)
  - Global Immersion Programme (Symbiosis)
- The importance of face-to-face interaction
- Develop course themes
- Develop synchronous interactions between students

Next steps:

- Can other parties, e.g. community partners be involved in GLE Plus?
How is GLE different from GLE Plus?
- Agenda Setting
- Institutionalizing
- Generating commitment to larger/tangible outcomes

Our story: DePaul University and U of Dubrovnik
- Common academic focus - parallel course responsibilities - mutual confidence
- Key: investing the mobility funds in our partner
- Mechanics
How does mobility enhance the learning experience?

- Expands possibilities!
- Not predictable; but essential
- Without direct contact, we may not have had enough mutual confidence in our student support or in the workability of our plan to produce a genuine impact (real politically significant change) from our student-to-student discussions
DePaul and Sveuciliste u Dubrovniku

- Next steps:
  - In collaboration with DePaul’s game design students, develop a game-platformed civics curriculum for Croatian school children

- Final thoughts
  - No "one size fits all" formula
  - Support for direct follow-on contact between participants -- faculty and students -- may generate serendipitous program development
Contact Information

- GianMario Besana - gbesana@depaul.edu
- Richard Farkas - dfarkas@depaul.edu
- Nila Ginger Hofman - nhofman@depaul.edu
- Rosi Leon –
- Shweta Sinha Despande - shweta@ssla.edu.in
- Pero Maldini - pero.maldini@unidu.hr