

**COIL Institute for Globally Networked
Learning in the Humanities
Course Development and Implementation Case Study**

7. Ecuador – USA: Environmental Studies

Contents

Section 1: General Course Information	2
Section 2: Issues of Language	4
Section 3: Curricular Information	5
Section 4: Asynchronous Technologies Used	6
Section 5: Synchronous Technologies Used	7
Section 6: Assessment Information	8
Section 7: Institutional Support	15
Section 8: Reflections.....	16
Section 9: Student Feedback.....	18

Section 1: General Course Information

1. Courses

Course Title	Institution(s)	Discipline	Academic Level
Global Environmental Politics and Political Ecology	La Universidad San Francisco de Quito and Coastal Carolina University	Anthropology and Politics	3rd and 4th year primarily

2. The team

Team Member #1	
Name:	Dr. Diego Quiroga
Role on Team:	Faculty
Institution:	USFQ
Position at Institution:	Vice President
Department and/or Program:	Anthropology
Team Member #2	
Name:	Dr. Pamela Martin
Role on Team:	Faculty
Institution:	CCU
Position at Institution:	Professor
Department and/or Program:	Politics and International Relations
Team Member #3	
Name:	Mr. Geoff Parsons
Role on Team:	International Programs
Institution:	CCU
Position at Institution:	Director International Programs
Department and/or Program:	International Programs Office
Team Member #4	
Name:	Jennifer Shinaberger
Role on Team:	Instructional Designer
Institution:	CCU
Position at Institution:	Assistant Director of Distance Learning
Department and/or Program:	CeTEAL (Center for Teaching and Learning)
3. When?	

Spring 2012

4. Number of students enrolled from each institution

CCU - 15 and USFQ 15

5. Is this typical for classes of this type?

Average for an upper level class at both.

Section 2: Issues of Language

6. Language(s) of instruction at each institution
English.
7. Primary language of most students in each class
English.
8. Language of the course collaboration
English
9. Language fluency
Very fluent as students were international students from all over the world at the Galapagos Institute program.
10. Language proficiency difference
N/A

Section 3: Curricular Information

11. Online or blended?
Fully online and Dr. Quiroga visited CCU in Feb. 2012.
12. Duration
5 weeks
13. Class work or discussion related to their collaboration before and/or after the actual collaboration period
<p>Students met via videoconference twice and then conversed in groups of 3-5 students to form small, blog groups. The class consisted of 3 communication modes:</p> <ol style="list-style-type: none">1. videoconference (twice and one time recorded for later viewing in the Galapagos)2. blogs – students blogged in small groups 4 times formally throughout the semester. They also informally (not for a grade) blogged about their experiences multiple times.3. In-person visit- Dr. Diego Quiroga visited the CCU campus in Myrtle Beach to give an in-person lecture to CCU students, as well as promote the CCU-USFQ exchange partnership and create new endeavors between the two institutions.

Section 4: Asynchronous Technologies Used

14. Tools
Blackboard and it was quite effective and well received at both institutions.
15. Server location
CCU provided the Blackboard access, but USFQ uses it as well.
16. Technical problems
No, but once students arrived in the Galapagos, high winds downed satellite connections for Internet, which disrupted our class communication.
17. Frequency of use
They were expected to use them once per week, but this stopped after 5 weeks due to technology failures.
18. Informal communication
<p>The student blogs throughout the semester are available at: http://ccuglobalenvironment.blogspot.com/</p> <p>A CCU student, James Johnson, managed this site and created the 6 small groups for the class. Another student, James Clark, from USFQ helped students in Ecuador navigate the blog and communicated to the professors when there were technology issues.</p> <p>Located in these blogs are the collaborative contracts, blogs, and student wikis.</p>
19. Re-use
Yes and I would teach this course again if technology improves because both sets of students enjoyed and benefitted from the interaction.

Section 5: Synchronous Technologies Used

20. Tools
Skype videoconference and adobe connect.
21. Server location
Provided by CCU. We also used Eluminate from USFQ.
22. Technical problems
No, the connection from Quito was excellent when we used them.
23. Frequency of use
We were to have done this 4 times, but only managed twice.
24. Informal communication
Students had access to skype and elluminate accounts. They did use skype informally throughout the semester.
25. Re-use
Yes, I would use skype. While it is not always reliable, it is generally understood by students and already on many of their devices. This makes informal communication much more effective and approachable. Adobe Connect is an excellent source as well, but more cumbersome for the instructor.

Section 6: Assessment Information

26. How?

Interactive Blogs will be assigned throughout the semester as indicated on the schedule below to facilitate dialog and analysis between USFQ and CCU students on significant issues in global environmental politics and political ecology.

Joint research Wiki project – Students will select a topic of interest in the area of global environmental governance and turn it in by class time on the due date. Specific assignment guidelines will be posted in blackboard.

The project presentation will take place on the wiki project due date in class. This presentation will be a maximum of 15 minutes, summarizing the paper’s main findings and how they relate to the class.

The midterm will be a simulation on a challenging issue to global environmental politics. This simulation will include role-playing, position paper writing, and in and out of class negotiation on environmental policies. You may not be absent for this assignment.

The final exam and reflection on the CCU-USFQ Globally Networked Learning Class will be a cumulative assessment of learning in this class. It will take place on the scheduled final exam day per the Coastal Carolina University schedule and will include a reflective essay about the GNLE experience and its impacts on student learning.

27. Common assessment rubric

CCU and USFQ collaborated on all assessment rubrics below.

Class Interactions:

The student blogs throughout the semester are available at:

<http://ccuglobalenvironment.blogspot.com/>

A CCU student, James Johnson, managed this site and created the 6 small groups for the class. Another student, James Clark, from USFQ helped students in Ecuador navigate the blog and communicated to the professors when there were technology issues.

Located in these blogs are the collaborative contracts, blogs, and student

Local/Global Blog Activity:

Write a multi-media blog that includes the following:

1. Minimum of 2 paragraphs of text explaining the local environmental issue that you have found; its challenges; and its connections to the larger global ecological system and/or global environmental governance system. (60 points)
2. Include a rich media source, such as photo or video or both (20 points)
3. Pose a final question(s) that you were left with after discovering this issue. (10 points)
4. Excellent grammar and organization. (10 points)

Multi-Media Work Quality	Exemplary Work (100-86 points)	Satisfactory Work (85-70 points)	Unsatisfactory (69 points or below)
Explanation and Paragraph Content	Exemplary description of the issue, the challenges, its global context, and/or its relationship to global environmental governance. The student exceeds the minimum requirements and demonstrates a mastery of the subject matter.	Satisfactory description of the issue, the challenges, its global context, and/or its relationship to global environmental governance. The student meets the minimum requirements and demonstrates an understanding of the subject matter.	Missing or unsatisfactory description of the issue, the challenges, its global context, and/or its relationship to global environmental governance. The student does not meet the minimum requirements and fails to demonstrate a proper understanding of the subject matter. The text may be incomplete and/or inadequate/inappropriate.
Media Source	The media source is of excellent quality and exceeds the minimum requirements of the guideline. It is both appropriate and accurate in content and contributes to the overall quality of the assignment.	The media source is of good/satisfactory quality and meets the minimum requirements of the guideline. It is largely appropriate and accurate in content and contributes to the overall quality of the assignment.	The media source is missing or unsatisfactory. It fails to meet the minimum requirements per the guideline. It may be appropriate and/or accurate in content. It fails to contribute to the overall quality of the assignment.
Final Question	The final question is well thought-out and thought provoking. It demonstrates a deep understanding of the issues being discussed.	The final question is adequate and thought provoking. It demonstrates an understanding of the issues being discussed.	The final question is missing or inadequate. It demonstrates a lack of understanding and/or effort with the assignment.
Grammar and Organization	The student's grammar and organization are perfect. They demonstrate effort and forethought and aid in the overall	The student's grammar and organization are appropriate for a college level assignment and meet the minimum requirements. There is	The student's grammar and organization are not college level and fail to meet minimum standards. Errors may be glaring and/or plentiful. Student display's a lack of effort and forethought and/or the work appears rushed.

	quality of the assignment.	evidence of effort and forethought and errors are minor in nature.	Errors distract and/or hinder the assignment's overall quality.
--	----------------------------	--	---

Blogs on the readings:

1. Minimum of 2 paragraphs outlining the arguments of the readings and your response to them (60 points)
2. Must include evidence/data/examples to support your perspective(s) (20 points)
3. May include multi-media or photos, etc, if relevant (0-10 points)
4. Excellent grammar and organization. (10-20 points)

Blog Work Quality	Exemplary Work (100-86 points)	Satisfactory Work (85-70 points)	Unsatisfactory (69 points or below)
Argument Outline and Response	Exemplary description of the readings and the issues pertaining to it. Argument outline is objective and unbiased, and portrays both the pros and cons of each "side." The student's response is both clear and thorough. It addresses the opposing view point and makes a counter-argument. The student exceeds the minimum requirements and demonstrates a mastery of the subject matter.	Accurate description of the readings and the issues pertaining to it. Argument outline is objective and unbiased. It portrays both sides of the argument. The student's response is both clear and easy to understand. It also addresses the opposing view point. The student meets the minimum requirements and demonstrates an understanding of the subject matter.	Missing or inaccurate description of the readings and the issues pertaining to it. Argument outline is biased or uneven. It does not portray both sides of the argument. The student's response is missing or unclear. The student may have constructed a "straw-man" argument to unfairly "spin" the blog to their point of view. The student fails to meet the minimum requirements and demonstrates a lack of understanding of the subject matter.
Examples. Evidence, and Facts that support the student's response.	The student does an excellent job of supporting their argument with clear, valid, and logical examples, evidence, and facts. The material stems from a trusted source and is directly connected to the issues.	The student does a satisfactory job of supporting their argument with clear examples, evidence, and facts. The material is connected to the issues and supports the student's point of view.	The student does not provide or does an unsatisfactory job of supporting their argument. Examples, evidence, and facts are missing, unclear, or flawed. The material is not connected to the issues and may not support the student's

			point of view. The student is unable to provide valid reasons for their view.
Additional Media	The additional media is excellent and clearly relevant. It is both appropriate and accurate in content and contributes to the overall quality and strength of the argument.	The additional media is needed and aids in the student's response. It is appropriate and accurate in content. It solidly supports the student's point of view.	The additional media is not needed and does not aid in the student's response. It is not appropriate and/or accurate in content. It may not support the student's point of view.
Grammar and Organization	The student's grammar and organization are perfect. They demonstrate effort and forethought and aid in the overall quality of the assignment.	The student's grammar and organization are appropriate for a college level assignment and meet the minimum requirements. There is evidence of effort and forethought and errors are minor in nature.	The student's grammar and organization are not college level and fail to meet minimum standards. Errors may be glaring and/or plentiful. Student display's a lack of effort and forethought and/or the work appears rushed. Errors distract and/or hinder the assignment's overall quality.

POLI 420 Global Environmental Politics Research Wiki Project Guidelines

The purpose of this assignment is to allow you to delve deeper into topics of your interest outside of class. We will have a rolling due date process, which means that you will sign up for different due dates that roughly correlate with the topics we have in class. This also allows you to schedule your paper due date around your own schedule. Given this level of flexibility, I urge you to pay close attention to the date you choose as I will not accept late projects (unless you have a valid and very traumatic excuse!). Separately, I will provide you with a list of ideas for paper topics. Ten pages/2500 words is not very lengthy, so you should narrow down your topic so as not to be as broad as say, climate change, but not so narrow so that it hinders your ability to explore the area. This is a multi-disciplinary subject and thus, you can research anything that you desire within the global environment. For instance, you might be interested in water pollutants in our oceans. This would require some basic understanding of water quality science, as well as the politics of it. This is where global environmental policy is headed and anyone who is serious about learning about it, working in it, or studying it should get a good grasp of the science and the politics. Plus, what could be more fun, really?

The GNLE difference: You're all in groups of about 4-5 people and have been throughout the semester. By now, you should have been discussing various global and local topics and readings, and should have a good feel for your common interests. Maybe, given the nature of this course, the group would like to focus more on a topic in the Galapagos and have our USFQ students do field research for some of the project. That would mean the CCU students would do the scientific (cited) research. With 4 of you, 2500 words (about 10 pages of text) should not be difficult. However, a wiki is more than text. It's making a

multi-media and aesthetically pleasing presentation of a topic. You need to tell us all about the topic, cite it in APSA format within the wiki as footnotes or endnotes, and you need to embed multi-media to make the topic come to life for the reader.

Hints for organization:

1. Roles: Divide the topic and issues within it for research; Who will be the writers? Who will be responsible for multi-media? Will anyone be in the field? Who will be the editor(s)?
2. Write various drafts. Wikis are “built,” not written last-minute as you may have previously done with papers. They are a learning process. Start early!
3. Refer back to your collaborative contract for conflict resolution if problems arise. Group work across international borders is the way of the world today.
4. Be sure you all review your final project and its academic rigor + aesthetic appeal. Brains and Beauty count here!
5. Have fun with this and enjoy the scientific learning process!

Grading Guidelines:

Thesis statement/Clear, Defined Topic	5
Introduction with map of overall wiki	10
Review theory and previous science on the issue	10
Excellent Understanding of the Issue and its Challenges	10
Original Research with hyperlinked citations (don't use Wikipedia, please)	20
Conclusions and Findings	10
Future Suggestions for Research	5
Multi-media/photo – either from web or original throughout	20
<u>Writing Structure, Style, and Organization</u>	<u>10</u>
Total	100

28. Assessment outcomes

Student Learning Outcomes:

Students applied their individual course readings to the common readings and exchanged ideas through the blogs. Students also shared other environmental concerns on the blogs. This enhanced their local-global perspective, particularly with the addition of the photos and insights from the students in Ecuador. The common readings correlated with the timing of the student trips to various sites in Ecuador – glaciers, Andes, Amazon, Galapagos.

The most significant outcome of the course was the deep connection of student reflection to the readings as both groups were personally exposed (either live or digitally) to the environmental issues being covered in class.

The blogs by USFQ students created a number of CCU in-class discussions on the reality of environmental politics in pristine areas like those visited by the USFQ students. For example, James Clark, a USFQ student, posted photos and wrote about his deep disappointment in what he saw near the Tiputini Biosphere Reserve in Yasuní National Park in the Ecuadorian Amazon. While this is classified as one of the most pristine places on the planet, just next to it, local residents are selling endangered species and meat in market. James posted pictures of the market. CCU students, who had only read about Tiputini from their professor's (Martin) writing, could not fully understand the complexities of

development in the Amazon until they read another student's accounts and saw the photos.

This exchange also impacted the midterm simulation of the Yasuní-ITT Initiative, which is a global initiative on the part of the Ecuadorian government to have the international community contribute to a UN multilateral development fund to keep oil underground in this Amazonian park – the same park that USFQ students visited and about which they blogged and posted photos. Additionally, CCU and USFQ students reviewed the Convention on Biodiversity and the International Convention on Endangered Species, both of which cover issues relevant to the Amazon and the meat market that USFQ students visited. They immediately recognized and made the real world connection between complex international conventions and the difficulty of enforcing them in remote, local areas of developing countries.

Another example can be garnered from two experiences: Dr. Quiroga's in-person talk to our CCU class on the reading of his article on the Galapagos and the "myth of nature," and a common reading on Ecuador's new constitutional approach toward sustainable development, called "buen vivir," or well-being. Dr. Quiroga explained the complex science of the Galapagos archipelago and the societal challenges of mixing fishing, tourism, and Darwin's legacy in this fragile environment to our CCU class. Students also read an article on the national and global impacts of an alternative approach to sustainable development, being implemented in Ecuador.

While CCU and USFQ students enthusiastically endorsed a new approach to sustainable development – a concept that has been both controversial and difficult to implement globally – they doubted the ability of Ecuador to actually develop a workable solution to creating a truly sustainable country – meaning protecting the environment and alleviating poverty through the creation of a new economy that melds humanity and nature. CCU students doubted that anyone in Ecuador actually knew this constitutional term existed. In fact, USFQ students saw it all over the country, and posted pictures of it in the Galapagos. Yet USFQ students also noted the ironies of such a concept as they observed increased pollution on the islands and a lack of concern among some residents and tourists for the protection of the fragile archipelago. At the same time, they noted policy changes in the Galapagos toward a new sustainable approach of "buen vivir." This opened the eyes of CCU students who experienced virtually the deep inconsistencies and complexities of sustainable development and the struggle of local communities to make a living within some of the world's most prized and pristine ecosystems.

29. Peer assessment

N/A

30. Charter or guidelines for student interaction

N/A

31. Attrition

N/A

32. Is this typical for similar classes at your institution?

Had this course continued, this would have had a very positive outcome on both campuses. In fact, we are working to successfully implement another GNLE course.

Section 7: Institutional Support

33. Type of support
Financial: CCU paid for Dr. Quiroga's visit, for a stipend for Dr. Martin, and one fall course release for Dr. Martin.
34. Engagement with the international programs office
We have a student studying in Ecuador who was in this class and was inspired by it. CCU and USFQ have signed a joint collaborative research agreement in which faculty and students from both institutions collaborate on 2 research projects per year.
35. Importance given to globally networked learning
Our campus is working to expand our abilities to continue such courses.
36. Commitment
It was a singular commitment, but we do see more interest now.
37. Future iterations
We hope to offer it again in the future as technology permits.
38. New globally networked courses
Pam is working on another course for 2014.
39. Response of chairs, deans, provosts or other administrators to the possibility of expanding this pilot course(s) into a broader program of globally networked courses
Very positive overall.
40. Institutional commitment to further developing globally networked courses
I would say there is commitment broadly, but few funds for incentives and infrastructure due to budget constraints. The biggest obstacle to this is the time it takes to do such a course. Faculty would need course release and stipends to do such activities, or at the very least for the first time they offer a GNLE course.
41. How to nurture the development of globally networked courses
Training, course release time, and monetary incentives, plus support in arranging the technology and connections with other institutions.

Section 8: Reflections

42. Goals set
<ol style="list-style-type: none">1. to develop global perspectives on the environment2. to include real world case examples in our classrooms through technology3. to effectively use technology to collaborate
43. Goals achieved
Despite our technology challenges, we did pursue a common collaboration program and students did gain global perspectives from our brief communications and blogs.
44. Most unique aspect for students
<p>Tangible Results:</p> <p>As a result of Dr. Quiroga's visit and this class, we have strengthened our relationship in various ways between the two institutions. They are:</p> <ol style="list-style-type: none">1. Two students from the CCU Global Environmental Politics course will be attending the USFQ campus next academic year.2. CCU and USFQ have agreed to a joint program (funded by both universities) to strengthen ties between the institutions in the form of a student-faculty scholarship to encourage joint research teams between the institutions. This was a result of Dr. Quiroga's visit. The first projects will begin during the 2012-13 academic year.3. The schools of Education, Business, and Sciences will begin new partnerships between CCU and USFQ, including a teacher education program and exchange. <p>This COIL grant has provided us with the guidance and positive reinforcement that we needed to continue our global connections. Dr. Martin will be meeting with other USFQ faculty in June 2012 to discuss new GNLE possibilities for the 2012-13 academic year in an in-person visit to Ecuador. We greatly thank the COIL faculty and staff for their patience with us and support, as well as the immensely helpful training institute in October 2011.</p>
45. Most successful aspect(s) from a pedagogical perspective
Videoconference is the best form of communication when it works, but students enjoyed blogging as well.
46. Most problematic aspect(s) from a pedagogical perspective
Internet connections for videoconference.
47. Changes for future iterations
Choose a partner institution with stronger Internet connections and easier access. Quito campus has such access and connection.
48. Technical support
N/A

49. International programs person

N/A

50. Time commitment

This course requires approximately 5 hours extra per week.

51. Was it worth it?

Absolutely! These experiences are personally and professionally enriching for both students and faculty.

Section 9: Student Feedback

Thank you for your efforts to create something of the USFQ-CCU classrooms.

This is a student of the GAIAS program in spring 2012.

I just wanted to say thanks for your effort and am a little sorry it didn't work out, but I believe that if you're paying attention things happen for a reason. I am inspired by your work, which we read on several occasions and appreciate what you did.

Though you were not directly a huge influence on my Ecuadorian experience, your presence was felt and as this new year rolls in I want to express some gratitude towards those who have had a role in what may have been the most incredible year of my life to date.

The information contained in this document has been reproduced with the consent of the Institute Fellows. Should you like to contact one of the Fellows, please send an email to coilinfo@suny.edu. This document and its related project have been funded with support from the National Endowment for the Humanities. This report reflects the views only of the authors and the NEH cannot be held responsible for any use which may be made of the information contained therein.



NATIONAL ENDOWMENT FOR THE
Humanities



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](https://creativecommons.org/licenses/by-nc-nd/3.0/).