

# COIL Institute for Globally Networked Learning in the Humanities

## Course Development and Implementation Case Study

### 14. Japan - USA: Sociology-Global Youth Culture

#### Abstract

In Fall 2012, San Jose State University (SJSU) in California and Kwansai Gakuin University (KGU) in Japan offered *Global Youth Culture* as a COIL course to its students. Ruth Wilson taught the SJSU course which included 17 students and met once a week on Thursdays, from 6:00-8:45 p.m. On Friday mornings at KGU, Mr. John Wilson taught three 50-minute sessions of the COIL course, each with 20 students. The three classes of Japanese students met back-to-back, overlapping the SJSU Thursday evening's 6:00-8:45 p.m. time slot. This was the only time periods when the courses could meet and overlap with each other. We used SKYPE, webcams, smart phones, laptop computers, the Internet, Microsoft Office software, and Desire2Learn to link SJSU students to the KGU students studying English speaking and presentation skills.

We combined traditional pedagogical approaches of lecturing and assigning readings with multimedia presentations, experiential learning experiences, class discussions and small peer group learning (discussions, projects, and other activities). Lectures include summaries and analysis of assigned readings, as well as slides and video clips from the instructors travels in Japan and the United States. Short video clips and slide shows of contemporary youth in San Jose and in Osaka stimulated class discussions, as did students' Internet research of videos, photos, and articles. A significant portion of students' grades depended on their ability to collaborate in developing a research project and make presentations during our joint sessions. The research projects focused on aspects of youth culture that were shared globally: fashion, media and technology use, entertainment, holidays and national celebrations, and other problems faced by youth. Although all joint sessions were conducted in English, the lecturers provided students with skills that taught them how to be considerate when communicating with persons who have a different first language.

Our case study summarizes the institutional support, components of the COIL activities that did and did not work, intracultural activities planned and implemented, support of technology for our pedagogical goals support of, and the power of COIL to provide a bridge for college students interested in foreign exchange and travel abroad programs.

#### Contents

Section 1: General Course Information .....	2
Section 3: Curricular Information .....	5
Section 4: Asynchronous Technologies Used .....	7
Section 5: Synchronous Technologies Used .....	8
Section 6: Assessment Information .....	9
Section 7: Institutional Support .....	10
Section 8: Reflections.....	12

## Section 1: General Course Information

### 1. Courses

Course Title	Institution(s)	Discipline	Academic Level
Global Youth Culture	San Jose State University	Sociology, Anthropology	Upper division (no freshmen)
Global Youth Culture	Kwansei Gakuin Univ	Social Policy Studies	2nd year, Policy Studies majors, blended ESL learners

### 2. The team

<b>Team Member #1</b>	
Name:	Ruth P. Wilson
Role on Team:	Faculty
Institution:	SJSU
Position at Institution:	Faculty
Department and/or Program:	
<b>Team Member #2</b>	
Name:	John Wilson
Role on Team:	Instructor of Record, faculty
Institution:	Kwansei Gakuin Univ
Position at Institution:	Associate Lecturer of English
Department and/or Program:	Social Policy Studies
<b>Team Member #3</b>	
Name:	Mark Adams
Role on Team:	Instructional Developer
Institution:	San Jose State University
Position at Institution:	eCampus Lead Instructional Developer
Department and/or Program:	Academic Technologies
<b>Team Member #4</b>	
Name:	Yoko Baba
Role on Team:	Faculty
Institution:	SJSU
Position at Institution:	Faculty
Department and/or Program:	Sociology/Justice Studies

**3. When?**

Fall 2012

**4. Number of students enrolled from each institution**

3 Classes of approximately 23 students. (KGU); 1 class at SJSU 17 students

**5. Is this typical for classes of this type?**

The minimum class size at our institution is 15. (Kwansei Gakuin)  
SJSU courses may vary from 15 to 300 or more students. We had an upper limit of 20 for this class (verify).

## Section 2: Issues of Language

<b>6. Language(s) of instruction at each institution</b>
KGU and SJSU, English. (Though in Japan, sometimes Japanese is used for clarification.)
<b>7. Primary language of most students in each class</b>
KGU, Japanese; For SJSU in California, English. For two SJSU students Spanish and Japanese was the primary language of one exchange student from KGU.
<b>8. Language of the course collaboration</b>
Yes (English)
<b>9. Language fluency</b>
KGU; many students were false beginners (ESL terminology) though about 45% were comfortable with English as second language. All SJSU students were fluent in English
<b>10. Language proficiency difference</b>
<p>Very significant. Students needed “communicative skill” training to ensure understanding had been achieved. Students from SJSU were invited to omit filler words (for example, “and um”, “ya know”, “and like”). While using Skype, Japanese students were instructed to confirm that they had been understood (“Do you understand?” “Do you have a question?” etc).</p> <p>Occasionally, SJSU students were instructed to check in with the Japanese students to validate that they understood what was being stated, and to use gestures and other non-verbal cues to verify that they understood a statement or phrase.</p>

---

## Section 3: Curricular Information

### 11. Online or blended?

The SJSU-KGU course was a blended course. Students had face-to-face interactions with three online synchronous sessions between the two campuses. Students worked in small groups developing presentations; they worked individually responding to emails and chatting with their international peers. They shared photographs and movies with their class members and their international counterparts.. SJSU students took reading quizzes online, they interviewed youth on campus and in the community who were born in the USA and in other countries.

KGU students conducted interviews with their parents and shared the results with SJSU students via their powerpoint presentations, in emails and in synchronous SKYPE sessions.

### 12. Duration

Eleven weeks. The two KGU courses shared three synchronous sessions via Skype and 8 asynchronous sessions interacting via email, chat, and an the LMS (learning management system - Desire2Learn--D2L)

### 13. Class work or discussion related to their collaboration before and/or after the actually collaboration period

Yes. One particular synchronous session involved sharing presentations on recycling. Using D2L, via Skype, students shared photos from their research. SJSU students portrayed photos and videos of California redemption value bar codes on aluminum cans and bottles and showed recycling centers where these recyclables may be redeemed for cash. Both sides showed students at their work place recycling paper and other disposable goods.



---

## Section 4: Asynchronous Technologies Used

<b>14. Tools</b>
<p>We created and used a “Global Cafe” discussion session in D2L.</p> <p>Students also developed relationships with students outside of the tools used in class (their own facebook page, personal email).</p>
<b>15. Server location</b>
<p>D2L access was provided by SJSU.</p>
<b>16. Technical problems</b>
<p>Significant ones, no; however occasionally there were glitches in the Skype transmission. We had three technicians (two student assistants, one IT tech, and Mr. Mark Adams the Instructional Designer) working to resolve problems in SJSU. Mr. Wilson was a solo technician in KGU. From time to time our tech team would be in direct communication with Mr. Wilson assisting him to resolve tech problems in his classroom in Japan.</p>
<b>17. Frequency of use</b>
<p>About 12 of the 17 SJSU students routinely interacted with KGU students inside the classroom environment and outside of class time. Expectations varied as the semester went along and workload increased. KGU students were intimidated by D2L, and there were some login challenges early on (alpha, numerical passwords given 0 vs. O and confusion.)</p>
<b>18. Informal communication</b>
<p>KGU and SJSU students generally worked independently after 3 weeks of in-class assistance logging in and actively posting in class.</p>
<b>19. Re-use</b>
<p>The SJSU is changing its LMS to CANVAS as of this spring, thus the ground is shifting. Mr. Adams will check in regarding how this will impact the class in the future.</p> <p>D2L, we would love to. We are interested in Google Hangout. Skype can be glitchy.</p>

## Section 5: Synchronous Technologies Used

<b>20. Tools</b>
Skype, D2L: SJSU students spent about 15-20 minutes of class time in chat. Additionally, some, but not all spent more time chatting individually with KGU students, however, the instructor did not monitor that. SJSU and KGU shared three SKYPE sessions. The SJSU students spent 2 hours engaged with this activity. Comparatively, Japanese students spent between 40-50 minutes engaged with SKYPE, depending on whether or not there were technical problems.
<b>21. Server location</b>
Skype is a free, downloadable app that students can use anywhere, anytime, for free. Desire2Learn is an LMS provider that SJSU has contracted with for managed hosting services.
<b>22. Technical problems</b>
Having support from SJSU proved invaluable. Some small login challenges, Skype was glitchy on KGU side due to bandwidth issues.
<b>23. Frequency of use</b>
Students engaged each other in the formal setting (during class time) three times. For SJSU students this meant nine hours. In two out of three sessions, students were giving introductions and adding photos synchronously while 6-8 students (3-4 on each side) used Skype and short conversations. Varied.
<b>24. Informal communication</b>
Yes. We used the tools and they did.
<b>25. Re-use</b>
Yes. The more technologies introduced, the more facile students were in learning to use new tools. Most sjsu students had some experience with D2L before entering the class, but not Skype.

## Section 6: Assessment Information

<b>26. How?</b>
<p>Presentation skills, research ability, how well they worked together in groups and transferred their skills with technology, how their interviews and research report evidenced that they had learned more about cultures other than their own.</p> <p>Observations from listening during the asynchronous sessions, their conversations in class. Responses to the assessment instrument I administered in class. Their spontaneous comments after each session.</p> <p>KGU; written essays (2), using D2L, digital portfolios (hundreds posted).</p>
<b>27. Common assessment rubric</b>
No.
<b>28. Assessment outcomes</b>
N/A
<b>29. Peer assessments</b>
<p>KGU. No.</p> <p>SJSU. Yes. The student peer assessments helped students to recognize how to critique their own presentations. However, they were not included in assessing the students' final grade.</p>
<b>30. Charter or guidelines for student interaction</b>
N/A
<b>31. Attrition</b>
About 5 SJSU students had a lull during the World Series, however, they returned and did not drop out permanently.

## Section 7: Institutional Support

<b>32. Type of support</b>
<p>From the start, the SJSU Deans were highly supportive of our efforts, encouraging us to apply for the SUNY grant, following up on required signatures and documentation, and even funding an additional person's travel expenses early on in the process, as the first session of Global Youth Culture was team taught. Their constant support and encouragement was very motivating and continues to be as we begin the process of determining how we can extend the COIL process across the university's many departments.</p> <p>SJSU also made available what we call the "incubator" classroom, which is a versatile, high tech classroom with multiple projectors and screens, modular seating (tables on wheels), laptop computers, wireless microphones, and inexpensive webcams. Though the extra technology was not necessary, the room provided a comfortable, high tech space that students seem to appreciate.</p> <p>In addition to the technology in the room, the incubator class is staffed by technicians who assisted in set up and trouble-shooting as issues arose.</p>
<b>33. Engagement with the international programs office</b>
<p>None directly, though the "virtual abroad" program was discussed as a potential next step for those with interest in foreign travel.</p>
<b>34. Importance given to globally networked learning</b>
<p>Without a doubt, from the SJSU President to the faculty, internationalization of the curriculum has become an important theme in discussions about preparing students for 21st century jobs and citizenship.</p>
<b>35. Commitment</b>
<p>Initially at SJSU, it was a singular commitment as far as developing a globally networked initiative--if it was on the horizon at all. Now that SUNY has announced a potential member supported website to support the ability of interested faculty to find and connect with global partners interested in COIL style course projects, it will be much easier to move forward with a GNC initiative.</p> <p>Also, during the COIL grant timeline, SJSU was successful in winning a \$1.1 million dollar grant to build online capacity with Allama Iqbal Open University (AIOU) in Pakistan, with the COIL model of globally networked courses being featured prominently in the grant proposal deliverables.</p>
<b>36. Future iterations</b>
<p>As part of the Pakistan grant, SJSU will be offering numerous COIL style course opportunities where SJSU and AIOU students will work together to build multicultural competencies in the domains of Computer Science and Education (see our website: <a href="http://sjsuaiou.wordpress.com/">http://sjsuaiou.wordpress.com/</a>).</p>
<b>37. New globally networked courses</b>

KGU has expressed interest in continuing globally networked courses, and the Dean of International and Extended Studies have expressed and encouraged expansion of the globally networked courses.

**38. 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**

We SUNY COIL fellows have been asked by our Deans to propose a strategy for training faculty to offer COIL courses across the curriculum. We are hoping one take away from the 2013 COIL Capstone and Conference will be COIL approved training materials that we can customize as needed at our institutions.

**39. Institutional commitment to further developing globally networked courses**

While still early (in the pre-proposal stage), the initial meetings we've had with our administration (namely our Deans) has been very encouraging. We would assess it as "positive."

**40. How to nurture the development of globally networked learning**

- 1) A SUNY COIL approved and developed training course and materials that we could use and customize as needed to offer to interested faculty at SJSU.
- 2) A SUNY COIL affordable membership website that provided a global, web based faculty matching service for those interested at SJSU.

## Section 8: Reflections

<b>41. Goals set</b>
1) At SJSU, to provide a positive, introductory experience in global networking for students that resulted in new insights, increased interest in global issues and friendships, and development of multi-cultural competencies to prepare them for 21st century citizenship and employment.
<b>42. Goals achieved</b>
Overall, at SJSU the comments from students were positive and expressions of gratitude for the unexpected opportunity.
<b>43. Most unique aspect for students</b>
At SJSU, many students are from other parts of the world, so interacting with multi-cultural students is not unique; but the opportunity to interact with natives in their native land and compare and contrast in a conscious, structured, and reflective way was very different.
<b>44. Most successful aspect(s) from a pedagogical perspective</b>
<ul style="list-style-type: none"><li>• Collaborative online learning</li><li>• In class group activities</li><li>• Sessions that included lectures and multimedia</li><li>• Data analysis, sharing results from interviews</li><li>• Interviewing activity, creating knowledge through collecting data</li><li>• Student led presentations, enjoyment of creating knowledge and sharing it with peers, peer learning</li></ul>
<b>45. Most problematic aspect(s) from a pedagogical perspective</b>
Synchronous sessions with technical glitches - no sound, no picture,
<b>46. Changes for future iterations</b>
Spend more time organizing the course with the co-instructors; things were often rushed, squeezed. we needed assigned time to do course development
<b>47. Technical support</b>
At SJSU, for this Global Youth Culture course we used a minimalist approach to the use of technology-- Skype, laptops, and a single stream between the universities. In the other COIL course (Japanese Culture), a more sophisticated technological approach was used, with two streams--one for video and a separate one for the computer screen (usually Power Point presentations, websites, or videos). Very little time was spent preparing the students for either online work or web conferencing work; in reflection, as instructional designer, I would recommend greater student and faculty preparation to optimize the use of technology, which I think would result in both higher satisfaction and increased digital communication skill acquisition.

#### 48. International programs person

N/A

#### 49. Time commitment

J W and RW began discussing teaching a joint course shortly after he arrived at KGU five years ago. Ideas about Youth Culture in the USA and Japan arose during visits: Ruth to Japan in 2009/10. Photographs taken and shared in both USA and JAPAN. Our observations created the basis for further conversations, which later took flight when KGU asked RW to approach the Dean of CoSS regarding an exchange program. At the same time VAP applications, Dr. Baba was interested in VAP and, two months later Dean of IES solicited faculty interest in COIL. Dr. BABA and I put forth the first proposal in one month, brainstorming, phone and email conversations with Dr. Takako Yamada, Skype with JW during summer 2011. VAP course was precursor to COIL course. Wilson and Wilson revamped the activities of the synchronous sessions. Wilson and Baba met weekly, developed grading rubrics for evaluating student work, tasks for student assistant.

Lessons learned from teaching other course. Freelisting ideas for the course assignments. Using what we learned at coil for objectives of the course.

Dr. Baba and I combined mutually shared interests ( I had a protocol for interviewing students, she understood protocol for introducing new course and clearing them through curriculum committee. and the topics, literature search, Manga, her expertise and strengths, her interest in Manga and japanese culture, Our syllabus was a shared with Japan Takada, then John, shortly before the class began, made modifications prior to going on vacation .

We focused on what worked when we did the COIL class-- but didn't anticipate the baseball effect during COIL in fall 2012.

Time zone issues

I am interested in globally networked course with a USA class in other sections of the country, e.g., northeast or southeast, to get students out of their comfort zone, or Toronto, Canada, as well as South Africa.

Comparatively, courses based only on RWs primary area of expertise might require 40-80 hours, easily accommodated during the summer months. Of course it would take longer than that to clear through our campus curriculum committees, however, faculty know their students, and what will work in the classroom setting. The VAP COIL course required increasing skill in a high tech classroom, design activities that worked with movable furniture

group learning, collective learning, sharing ideas, presentation skills, learning tools in word and powerpoint, learning management systems, etc.

#### 50. Was it worth it?

Absolutely yes! At SJSU we now have the experience and confidence to move this very powerful COIL pedagogy forward to many other interested faculty and departments. Thank you very much SUNY COIL program and Jon Rubin and John Fowler in particular!

---

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](mailto: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.



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