THE GOOD, THE BAD AND THE NEW!
COIL-ING OVER TIME

3-year follow-up of the NEH-funded COIL Institute for Globally Networked Learning in the Humanities
AGENDA

Introduction
Six 5-minute lightening discussions
20 minutes of discussion with you!
OUR LIGHTENING PRESENTERS

Ann Giralico–Pearlman (with Barbara LeSavoy on screen) PhD from The College at Brockport, SUNY

Keld Hosbond, Royal Academy of Music, Aarhus/Aalborg (with Lenora Helm Hammonds, North Carolina Central University on screen)

Mary E. Guzzy, Corning Community College, Corning NY

Ruth Wilson and Mark Adams, San Jose State University

Meredith Marko Harrigan, State University of New York College at Geneseo

Richena Purnell–Sayle (with Rita Rowand and Anne Schiller on screen), George Mason University
In 2010, the SUNY Center for COIL (Collaborative Online International Learning) won a grant from the National Endowment for the Humanities (NEH) for a three-year project called the COIL Institute for Globally Networked Learning in the Humanities.

Requirements for participation:

- evidence of senior leadership commitment to COIL,
- at least one faculty member interested in creating a COIL course,
- demonstrated support by instructional design staff and/or staff from the international programs office on campus,
- an international partner institution interested in developing the course together.

Some numbers:

- 21 US institutions
- 25 international partner institutions from 19 countries across all of the world’s inhabited continents
- 24 successful COIL courses

BACKGROUND

COIL Institute for Globally Networked Learning in the Humanities
funded by the National Endowment for the Humanities 2010 - 2013

Supporting course collaborations between 25 American Universities and their international partners

➢ 24 successful COIL courses
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<th>Course</th>
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<tr>
<td>What are Human Rights?</td>
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<td>Intercultural Communications</td>
<td>US-RU</td>
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<td>Confronting National Identity</td>
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<td>The Global Village</td>
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<td>Intercultural Communications</td>
<td>US-NL</td>
<td>Global Youth Culture</td>
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<td>Global Youth Culture</td>
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<td>Global Citizenship and Corporate Social Responsibility</td>
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<td>Voice and Movement</td>
<td>USAU</td>
<td>Re-Envisioning Diasporas</td>
<td>USAU</td>
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<td>Jazz! Born in America, Created Internationally</td>
<td>US-AU</td>
<td>Cinematic Storytelling Across Cultures</td>
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<td>US-ZA-DK</td>
<td>Spanish / English</td>
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<td>Global English Composition</td>
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<td>Writing Seminar</td>
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<td>Planet Hip–Hop</td>
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<td>Technical Communication</td>
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<td>Science Fiction and Modern Society</td>
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<td>Japanese and American Culture</td>
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<td>Transatlantic Public Administration and Policy</td>
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<td>Global Environmental Politics - Galapagos</td>
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<td>Experiences from the 20th Century</td>
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<td>International Development and International Migration</td>
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<td>Imagining Nations: Cultural Diversity in Australia and the US–Mexico Border</td>
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Both institutions are eager to continue to develop globally-networked learning environments as they see it as an important development in globalizing their respective institutions. That being said, this specific course stems more from a singular commitment on the part of the participating faculty Fellows and if it is run again, it would be at the initiative of the two Fellows.

Although I asked for a teaching assistant or teaching load reduction to my department chair, not only I was not able to get either of them until I got sick, but also I had to do additional duties due to the budget crisis and my [...] coordinator’s sabbatical leave. Also, the [...] program coordinator always asks me when I can get rid of this COIL project from his point of view [...].
As Director of the Center for Global Education, I believe that this initiative is extremely relevant to the work of the Center for providing global experiences to [our] students, faculty and staff, and for that reason, I was one of the drivers of the project. It is an example of the kind of curriculum globalization that can benefit both students and faculty who are not able to travel or engage in study abroad experiences. Once the technology platforms are sorted through, this course can become a model for other departments in how to engage globally without leaving campus. The learning of the professors involved was significant and changed their perceptions about teaching and learning in an international setting with international counterparts. These are the kind of experiences The Center should continue.
WHAT WAS SUSTAINED?

The aim behind organizing this panel was to take a look at where some of these teams are 3 years following the end of the Institute.

- Projects that continued and changed
- Projects that weren’t able to continue
- New projects that grew out of the Institute experience
BRIEF SURVEY

Sent out to all participants

- 17 replies from 16 different schools
Did the course your team piloted as part of the Institute continue to be offered after Spring 2013? (16 responses)

- Yes: 56.3%
- No: 43.8%

Every year since
Every semester since
Twice
Twice
unsure
It was offered once again, though canceled for lack of enrollment
- Dedication and commitment on the part of team members.
- Continued institutional support.
- Integration of the COIL component into course syllabi.
- Increased interest on the part of students.
- Other

- Unavailability of one of the partners to continue (e.g. institution change, personal reasons, etc.)
- Lack of support on the part of one or more of the institutions involved.
- Lack of time/other commitments.
- Other
How many new COIL courses have been developed? (7 responses)
What disciplines were these courses in? (7 responses)

- The Humanities: 4 (57.1%)
- STEM (Science, Technology, Engineering, Mathematics): 2 (28.6%)
- The Performing Arts: 2 (28.6%)
- Other: 3 (42.9%)
WHY NEW COURSES

Interest on the part of colleagues. 7
Interest on the part of the institution. 4
Funding for new COIL projects. 3
Instr Design support (added by respondent) 1
WHY NO NEW COURSES

Difficulty finding additional partnerships 1
Lack of support. 1
all of the above 2
Lack of time. 2

I have started another internet based course, but without COIL support
Institute prefers to send US faculty to global campuses
There isn't an entity on campus motivating, supporting and funding other courses
FEEDBACK ON THE INSTITUTE

I continue to give a lot of thought to aspects of our COIL experience and think of it as a model for implementing other collaborative and international efforts in terms of the time, resources and support necessary to pull off a pilot. The pedagogical materials that were provide and the practical steps/timeline were very useful in planning the course, course activities and the technology involved. Being part of a cohort of other institutions planning similar efforts was also a useful way
SWITCH
GENDER ACROSS CULTURES: BROCKPORT NY/NOVGOROD RUSSIA: LOOKING BACK, THINKING FORWARD


Pedagogy Included: Video Conferencing, Google Sites Blogging, Cross-campus PSA Research Assignment

2014: More fluid interactions as students developed multiple ways to communicate/create community across countries

2014: COIL included Russian Language Lab for Brockport students

Fall 2016: In response to COIL partnership, Modern Languages is reintroducing Russian 111/112 to Brockport language curriculum

Extensions of COIL: LeSavoy partners with SUNY Stony Brook for Summer Study in St. Petersburg; is applicant for State Department Capacity Building Grant for Brockport study abroad in Russia
SWITCH
CONTINUING AND EXPANDING: COIL-ING JAZZ IN NORTH CAROLINA AND DENMARK

Keld Hosbond (with Lenora Helm Hammonds on screen)

1) Short COIL status at RAMA

2) Consequences for the e–learning approach at RAMA (we are going through a major upgrade on our e–learning efforts) and consequences for the institutional cooperation between RAMA and NCCU

3) The future: New COIL courses, new initiatives (flipped classroom, distance learning, LMS, teacher competence development within E–learning)

4) Open invitation for a Nordic Conference on E–learning within artistic education (called NEWTIME) in Denmark in August 16
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

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.
3 COURSES USING THE COIL MODEL

1. Jazz! Born in America Created Internationally
2. Global Guitar (Guitar Playing and Guitar Styles within a Global Network)
3. Composing, Arranging & Songwriting in a Global Network

Each course had 4 main streams:
- Online Coursework
- Weekly online face-to-face class session
- Performances
- Events
SWITCH
Mary Guzy

Voice is the best medium to talk about a project on the voice.

Description of the collaboration of Linda Nicholls–Gidley at NIDA.

The challenges posed by limited technical support, institutional bureaucracy, limited personnel.

The benefits of the collaboration.

Link to our Facebook group: https://www.facebook.com/groups/391509097559806/
CCC Voice students practice releasing the jaw and relaxation to free the breath in Mary Guzy’s Voice and Movement class.
Linda Nicholls-Gidley coaches dialect with a student at NIDA

CCC Voice students in Mary Guzzy’s Voice and Movement class
SWITCH
DEVELOPMENT OF AND OUT OF THE COIL COURSE GLOBAL YOUTH CULTURE

Global Youth Culture is becoming a regular catalog class—an important step in moving from "one–offs" or experimental courses to the institutional blessing that gives more legitimacy to the pedagogy

Continued work of Ruth Wilson with partner at Kwansei Gakuin University and Prof. Yasue Yanai with Kagoshima University.

Plans for COILing forward.
CONTINUITY AND COIL AS A CENTER PIECE OF A LARGER PROJECT

Mark Adams

the other original team partner from SJSU, Dr. Yasue Yanai (Japanese Culture) has continued to conduct COIL centered courses with Kagoshima University, how it has evolved, and her future COILing plans

how the experience with the Institute and the pilot courses at SJSU led to COIL as a center piece of a $1.1 million, 3–year grant with Allama Iqbal Open University in Pakistan
SWITCH
What we experienced following the conclusion of the Institute has broadened our definition of effective collaboration
THE ORIGINAL: INTERCULTURAL COMMUNICATION
Department of Communication

Department of Foreign Languages & Literatures
Interesting
Well-crafted
Exciting
Enjoyable
Well-aligned
Successful
THE REVISED: LANGUAGE

Department of Communication

School of Philology

Course: Studying Language in Vivo
THE REVISED: LANGUAGE
Department of Communication

School of Philology
Course: Studying Language in Vivo
Communication

Nonverbal

Verbal (Language)
Interesting
Well-crafted not carefully thought out
Enjoyable stressful
Well-aligned misaligned
Successful (still to be determined)

Why? Ironically, our very focus: Language!
What have we learned from these experiences?
Where do we go from here?
OUR POTENTIAL SOLUTION: INTRA-INSTITUTIONAL COLLABORATION
EXPANDED MODEL OF COLLABORATION

- Instructional Design
- Administration
- Teaching Faculty
- Local Russian Speakers
- Anthropology Department
- Foreign Languages Department
- History Department
SWITCH
An Evolving Vision for International Collaboration

Richena Purnell-Sayle, Rita Rowand, Anne Schiller
George Mason University
Timeline of Evolution of GNL at Mason

2011
Identified Need for global learning through technology

2011
Joined COIL Advanced Institute

2011-2012
Supported “Coping with the Aftermath of Violence” with Higher School of Economics; 
COIL Funding

2014
Supported “Social Entrepreneurship” with Monterrey Tech; 
100,000 Strong Funding

2015
Launched Global Collaborative Classrooms Program
First Steps in International Collaborative Learning

**COIL Advanced Institute for Globally Networked Learning**
- “Coping with the Aftermath of Violence”
- Classroom–based course connected via video conferencing w/ Bb; Primarily synch discussion
- Mason’s team: History faculty member, Instructional Designer, Vice President for Global Strategies
- International partner: **Higher School of Economics, Moscow** (which Mason had launched a dual graduate degree with in 2010).

**State Department 100,000 Strong Funding**
- “Social Entrepreneurship and Business”
- Classroom–based course connected via video conferencing; Primarily synch discussion
- Mason’s team: School of Business faculty member, Instructional Designer, Office of Global Strategy
- International partner: Monterrey Tech University, Mexico
- Study Abroad Component
Challenges:

• Technology issues

• **Faculty planning time** for custom course design

• Steep learning curve in redesigning

• Time differences and varying academic calendars

• Must **incentivize faculty**

• Ensuring **meaningful global experiences**

• Marketing program: broadening awareness across the campus and disciplines

Motivations for Finding Solutions

• “Meaningful Global Experiences” for students & faculty who may not have opportunity to learn abroad

• Can lead to future travel abroad for students

• Strengthens global partnerships and can lead to new ventures
Establish a Global University Consortia: a select group of global universities committed to creating opportunities for students and faculty to the understanding of social, environmental and economic problems.

**Group activities:**

- Summer schools at Mason and Higher School
- MOOC on Confronting Global Challenges

**Mason only activities:**

- Global Problem–Solving Skills Workshop for students
- Global Problem–Solving Forum

**Awarded:**

- $50,000 gift from CISCO Systems
- NAFSA's 2014 Paul Simon Spotlight Award

Conference members at Mason in 2012

- China – Tsinghua University
- Brazil – University of Brasilia
- China – Tsinghua University
- India – University of Delhi
- Kenya – Kenyatta University
- Korea – Yonsei University
- Russia – Higher School of Economics
- Turkey – Istanbul Sehir University
- George Mason University
Global University Consortia at Mason meets Globally Networked Learning

CISCO and Global Problem Solving Consortium provided opportunity to build sustainable Global Networked Learning program:

✓ Broadened to include courses beyond the Humanities.

✓ Mason professors are given classroom support, a stipend and at least a semester for planning their GCC

✓ Competitive award process allows for mandated of best practices, developed from COIL model and resources & lessons learned here and at Drexel University
• A plan for student interactions is clearly laid out in the application and syllabus.
• Students are assigned at least one joint project where they are linked with one or more students from the partner institution.
• Students are only enrolled at, and receive grades from, their respective institutions.
• Faculty driven courses (at least six weeks within the semester) taught collaboratively. Based on existing courses.
• The faculty partner with a Mason instructional designer and receive training in order to create a successful interactive "Global Classroom".
• Global Learning Outcomes are integrated into course design. (Use internal and AAC&U GLOs)
Pilot GCC – Social work, Human rights and homelessness

• Spring 2016 – In Progress!
• Departments of Social Work
  • Jamia Millia Islamia University, New Delhi (JMIU)
  • George Mason’s Social Work Capstone course

• 46 Students JMIU / 43 Students Mason
• Group meetings through videoconferencing beginning, middle and end of collaboration
• Students in groups of four; Group discussions and Photovoice research projects on homeless in respective communities
• Tools: Video conference, Bluejeans, Blackboard and PBWorks
Moving Forward

• Goal: Offer 3–4 classes every Fall and Spring
  • How: streamline course planning, decrease funding for course, target undergraduate courses and larger courses

• Second round for Fall 2016 courses:
  • Produced 7 applicants for Fall 2016
  • 4 were awarded GCC grants by peer faculty review committee

• Third round due June 2016 for Spring 2017 courses

Fall 2016 Courses

• Global Environment of Business (BUS 200) – University of Winchester in the United Kingdom
• Introduction to Learning Technologies (EDIT 401) – University of Balamand in Lebanon
• Choral Conducting I and II (MUSI 391, 396) – Musikhochschule für Tanz und Musik, Köln, Germany
• Identity and Conflict (CONF 708) – Friedrich–Schiller–University in Germany
QUESTIONS?

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Dr. Anne Schiller, Professor, Anthropology, George Mason University schiller@gmu.edu

Special THANK YOU to Drexel University’s Office of International Program for the inspiration, resources and good ideas from their Global Classrooms Program.
DISCUSSION & QUESTIONS:

HOW CAN WE MAKE COIL SUSTAINABLE?
HOW CAN WE SPREAD COIL?
PUBLICATIONS

http://coil.suny.edu/sites/default/files/case_study_report.pdf

https://www.routledge.com/products/9781138801523


http://www.peterlang.com/index.cfm?event=cmp
Faculty Publications

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)

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