Dragon Tales: Lessons Learnt from multiple COIL courses taught at a 4-year institution
Maria del Rosario Escalada Ruiz, Director Language Center
Isis Castellanos Sanchez, Head of English Program, Language Center

Carol S. Dean, Associate Professor, Foreign Language Education
Improving Foreign Language Proficiency through Voicethread

SUNY Spanish Methods Students and La Salle EFL Students

Dr. Carol Dean, Foreign Language Education, SUNY Oneonta
Who

• COIL Faculty Partners
  • Maria del Rosario Escalada Ruiz, Director, La Salle Language Center
  • Isis Castellanos Sanchez, Head of English Program, La Salle Language Center
  • Carol S. Dean, Associate Professor, Foreign Language Education, SUNY Oneonta

• COIL Student Partners
  • 10 EFL students at La Salle
  • 5 Spanish Methods students at SUNY Oneonta
What

• Asynchronous recorded interactions between students
• 5 weeks
• Two goals:
  • Improved oral proficiency through Spanish/English practice
  • Collection of authentic cultural resources through development of relationships among student partners
Dr. Yudis Contreras Martínez, General Coordinator of Foreign Languages

Dr. Maria Montoya, Assistant Professor of Spanish, Foreign Languages & Literatures
Collaboration On-line
Oneonta –NY
Cartagena-Colombia

Fall 2014
1. Advanced Spanish Conversation with Service-learning,
2. Spanish for Bilinguals
and
1. English Advanced Conversation

Spring 2015
1. Advanced Spanish Usage I
and
1. Introduction to American Studies.
2. English Advanced Conversation

Spring 2016
1. Advanced Spanish Usage I
2. Intermediate Spanish
and
1. Intermediate English
2. Introduction to American Studies
Course Mechanics

<table>
<thead>
<tr>
<th>Task</th>
<th>Assignment</th>
<th>Limitations</th>
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<tbody>
<tr>
<td>Google Docs</td>
<td>Weekly Skype</td>
<td>Personalities Some need more guided questionnaire to follow conversations.</td>
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<td>Voice thread</td>
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<td>Facebook</td>
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<tr>
<td>Presentations</td>
<td>Reading input and reflections.</td>
<td>Schedule Conflict Dead Lines Time Zone Difference</td>
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<td>My Favorite Place</td>
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<td>My Campus</td>
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<tr>
<td>Ice Breakers</td>
<td>Short discussions in each class.</td>
<td>Linguistic Insecurity (U.S) Technology in Colombia</td>
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<td>Snowball</td>
<td>Course curriculum develops as planned. Final reflection at the end of semester.</td>
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<td>Trues and Lies</td>
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<td>Comparisons</td>
<td>Mutual Correction Feed back-Peer Teaching Group project about the other country (gigantic map)</td>
<td>Skype group Exciting, Chaotic, and Challenging</td>
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<td>My campus</td>
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<td>My Family</td>
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<td>My country</td>
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Lessons Learned

1. Flexibility
2. Open mind about the other.
3. One assignment at a time.
4. Lessons developed in a cultural theme about the collaborating country.
5. Age and maturity matters
6. Graded assignments are needed.
7. Less ambitious plans results in better outcomes.
8. Relationships are organic/natural, after there is a good match learning comes easily.
9. Some relationships remain.

They invited each other to come visit their place → A faculty Led-Off Course Develops
Dr. Víctor Zorrilla Garza, Professor of Philosophy

Dr. Elizabeth Small, Associate Professor of Spanish, Foreign Languages & Literatures
Universidad de Monterrey, México - Filosofía de Latinoamérica

primavera 2015 y 2016 COIL spring 2015 and 2016

SUNY Oneonta, New York - Civilization of Latin America
Icebreaker activity: Post a picture of yourself and a paragraph introducing yourself, your interests and whether you have travelled anywhere, in your native language.

We kept the activity the same in both years, but in 2015 we used a shared Google doc - switched to a Facebook group in 2016 because students couldn't always access the document through our campus firewall.
Module 1 in 2015: Share an anecdote about cultural contact or conflict; then comment on others' anecdotes using VoiceThread; use the language that you are learning.

Module 1 in 2016: In small groups, converse about the content of our two courses, how they are similar and different; try to use both languages.

We changed the activity so that Module 1 would begin to foster a sense of cohesion in the small groups before Module 2, and to deepen the interpersonal communication.
Module 2 in 2015: Group presentation on course content, using voice annotation of Powerpoint, Prezi, etc.; students speak the language they're learning.

Module 2 in 2016: Group presentation on course content, using Skype for synchronous presentation supported by Powerpoint, Prezi, etc.; students speak the language they're learning.

We changed to synchronous presentations so all students could hear the others' presentations; not everyone in 2015 could access the shared presentations.
Dr. Olga Patricia Meza Morón, Head of Teaching Development

Dr. Frank Thornton, Educational Psychology, Counseling, and Special Education
Intervention strategies for exceptional students
• Olga, Jenny and I decided early on to something a bit different
• We wanted to create an experience where students and teachers could collaborate on a meaningful exchange of classroom skills
• We wanted the La Salle professionals to examine Special Education in their practice
• We wanted to expose the SUNY teacher candidates to learn to collaborate across cultures to create a positive outcome for all stakeholders
• The course: **Intervention strategies for exceptional students** has been designed on line and housed in the ULSA’s Institutional Platform. It is intended to consider to kinds of communication process between all members of the group: synchronous and asynchronous supported by technological tools that encourage communication and therefore collaborative work.

• The course offered by SUNY Oneonta, **Communication and Collaboration** has a key course topic, aligned with Council for Exceptional Children standards, which call for students to examine multicultural variations in “beliefs, traditions and values across and within cultures and their effect on relationships among individuals with exceptional learning needs, family, and schooling” and “Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds” and “Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals”.

From the Moodle pages *working Methodologies*
Learning objectives

• Participants will create collaboratively, strategies to identify and assess students with exceptional learning needs.

• Participants will develop collaboratively, strategies to meet the needs of students identified as having special learning needs.
Module Contents

BEGINNING (two weeks) September 22\textsuperscript{th} – October 5\textsuperscript{th}.
• Introduction of participants. Video
• Forum. Have you ever had an exceptional student?
• Synchronous conversation by teams. Getting to know each other. Talk about the questions of teaching experiences.

DEVELOPMENT (two weeks) October 6\textsuperscript{th} – October 19\textsuperscript{th}.
• Identification
• Intervention
• Measure
• Outcome
Module contents

INTEGRATION (two weeks) October 20\textsuperscript{th} – November 2\textsuperscript{nd}
• Final teaching sequence

CLOSURE November 3\textsuperscript{th}
• Last session. Videoconference. Final results exhibition.
Questions?