

COIL COLLABORATION AND CULTURAL EXCHANGE IN A TEACHER TRAINING PROGRAM DIVERSITY OF EDUCATION



Professors

Beatriz Gómez

Zanna McKay

Students

Erika Rodriguez - UDEM

Natalia Ramos - UDEM

Meghan Cassidy – SUNY Oneonta

Meghan Macleod – SUNY Oneonta

Melissa Abate – SUNY Oneonta

Carlos Salomon Goraieb – SUNY Oneonta

Objectives

- **The integration of intercultural and global dimensions** 
- **Global citizenship, service learning and social justice** 
- **The voices and perspectives of students through the COIL experience** 

Context

- Prospective **educators** in both America and Mexico today **are predominantly young middle class women.**
- However, the **classes** they will be teaching are becoming more and **more diverse.**
- As professors we have found that this **process is both informational and transformational** and we have created a series of assignments and activities to both bring information and offer opportunities to transform.

Context

- Reflections will focus on our two fold objectives,
 - **To impact their specific stereotypes** about the countries of each group, as well as, to lay the groundwork for **developing a critical lens**
 - **Social justice consciousness** that they can then apply in their own classrooms.

Key components to our partnership

- Because of our COIL support we were able to meet face to face and find many commonalities, just as our students did.
- Working together we shared our syllabi and planned our assignments and expectations.
- One aspect of our success is related to the fact that we teach the exact same class, but in different languages.
- Of course an important aspect of our success is also how much we like each other!

Assignments

- Ice Breakers
- Analyze the diversity of the communities
- Case study
- Multicultural education diagnostic



Activities



- All class skype session
- In class discussions of perceptions of 'others'
- Journaling about ongoing development of relationships and personal growth

Online Environment (s)

- Blackboard (each one in their class)



- Skype (Group sessions and individually)



- Google docs



- Social network



- Edmodo (Share their presentations)



Status report

- **Activities done** ✓
 - Ice breaker
 - Two Skype sessions
- **Activities in process**
 - Analyze the diversity of the communities
 - Case study
 - Multicultural education diagnostic
- **Activities to do**
 - Two Skype sessions



Challenges

- Some students are not very deeply engaged.
- Because of the American system some students dropped and we had to reorganize the groups.
- Because we are not as engaged on social media, we found ourselves learning from our students in this regard.

Next Steps

- Students receive feedback from both professors.
- Make a shared assessment system with all students receiving grades from both professors.
- All assignments should have a reflection component.
- One assignment would include student developed project with collaborative groups.



Evidence



Salak, Andrea <salaa79@suny.oneonta.edu>

para mí ▾

22 de ene. ☆



inglés ▾



español ▾

[Traducir mensaje](#)

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Hi Alitzel!

My name is Andrea and I will be your partner throughout our Diversity and Teaching class this semester! I am looking forward to getting to know you and working with you so I wanted to get in contact with you as soon as possible! Let me know if there is a different way you would prefer to get in contact with each other such as Facebook or any other social media! Hope to hear back from you soon!

...
Andrea Salak

30 de ene. ☆

Hey Ali! It's so crazy how similar my situation is to what you went through! ...

Alitzel Sánchez Dávalos

30 de ene. ☆

Andrea, Cancun is beautiful! It has a lot to visit like Chichen Itza, Cozumel...

Salak, Andrea

31 de ene. ☆

Ali, I would love to go there and especially try snorkeling since I've never ...

Alitzel Sánchez Dávalos

3 de feb. ☆

Hi Andrea! Sorry I haven't answered you in days! But we didn't have classes o...

Andrea Salak

5 de feb. ☆

Hey Ali! No problem! I've been super busy with school work so I understand! T...

Alitzel Sánchez Dávalos

5 de feb. ☆

Andrea, We usually do spiritual talks and make them think about their future ...

Salak, Andrea

6 de feb. ☆

Ali, That's so awesome! I would be super excited if I were you! I love doing ...

Alitzel Sánchez Dávalos

11 de feb. ☆

Hi! I came home so tired and so many homework that I finally got the chance t...

Salak, Andrea

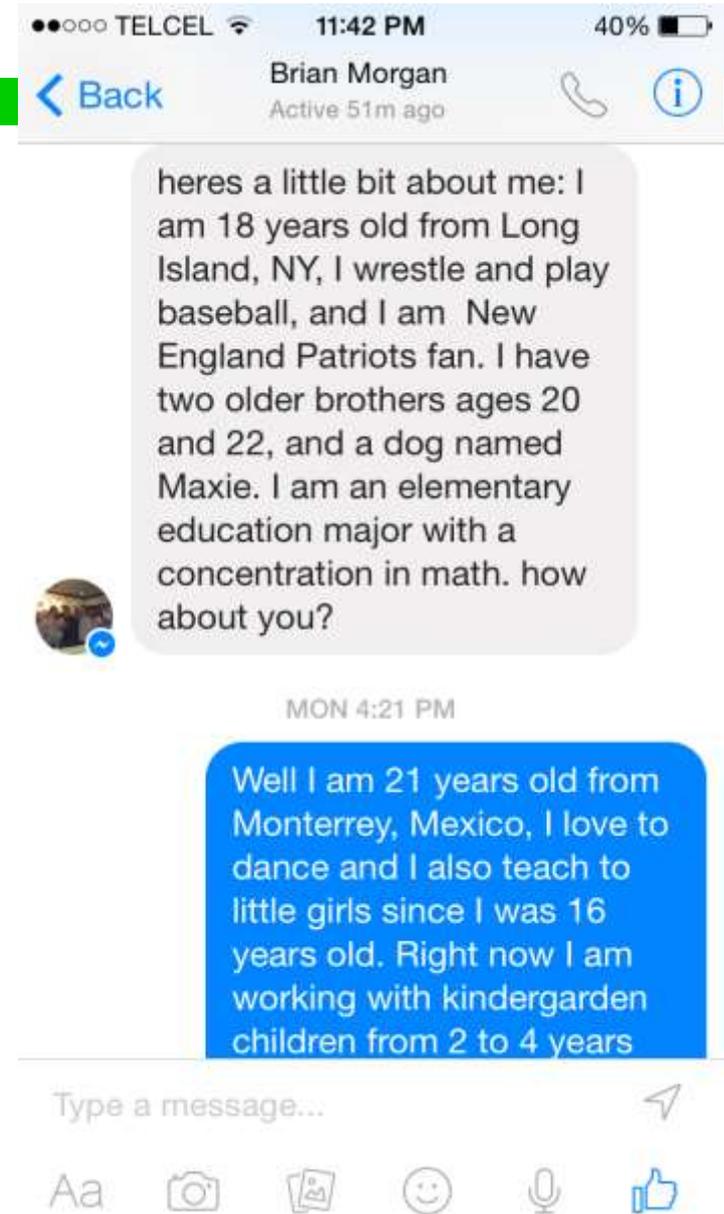
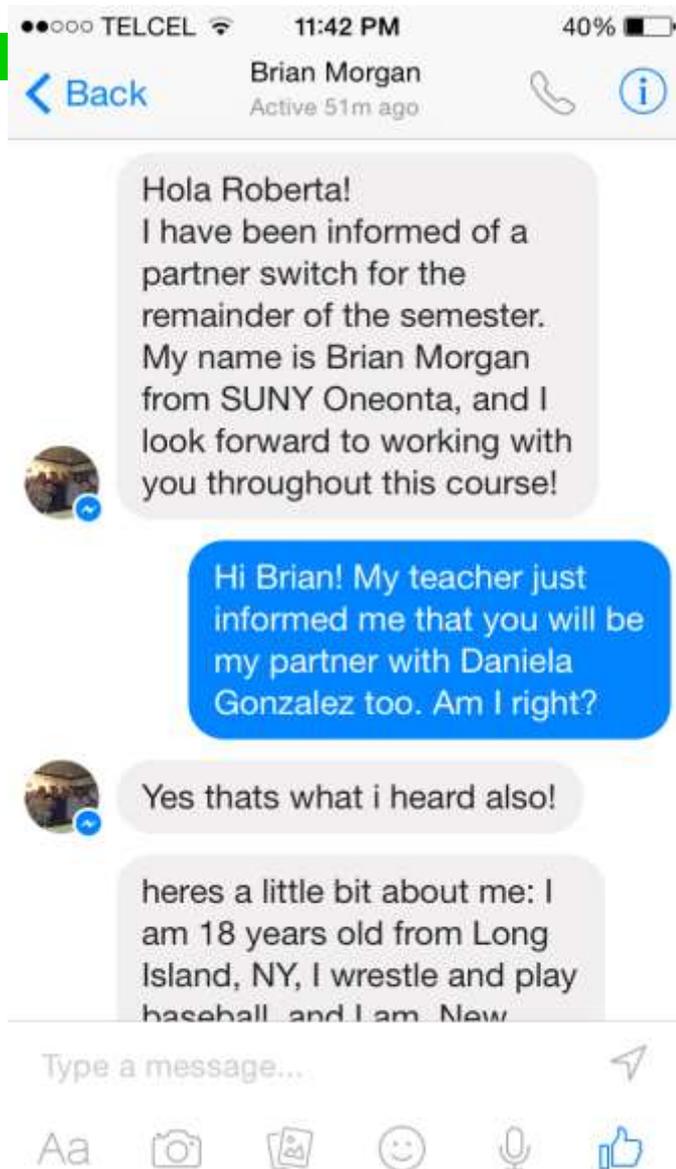
17 de feb. ☆

Hey! So sorry I didn't respond sooner, I always try to make sure I have more ...

Alitzel Sánchez Dávalos

18 de feb. ☆

Evidence



education major with a concentration in math. how about you?

MON 4:21 PM

Well I am 21 years old from Monterrey, Mexico, I love to dance and I also teach to little girls since I was 16 years old. Right now I am working with kindergarden children from 2 to 4 years old. I am studying education and I would like to focus on preeschool or elementary school. I have two brothers and one sister that are triplets and have 26 years old.

Seen Mon 4:57 PM

Type a message...

skype



Search Facebook

Dany Home

Inbox (1) Other More

Meghan and Dani + New Message Actions

Search

- Mizael Tristan** Wed
una disculpa, esque apa...
- Clarisa Maldonado** Wed
prácticas y modelos
- Ana, Ceecy** Wed
Ana: Ei entramos a las 5 ...
- Jhuanma Hernandez** Wed
que bueno
- Meghan, Dani** Tue
Meghan: awesome than...
- Max Corleone** Tue
jajajajaja
- Meghan Cassidy** Tue
we are calling you

- Meghan Cassidy** 3/3, 3:27pm
ppt-con-nuestras-preguntas.ppt open · download
- Meghan Cassidy** 3/3, 3:27pm
Here is the powerpoint!
- Dany Montes** 3/3, 3:28pm
thanks Meg!
- Tuesday
- Dani de la Garza** 3/3, 7:55pm
here's the final ppt
I add some pictures
ppt montes, meghan y dlg.ppt open · download
- Meghan Cassidy** 3/3, 9:15pm
awesome thank you!

Write a reply...

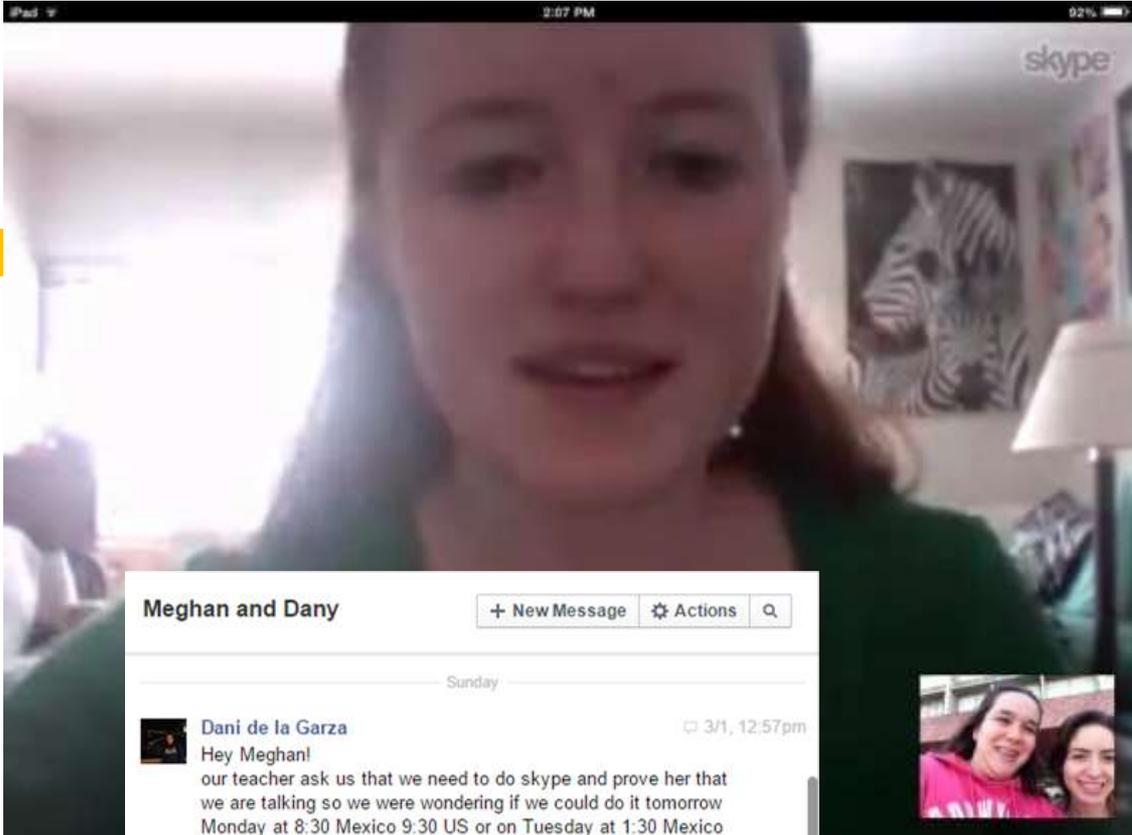
Add Files Add Photos Press Enter to send

People You May Know See All

- Adan Nañez** 2 mutual friends
Add Friend
- Jorge Ribs (Jorge Rios)** 100 mutual friends
Add Friend
- Lore Martinez** 27 mutual friends
Add Friend

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Dani de la Garza



Meghan and Dany

+ New Message ⚙ Actions 🔍

Sunday



Dani de la Garza

📅 3/1, 12:57pm

Hey Meghan!

our teacher ask us that we need to do skype and prove her that we are talking so we were wondering if we could do it tomorrow Monday at 8:30 Mexico 9:30 US or on Tuesday at 1:30 Mexico 2:30 US



Monday



Meghan Cassidy

📅 3/2, 2:29pm

Can we skype tues. 3:00? Mexico 2:00? I have class until then



Dany Montes

📅 3/2, 2:58pm

yes, our first class starts at 2:30 so we have half an hour 😊



Meghan Cassidy

📅 3/2, 3:22pm

Okay sounds good!

Monday

Write a reply... 😊



Add Files



Add Photos

Press Enter to send ✓

GMAIL

The screenshot shows a Gmail interface with a search bar at the top containing the email address `macimn56@suny.oneonta.edu`. The main content area displays an email thread titled "Diversity class" in the "Inbox" folder. The first email is from "estefy santos" (mailto:estefys92@gmail.com) dated Jan 27, addressed to "macimn56" and "Claudia". The body text reads: "Hello Meghan, We are Claudia and Estefania, mexicans from the University of Monterrey and we are your team members for the class project! Let us know if you get this message so we can be in touch and maybe later use another way to talk." The second email is from "Macleod, Meghan" (mailto:macimn56@suny.oneonta.edu) dated Jan 27, addressed to "me". The body text reads: "I was actually just about to email you! I am so Looking forward to getting to know both of you! How do you want to communicate? I am willing to do anything. Just let me know! Meg". The left sidebar shows navigation options like "Compose", "Inbox (1,337)", "Starred", "Important", "Sent Mail", "Drafts (28)", and "Circles". A list of contacts is visible under "Personal", including "Jorge Zubieta y L...", "Barbara Santos", "beaguerra92", "humanas martinez", "Thelma Santos", and "Thelma Treviño". The right sidebar shows "What's New", "People (3)", and a profile card for "Macleod, Meghan" with an "Add to circles" button and a "Show details" link.

FACEBOOK

Meghan and Claudia

+ New Message Actions

Conversation started 27 January

 **Estefy Santos** 27/01/2015 01:05
this is the team! 😊 I was thinking that we can all answer the ice-breaker questions on a separate word and send it to each other here... what do you guys think?

 **Claudia Lopez** 27/01/2015 01:06
Yes perfect! 😊

 **Meghan Macleod** 27/01/2015 01:22
Okay yeah that works great!

 **Meghan Macleod** 27/01/2015 03:24
Did your professor give you a set list of questions for the

Write a reply...

Add Files Add Photos Press Enter to send

Meghan and Cl

Meghan and Claudia

+ New Message Actions

 **Estefy Santos** 29/01/2015 23:16
here are my questions answered! 😊
 icebreaker.docx open · download

1 February

 **Meghan Macleod** 01/02/2015 20:21
Here are mine as well!!!
 EDUC 254 syllabus Spring 2015.pages.zip download

2 February

 **Claudia Lopez** 02/02/2015 08:00
 icebreaker.doc open · download

Write a reply...

Add Files Add Photos Press Enter to send

Meghan and Cl



THANK YOU – GRACIAS

Ice Breaker

They interview and present a partner from the other country class in their home country class.

- Students will share the name of each student (or nickname),
- Place of origin and nationality,
- Short description of their physical appearance,
- Short description of their likes/dislikes, interests and pastimes,
- And major course of study and why they are interested in that major.



Analyze the diversity of the communities

They respectively live through a presentation developed in cross country collaborations to be presented in their home country classrooms.

- Each team will work on the following points including items such as:
 - Name of city, community or neighborhood where they currently reside
 - Nationality of people living in the community
 - Physical description of community such a type of housing, malls, buildings, streets, mountains, rivers, etc.



Case study

Groups will prepare and present an analysis of one chosen case study from the text Diversity in the Classroom. This analysis will include 6 clearly numbered sections:

- What happened? Why?
- Who is involved? How does who they are effect the problem?
- Where did it happen? How does the context and place impact the situation?
- What did the experts say? Do you agree?
- How will you use the understandings from this case study to develop an anti-bias curriculum?
- Included in this will be one lesson that is not a good model for multicultural teaching and then the same lesson developed as a good model multicultural teaching.



Multicultural education diagnostic

- Last they will use the format of a reflective lens to actually tutor a student from a population in their own countries about whom they have held stereotypes and misconceptions.
- This will create some deep reflection on global citizenship, service learning and social justice through both integrating their understanding of their stereotyping of students they tutor and reflecting with their partners in other cultures on the cultural differences of stereotyping.
- Finally they will present these understandings to the other country class about whom they have held possible limiting beliefs also.
- In this activity they will work to overcome their stereotypes personally and as a classroom teacher, in the context of a global community.



Voices of the students

- **How this experience will impact their ability to create online connections for their own classrooms of the future?**
 - This experience opens my eyes to see how I can use technology and communication with people from all over the world, to create new acknowledgment and ties between students. They make us realize how we, as different countries, can work together for the same project.
Susana Mendoza
 - Nowadays there are already enough technological tools to implement online activities, and they are going to increase in a future. The most important thing is that teachers become committed to provide all kind of experiences to their students, and working as a team can facilitate the experience of online connections.
Andrea Avitia
 - It will impact by learning different strategies that can be applied so that my future students can communicate and learn about diversity face to face and communicate with people from all around the world and work together the same way we do.
Michelle Siller

Voices of the students

- **How this experience will impact their ability to create online connections for their own classrooms of the future?**
 - This project lead us to more options and resources to connect with people around the world. In our future classrooms we can create videoconferences, researches and testimonies of people in other countries to see the diversity and other forms of thinking and culture that it exists. **Alitzel Sánchez**
 - COIL experience will impact me as a future teacher because technology is having so much advances and classes are already taken through this marvelous type of communication. This class has helped me to interact with someone who is almost my same age but with different points of view. **Roberta Garza**
 - I think that having lived this experience I will be able to recreate it when I become a teacher and also I already have the connection with the other teachers from NY so it might be easier to stay in touch. I believe that this is a great way to learn not just investigating through internet but actually being able to speak with someone who has the

Voices of the students

- How this experience will impact their ability to create online connections for their own classrooms of the future?

- As I am living that experience and I'm having a lot of learning in a future I will search for a program as COIL so that my students have that opportunity.

Daniela de la

Garza

- This experience has shown me that we can actually have a good working relationship with someone from another place with help of all of the technology we have now. At first I thought this good communication would be impossible to achieve but it has worked very well and seeing this gives me the idea of applying this later on in my own classroom. **Estefanía Santos**

Voices of the students

- **How COIL has impacted their own bias and prejudices of 'other'?**
 - COIL has made me realize that it is easy to work with people using technology and is almost the same as if I was working with a classmate from where I live. It also has impact me by making me realize that if you get organize. **Michelle Siller**
 - It is impacted our way of knowing how the education in USA works and the role that teachers have in it. And we also have a space to share our experience in education and learn from each other for our future. **Susana Mendoza**
 - To get in touch with someone who lives in a different country than mine, it provides me the perspective that he or she has of reality, to realize that we are all unique, to learn to respect differences, to share with someone else my reality and learn form each other. **Andrea Avitia**

Voices of the students

- **How COIL has impacted their own bias and prejudices of 'other'?**

- This has been an opportunity to resolve those questions we have about other cultures, education in our neighbor country, forms of living and thinking, etc. We usually have our own ideas of how other countries live but this project has lead us to correct those ideas.
Alitzel Sánchez

- As a Mexican student I think that my opinion and the opinion of Brian (my partner) is different because of the experiences that we have been through. Prejudice will be present all of the time but by having video conference we have been adapting to each others culture.
Roberta Garza

- Being able to actually speak to students from another part of the world has made my vision and expectations grow and realize that we need to accept the differences between each other in order to work properly together. I found this experience really satisfactory and I learned a lot.
Daniela Montes

Voices of the students

- **How COIL has impacted their own bias and prejudices of 'other'?**
- It has help me to realize that even though we are in different countries we are looking for the same objectives.
Daniela de la Garza
- COIL has helped me understand the way American students like me think, it has helped me understand their point of view and also, it has helped me break those prejudices I had of their type of education and learn more from them since they actually lived the American education.

Santos

Estefanía

Voice of the Students

Meghan Macleod

COIL was an experience unlike any other. Being from a little town in Southern New York and never leaving the country, I was never really exposed to the world. COIL changed that. I have learned so much about the culture, the people, and the differences between our country and Mexico, through this experience. Not only have I learned many new things, but I have also gained some life long, international friends. Not only my partners, but the ones that came to visit will always stay with me.

I learned a lot about myself through this experience. I learned that I am a biased person, even though I thought differently. I believed in some stereotypes about Mexico that were set straight after getting to know these girls. Some of these included that Mexico was a very poor country, and that many Mexicans wanted to come to America. This is something that I most likely would not have learned if it wasn't for the COIL program.

The last thing and probably most important thing I learned through the COIL experience is that teaching, no matter in what country is one of the most important and rewarding jobs out there. After talking to the four girls from the Monterrey class, I regained my passion for becoming a teacher. They inspired me to work harder to assure that my future students receive the best education that I can give them. I can't wait to do whatever I can to make sure that other students attending both universities can participate in a similar program.

Voice of the Students

Brian Morgan

Through the Cultural Collaboration Exchange Program, my classmates and I have been given the opportunity to pair with a group of students who attend UDEM in Monterrey, Mexico. Overall, this has been nothing short of a wonderful experience. Before the collaboration began, I was unsure of what the connection between my partners and I would consist of, or if we would even connect at all. In addition, I was concerned with the level of communication we would be able to achieve with one another, due to the language barrier present between the United States and Mexico. However, my concerns were for nothing, as I would find the opposite of what I expected. When I first contacted my partners, I was extremely impressed to learn that they are fluent in English as a second language. Next, I was excited to find that I actually have a lot in common with both of my partners, who both happened to be named Daniela. Daniela Montes, a twenty-one year old student from Monterrey, shares my love of the New England Patriots, and also hopes to be an elementary school teacher. When I met Daniela Gonzalez, a twenty-two year old student from Monterrey, I learned that she also loves dogs, has two older brothers, and wants to be a math teacher. I was really amazed to see how I am very similar to both of my partners, despite our age differences, and the fact that we live in two completely different countries. When discussing stereotypes with my partners, I was stunned to see how none of the stereotypes surrounding Mexico are true. Also, I was extremely grateful to gain some insight on such a wonderful culture. Finally, I was partly surprised, and partly embarrassed when I realized how little I actually know about Mexico, which shares a continent with the United States. Because of this, I am making efforts to learn more about Mexico and its wonderful culture, and I hope to have the opportunity to visit in the future. This experience has been nothing but beneficial to me, and I am excited to finish out the semester working with both of my partners.

Voice of the Students

COIL has been such a positive and eye opening experience.

Using technology to connect with students in another classroom allows us to become closer.

A lot of times other countries seem so unfamiliar or even alien. But through use of Skype, Face-Time, Facebook our classes have become closer.

The best part is that we can learn from each other. We learn about education, stereotypes, teachers, poverty, racism, among other things in Mexico.

The best part is that we learn this information first hand from university students in Mexico, instead of reading about it or even looking it up online.

With the growing use of technology in the classroom the COIL program should be used in classrooms all over the world.

I can picture myself using COIL in my own classroom when I am a teacher because it is important for children to interact with children of other countries. It is critical that they experience other parts of the world, not just their own- even if it is just through technology



My experience with the COIL program:

Ø Understanding better other cultures.

Ø Struggling with communication

Ø Uses of Social media.

Ø Networking.

Ø Making Friends.