Strategic relations to promote internationalization at home through COIL activities: MexCo (Mexico-Coventry) Project

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1. Download the Socrative Student App (or go to Google and register as a ‘student’)
2. Enter room number (366642) and click 'join room'.
3. Wait for further instructions
Today’s aims

• To briefly outline of the international strategy at UDEM and CU (both award winning)
• To illustrate how of the MexCo – Mexico/Coventry project (initially funded by the Higher Education Academy) supported the integration of intercultural awareness into the curricula of the two institutions involved
• To outline how such projects can support “global citizenship”
• To discuss the lessons learnt
Coventry University’s mission statement:

“We aspire to be a dynamic, global, enterprising university. We will work in partnership with external organisations through our research and engage our students as partners in a community of learning.”

‘The Global Graduate’

Graduates able “to confront and deal with the prejudices, stereotypes and myths that they hold about other social groups and cultures and that others may hold about them” (O’Dowd quoting Byram 2007: 29).
Coventry University

- A *Modern* University, i.e. post-1992 but with roots back to the 1843 College of Design – state sector

- About 20,000 students on the main campus across 4 faculties (BES, EC, HLS, and CSAD)

- Almost 7,000 students taking CU Awards worldwide and over 5,000 non-UK students on campus
# Internationalisation curricular underpinning at CU

<table>
<thead>
<tr>
<th>Form of International Experience</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Year-Based Offers</strong></td>
<td><strong>Introduction to Cultural Differences – Online International Learning [OIL] Projects</strong></td>
<td><strong>Short-Term Mobility - Fieldtrips</strong></td>
<td><strong>Long-Term Mobility – Year Abroad</strong></td>
<td><strong>Embedding Comparative Perspectives</strong></td>
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<tr>
<td></td>
<td>1. OIL joint projects with foreign academic partners; online interactions through Virtual Learning Environment</td>
<td>1. One-week fieldtrip (Europe)</td>
<td>1. One-year study abroad</td>
<td>1. Embedding comparative perspective for one semester/course</td>
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<td></td>
<td>2. 10-day/two-week fieldtrip outside Europe</td>
<td>2. One-year work abroad</td>
<td>(i.e. through OIL and other pedagogic strategies)</td>
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<td></td>
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<td>3. APU partners mobility</td>
<td>3. One-year volunteering abroad</td>
<td>2. Case studies by non-UK students (Using diversity as a resource)</td>
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<td>4. Winter Schools</td>
<td>4. One-year teaching abroad</td>
<td></td>
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<tr>
<td><strong>Intended Learning Outcomes: Inter-Cultural Competency [ICC] development</strong></td>
<td><strong>Not applicable</strong></td>
<td><strong>Global Experience</strong></td>
<td><strong>Erasmus Grants (study or work) + Comenius grants (teaching)</strong></td>
<td><strong>Not applicable</strong></td>
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<td></td>
<td></td>
<td><strong>Add+vantage module</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(International Experience Grants to students + 2012 Promises)</td>
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<tr>
<td><strong>Funding mechanisms</strong></td>
<td><strong>IE grants + V4A</strong></td>
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<td></td>
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<tr>
<td></td>
<td>(pump prime funding from Internationalisation Fund)</td>
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<tr>
<td><strong>Permanent offers for all students on campus</strong></td>
<td><strong>A1-level Language learning (Add+vantage + Linguae Mundi)</strong></td>
<td><strong>A2-level Language learning (Add+vantage + Linguae Mundi)</strong></td>
<td><strong>Preparation for B1-level language learning whilst abroad</strong></td>
<td><strong>B1-/B2-level Language learning (Add+vantage + Linguae Mundi)</strong></td>
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<td></td>
<td>2. Participation in Culturae Mundi events, films, etc</td>
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<td>2. Participation in Culturae Mundi events, films, etc</td>
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**INTERCULTURAL COMPETENCE [ICC] → KNOWLEDGE → ATTITUDE → SKILLS**
Universidad de Monterrey

- Educational model based on a comprehensive liberal arts education.
- Founded in 1969 by 5 religious congregations.
- Private.
- About 11,000 students in one campus.
Internationalization at UDEM

UDEM IN THE WORLD

1. Student mobility
2. Faculty mobility and R & D

THE WORLD IN UDEM

3. International curriculum
4. International Campus
5. Institutional Culture

STRICTRIC INTERNATIONAL RELATIONS

Build strategic international relations

Promote international educational experiences abroad.

Turn UDEM into an international educational experience.

Universidad de Monterrey
Understanding of the own culture
Intercultural communication
Intercultural sensitivity
Work in multicultural teams
Understanding and appreciation for intercultural differences

COIL as a next step in internationalization activities for students:
Key words/concepts in this project

- Internationalization
- Global citizenship
- International Collaborative Tasks
- Problem-based learning
- Digital literacy
- Intercultural Communicative Competence - ICC
- Cyberpragmatics (netiquette)
(C)OIL provides the opportunity to engage in collaborative co-construction of knowledge and cross-continental dialogue.
Why MexCo? For students to:

• Enhance their **intercultural awareness** and transferable employability skills in a global context;

• Raise their **online communicative competence** in academic and professional settings when using English as a *Lingua Franca*;

• Practise **digital competences** to co-construct collaborative multimedia learning objects aimed at dispelling previously held stereotypes about ‘Others’.
Why MexCo? For institutions to:

• internationalize curricula, build global partnerships.

• **build bridges** between study abroad, instructional design and teaching faculty through team-taught courses, thereby promoting, integrating and **enhancing international education experiences across the curriculum**.

• help international programs offices to **better integrate technology** into their workflow.

*(COIL Faculty Guide, 2011)*
COIL Suggestions

1. Arrange a face-to-face meeting with your partner ✓
2. Foster honesty and open communication ✓
3. Get a real INSTITUTIONAL commitment from your partner (Memorandum of Understanding signed) ✓
4. See your course as a forum for developing intercultural competence ✓
5. Develop module lesson plans. Together ✓
6. Test, ant test again the technology ✓
7. Engage students with ice-breaker activities ✓ (video swap)
8. Have at least one cross-border collaborative assignment ✓ (interview)
9. Provide the opportunity for critical reflection ✓ (reflective report)
10. Expect the unexpected

COIL Faculty Guide, 2011
MexCo Project

Program logic model for internationalization

INTERNATIONALIZATION
at institutions of higher education

Inputs/Resources
needed for implementation of components of internationalization
(i.e., interested students, funding, institutional leadership and support)

Activities/Components of Internationalization
college leadership, faculty international involvement, curriculum, study abroad,
international students/scholars/faculty, international cocurricular units (Ellingboe 1998)

Outputs of Internationalization
number of international students, number of study abroad programs, number of students
studying foreign languages, etc.

Outcomes of Internationalization
interculturally competent graduates (Knight 1997)

= LONG-TERM IMPACT OF INTERNATIONALIZATION

STRATEGIC INTERNATIONAL RELATIONS

By using a PLM institutions of HE can determine outcomes of internationalization efforts in a meaningful way.

Deardorff, 2005
**MexCo Project – inputs/resources**


<table>
<thead>
<tr>
<th>UDEM</th>
<th>COVENTRY</th>
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<tbody>
<tr>
<td>Collaboration Agreement</td>
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<tr>
<td>250 students</td>
<td>300 students</td>
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<td>Private</td>
<td>State</td>
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<tr>
<td>International Programs Office</td>
<td>Department of English and Languages</td>
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<tr>
<td>Intercultural Competence course</td>
<td>Transitional course for university studies / ICC</td>
</tr>
<tr>
<td>4 professors /lecturers 3 expert students</td>
<td>4 professors /lecturers / 4 expert students</td>
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<tr>
<td>1 coordinator</td>
<td>1 coordinator</td>
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<td></td>
<td>Funds- Higher Education Academy (UK)</td>
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**MexCo Project – Inputs/resources**


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<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td><strong>Platform</strong></td>
<td>Open Moodle</td>
<td>Open Moodle</td>
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<tr>
<td><strong>Other interactive sources</strong></td>
<td>Skype, email</td>
<td>Skype, FaceBook, email, whatsapp, other</td>
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<tr>
<td><strong>Dates</strong></td>
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<tr>
<td><strong>UDEM</strong></td>
<td>Fall September- December</td>
<td>Fall September- December</td>
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<tr>
<td><strong>Coventry</strong></td>
<td>October-December</td>
<td>October-December</td>
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<tr>
<td><strong>Planning</strong></td>
<td>August-September</td>
<td>May-September</td>
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<tr>
<td><strong>Student Collaboration</strong></td>
<td>Pairs</td>
<td>Teams of 4-6</td>
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<tr>
<td><strong>Activities</strong></td>
<td>4</td>
<td>5</td>
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Main Platform – Tailor-made
Open Moodle

Welcome to the MexCo Intercultural Exchange

Introduction to project
Monterrey and Universidad De Monterrey (UDEM)
Coventry and Coventry University (CU)
Representation of Britons & Latinos in Hollywood films

Activity 1 (UDEM Introductions)
Activity 1 (CU Introductions)
Activity 2

Questionnaires
Interviews
Spanish Corner
Optional Lectures

Click on the images above to access the activities (and scroll down to see them).

UDELM
MexCo Online Course
Content/Tasks/Activities

• Comparative analysis of stereotype construction in films
• *Netiquette* awareness
• Digital literacy for global citizenship
• Student-driven intercultural knowledge co-construction
CU  F-2-F Course/Module attached to MexCo: Introduction to Studying English and Languages at University

• The aims of this module, which is the first in a series of three, are to prepare students for academic study at degree level by discussing and practising academic writing, group project work, digital and presentation skills.
• The module will enhance students’ awareness of how these academic skills can develop into professional competencies and also provide information on how to maximise their university experience for future graduate employment.

The module will also introduce students to intercultural international communication to foster the development of the graduate competence of global citizenship
Relevant learning outcome (LO)

Demonstrate the ability to work as part of an international team to create an intercultural digital project.
Assessment at CU (50% module mark, 5/120 credits for year 1): module *Introduction to studying English and Languages at University* Learning Object+Group Presentation (2012-2013 and 2013-2014)

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<tr>
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<th>2013</th>
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<tr>
<td>sample 1</td>
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<tr>
<td>sample 2</td>
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Assessment at UDEM

40% of the mark of the assessment portfolio for module Competencias Interculturales 1 via OIL activities with CU

Learning Objectives:

1. Knowledge and appreciation of their own culture and its history.
2. Respect for individual differences and an openness and tolerance towards diverse ways of life and ways of thinking.
3. Ability to form relationships with people from different backgrounds and in different contexts.
4. Ability to critically evaluate different sources of information and make use of a range of tools enabling computer-mediated communication. (our translation)
Digital Literacy and Metareflection

• Ease to import videos/tools
• Pride in ‘final product’
• Permanence of students’ artifacts
• Ease of collaboration/sharing (url)
• Enhanced academic multimodal digital literacies for all concerned (staff and students)
Lessons learned from our students

- To scaffold the introduction to online interaction and discuss digital literacy requirements before, during and after telecollaborative projects with students to develop **Intercultural Cyberpragmatic Competence 2.0**

- To work with student experts to design a cyberpragmatic guide on ‘rules of online TC discourse engagement’

- To engage students in internationalisation as genre-aware and digitally literate global citizens *(not just as tourists)*
Summing up what we are learning 2

• To avoid essentialising and generalising
• To consider teaching students ICC, cyberpragmatics and digital literacy principles together before embarking on an OIL project (and agree ground rules with them)
• To thoroughly (and critically) discuss beliefs on pedagogical and digital literacy principles with partners before we start the next project
Issues that arose

• Technology misunderstanding issues
• Technology not working (Moodle tools not visible: test first)
• Email messages from partners go straight to spam (and it takes a while to release them)
• Lack of time (all parties concerned)
• Time difference (6 hours, so 12pm Mexico = 6pm UK)

Tip: our partner like to use Skype and it works. They also all use WhatsApp
Feedback (CU students)

- I found an opportunity to see how other people, living in another country, think, live, the kind of interests they have. When you understand other cultures, you start understanding your own culture more (Interviews Phase 1, December 2013).

- Overall we feel our interpersonal and intercultural skills have been greatly improved through the project. We have learnt a vast amount of knowledge from our Mexican counterparts, as well as establishing a friendship that we have full intention of maintaining (Reflective report Phase 2, December 2014).
Feedback (UDEM students)

• What I liked the most of the whole semester was the activity with Coventry, which I found really interesting and important. Activities like these ones open doors to a culture’s traditions, daily activities and many more aspects that can’t be taught through books. I enjoyed this course very much (Reflective report Phase 2, December 2014).

• I have realized the cultures from all around the world are very different and very much alike at the same time. After this course my mind has opened and I have allowed myself to learn how to respect other people, their beliefs, their traditions. People from Coventry University and us are not that different, we learned from the interviews that we think very much alike. Really loved the course (Final Evaluation Phase 2, November 2014).
Benefits

• Internationalization of the curriculum.
• International strategic partnerships
• Faculty internationalization.
• Formación de estudiantes para trabajar en el contexto global.
• Development of intercultural competences.
• Dissemination and recognition
I am conscious of myself and become myself only while revealing myself for another, through another, and with the help of another (1984:287)
Gracias / Thank you / Grazie
Any Questions?
Selected references


• Blommaert and J. Verschueren (Eds.) *The Pragmatics of Intercultural Communication*. (p.51-90). Amsterdam: John Benjamins


Orsini-Jones, M. (2015). A reflective e-learning journey from the dawn of CALL to web 2.0 intercultural communicative competence (ICC). In K. Borthwick, E. Corradini, & A. Dickens (Eds), 10 years of the LLAS elearning symposium: Case studies in good practice (pp. 43-56). Dublin: Research-publishing.net..

