Lessons Learned

Kansai University and SUNY Oswego and SUNY Ulster Community College COIL projects
Introduction

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Today’s Agenda

- Audience orientation
- Oswego-KU Collaboration Overview
- Ulster-KU Collaboration Overview
- Intercultural competence
- Student voices
- Challenges (Management of Difficulty)
- Tools
Q. What is COIL?
(Collaborative Online International Learning)
Questions for Audience .. 3 min

Q. I have taught a class which worked with a class overseas before using Information and Communication Technology.

1 ■ YES-MANY TIMES
2 ■ YES-ONCE OR TWICE
3 ■ NO, BUT VERY INTERESTED
Q. What tools do you use teaching?
1. LMS - For ex. Moodle or Blackboard
2. Social Media > For ex. Facebook
3. NO, BUT VERY INTERESTED
4. NO, not interested

Q. Do your tools have instant translation? Do you provide instructions in all languages?
Questions for Audience .. 3 min

Q. What is your university’s experience with COIL?

1. We teach COIL courses regularly throughout the colleges/departments
2. A few COIL courses have been piloted
3. We do not currently have COIL courses but plans are in process
4. We have not explored COIL as of yet
5. We have no plans to teach COIL courses
Overview of Two COIL Practices

AY2013-2014
Oswego-KU 10 min

- Overview of collaboration
  - Icebreaker
  - Backpack of culture
  - Collaborative research paper
- LMS/Google Classroom
- What worked well
- Challenges
- Lessons learned
Backpack of culture

- If you had the opportunity to fill a backpack with items to help your intercultural partner understand your culture, what items would you include? Why would you include each item? You can focus on the national, regional, and/or university culture.
Kansai Backpack Examples

This is Todaiji temple located in Nara prefecture. It is built by Emperor Shōmu in Early 8th century. It is a listed UNESCO World Heritage Site as "Historic Monuments of It has the world’s largest bronze statue in its Great Buddha Hall.

Backpack of Culture Group 1
NAME  Faraz Khalid  Kurumi Niina  Manami Katsui

Amusement facilities

There are about 7000 amusement facilities in Japan. People usually call it “Game Center” particularly like left picture but that is Japanese English. Japanese company don’t like to call the name so call it “Amusement facility”. Customers are various. Families, couples, children and adults.
Oswego Backpack Examples

- Brooklyn, NY is my hometown
- Home of the first roller coaster in the US (Cyclone in Coney Island)
- Very culturally diverse, almost 40% of residents are foreigners
- My family migrated to Brooklyn from the Caribbean island Dominican Republic in 1979
- That photo was taken on my block!
- Lots of great food and art!
Collaborative Research

- Childhood Obesity Issues
- Consumption and Obesity Issues
- Relevance of Religion
- Gender and Labor Laws
- Labor & Gender Roles in the Workplace
- Nutrition and Diet Concerns
Kansai Contributions

Labor and Gender roles – child upbringing.

I think that child upbringing is some important point of Labor and Gender roles issue. Particularly, it is said that Japan is difficult to child upbringing. Why is it said that?

There is a consciousness – child upbringing is mother’s (or woman’s) role – still now in Japan although it is improving.

It is consciousness that father (man) works outside, and mother (woman) enters the home, and to devote itself to housework. It may be said that society has it rather than individual has.

1. How does marriage work in Japan?

In Japan, man is allowed 18 years old to marry, woman is 16 years old.

In 1969, average marriage age of Japanese man was 27 years old, women was 24 years old. But in 2012, man is 31 years old, women is 29 years old. So, it is getting higher year by year. This is because change sense of values and social environment. And it cause decrease a birthrate. This is a serious issue.

Blue line: number of births
Red line: birthrate
Oswego Contributions

Daegan Keyes
Nick Perilli
Paul DelRicke
Thomi Kamilla

Japanese student: Mako Keno

Our group has decided to focus our research on nutrition and diet concerns. During our Skype call with Maho, we discussed the similarities and differences between American and Japanese food. While what we eat is often dependent upon our culture, we all agree that a healthy diet is important in every country. For our final research project, we will design a health education program. This program will teach participants about healthy diets, and the importance of physical activity. We hope that by educating people, we can improve nutrition around the world.

While there are many nutritional issues facing the world today, we decided to focus on obesity. Obesity is an issue that is particularly important in the United States; according to the Weight-control Information Network, 1 in 3 adults in 2010 were considered to be obese. There are many discussions about what exactly is causing this health problem.

For the people who believe our diet is the issue, we may be able to look to the other side of the world for some guidance. Japan completely changed their school lunch menus to try to combat the child obesity that was rising in their country. Each school hired a

Group 6 - Gray, Khalid, Roque-Corra, Johnston
Professor McHugh
COM 422-800 COIL
Research Reflection
November 2014

Relevance of Religion in the United States

Religion is such a widely researched topic around the world and domestically. We decided to investigate it further, so we chose the topic of relevance of religion as a global issue for our research paper. Religion brings people together as well as tears them apart, thus making this issue all the more important to explore the origins of, and future for religion interculturality.

Religion is a global practice, which make the conflicts alongside it global issues as well. In the United States, the most dominant religion is Christianity composing a commanding majority of 78.4% of the total population (Paraskevoss, 2012). Amongst Christians, the most populous type of Christianity are Protestants, making up just over 50% of the Christian population (Paraskevoss, 2012). Since the United States has a constitutional right to freedom of religion, there are many other religions practiced there. These include Buddhism, Islam, Hindu, and Judaism. Religious diversity in the United States gives it a unique combination of different cultural belief systems, all of which can be practiced freely with little conflict from fellow citizens (Sánchez-Bayón, 2014).

In regards to the global stance that can be taken on religion, it is evident that religion varies across cultures. Due to these variances, different cultures often adopt a universalist view,
LMS/Google Classroom
What Worked Well

- Skyping with each other outside of class
  ** Students have more flexible hours available for Skyping, even with the time difference
- Asynchronous project which took very little time away from class; students learned from the challenge
  ** For Oswego students, COIL project accounted for half of their overall grade for the course
- Spending the class hour to work on commenting back to their counter partners
  ** for Kansai students, assistance from TAs (international students) to generate the comments and answers to be sent to Oswego was essential
COIL Collaboration

Keiko Ikeda, Chiaki Iwasaki (Kansai)
Chris Seubert, Hope Windle(SUNY)

10min
Student Introduction Videos
Prompts

In terms of media, what are Japanese government media outlets? How does everyone else feel about it?

Give three reasons why people might like to live in Japan.

What has been the most controversial political issue in Japan recently?

In terms of the cultural mainstream, how do Japanese and American young people dress, have fun, and consume?

What is the biggest worry of the young people in Japan and in the USA?

How might current policy affect the future of Japan and the USA?

How does the Youth Culture affect choices in getting work or developing a career?
Kansai University Presentations

Kansai students gave verbal presentations on prompts in English, very challenging. Ulster students watched and responded.
Team Sphere: Art History
Team Cube: Youth Culture
Team Pyramid: Art History
Team Cone: Youth Culture

Here is our work in progress presentation: https://docs.google.com/presentation/d/1u-x8L0uvwzP4NeP2cHWystquikbUnmc7Y5iLCq9KkkIiF?usp=sharing

Follow up question: What would you say are some common problems and worries faced by Japanese youth? Does this affect how you choose your career?

In my country there is pressure to have a stable job or follow a fiscally responsible career path. The expense of college creates even more pressure to choose a well paying job. For me specifically it has both motivated me to push harder to not fall into the broke artist archetype and discouraged me from following my passion.

Rose, Chester D. 2014-10-24 23:41:03
Hey Guys! It's Halloween in American today! Is Halloween also on the 31st in Japan? How do you guys celebrate it? Over here we wear costumes and children go "Trick-or-Treating", where they go door to door asking for candy. Kazah is dressed as Captain America.

Here's a picture:  

Current Youth Issues
I'm proud to be able to say that much of the current youth generation in America have taken on very important societal issues:

Women's Rights
We Can Do It!

We Want Peace
Stop the War on Women

Political Art
Make Art Not War
Hope

Silver Dollar
Skype Calls
COIL Wrap Up with a group Skype
### Forum of "Team Cube Community Site"

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What Worked Well

● Introductory Video
● “My Hobby” Video
● Response to Prompts
● SKYPE
Lessons Learned:
Intercultural Competence
Student Voices
Challenges
Tools
Training skills

INTERCULTURAL COMPETENCE
Intercultural Competence

‘Culture’ may denote all manner of features, including the values and beliefs you have grown up with, your national, regional and local customs and, in particular, attitudes and practices that affect the way you work.
Intercultural Competence

- Adapting to cultural differences through increased intercultural sensitivity
- An appreciation of multiple perspectives
- The ability to behave appropriately and effectively in another cultural context

Intercultural Competence Model
**Attitudes**: several essential attitudes emerged, those of respect, openness, curiosity and discovery. These attitudes are foundational to the further development of knowledge and skills needed for intercultural competence.

**Knowledge**: cultural self-awareness (meaning the ways in which one’s culture has influenced one’s identity and worldview), culture-specific knowledge, deep cultural knowledge including understanding other world views, and sociolinguistic awareness.
Skills:
The skills that emerged from this study were ones that addressed the acquisition and processing of knowledge: observation, listening, evaluating, analyzing, interpreting, and relating.

Internal Outcomes:
These attitudes, knowledge, and skills ideally lead to an internal outcome that consists of flexibility, adaptability, an ethnorelative perspective and empathy.

These are aspects that occur within the individual as a result of the acquired attitudes, knowledge and skills necessary for intercultural competence.

At this point, individuals are able to see from others’ perspectives and to respond to them according to the way in which the other person desires to be treated. Individuals may reach this outcome in varying degrees of success.
External Outcomes:

The summation of the attitudes, knowledge and skills, as well as the internal outcomes, are demonstrated through the behavior and communication of the individual, which become the visible outcomes of intercultural competence experienced by others.
COIL steps and IC developments

Obtaining **cross-cultural knowledge**

**Practicing** skills to understand “others”

**Practicing** skills to understand “their own”

**Output**: demonstrating behavior and rich communication

**Attitudes**: Develop through trying to create an output for “others”

**International Process**: flexibility, adaptability, an ethnorelative perspective and empathy
Structured receptacle for lesson instructions + handoff of powerpoints & video

At the beginning & end of the collaboration, we skyped with the professor from the alternative school. Synchronous connection opportunity for spontaneous interchange.

Students created group videos to introduce themselves to their team members in the collaborating school.

They made powerpoints together. Rehearsed, one-sided. Replay & get clues.

Tools including **Skype**, **Video** (YouTube), **PowerPoint**, and the **MANABA** Learning Management System (LMS) for collaborative lesson instructions.
& Lessons Learned
& Future Improvements

10 min.
Challenges

1. Selecting one project to collaborate on
2. Asynchronous teaching
3. Learning a new LMS
4. Students working only in the classroom
5. Language, culture and time zones
6. Students completing assigned task by deadlines
7. Students overcoming initial hesitancy of collaboration (Fear of “Offending”)
8. Multiple tools
Lessons Learned

- Be selective ..K
- Be realistic ..C
- Less can actually be more ..H
- Skype regularly with faculty ..H
- Ensure expectations are the same ..A
- More frequent feedback sessions with students ..K
Future Improvements

- **Orientation** (COIL Academy, helpful because it laid out the majority of the information needed and compiled it as a resource.
- **LMS** familiarity & usability
- **Communication**: Clear outcomes and course objectives
- **Weekly Skyping** between faculty during collaboration
- **Lean on Support**: Administration, Instructional Designer
- **Keep it Simple**: existing curriculum, 6-8 weeks
Student Voices and Analysis
Participants in COIL (Japan)

Kurumi Niina (Japan)
Faculty of Letters
Kansai University
Cross-cultural competence; Japanese Religion

I definitely made the right decision in taking this course. I have taken classes with similar themes in previous semesters, but they didn’t really give what I wanted. In the Cross-cultural Competence class, I really came to see the difference between studying English for the sake of exams, and as a means for communicating. I met many people including international students, TAs, and students overseas (New York) through COIL (collaboration online international learning) activities. I got much more out of this course than I could have imagined.

Manami Katsui (Japan)
Faculty of Foreign Language Studies
Kansai University
Cross-cultural Competence; Japanese Religion; Marketing in Japan

There are opportunities in the KUGF courses to do virtual collaborative projects with overseas students. For me, working with SUNY Oswego students was challenging. I really had to interact and exchange opinions and information in English so that I could write my research paper! Learning about other cultures this way made me realize how little I actually know about my own culture. The courses on business and religion in Japan were helpful, and the international students in those classes were great to work with.
COIL symposium@Osaka

Kansai University also organized and hosted a COIL International Symposium on December 6, 2014, at Senriyama campus.

Our keynote speaker Dr. Jon Rubin, Director of SUNY COIL Center, provided a detailed overview of COIL, and discussed its effectiveness in teaching and learning and it evaluation mechanism.

In addition, we also invited Mr. Kuniaki Sato from MEXT who talked about internationalization policy in national level and its progress.
COIL Promotion Video (2015)
Student Voices and Analysis

Participants in COIL (Ulster)

Kaziah Myren-Zobel (AKA Captain America)
Fine Art, Second Year
Illustration

“Not knowing what to expect I was hesitant to ask questions of the Kansai University students. But after the “ice-breaker videos” I found it easier and fun. Great experience!”

Alexandria Ligouri
Fine Art, Second Year
Photography

“Definitely glad I participated. I collaborate with other photographers and was happy to try this challenge. The experience really gave me a new insight.”
Student Voices and Analysis

Participants in COIL (Oswego)

Alyssa Jensen

- “The project helped me to learn more about my attachment to my own culture and expectations, and the experience has encouraged me to make some changes in how I communicate in the future.”

- “If I want to be a competent communicator, I need to withhold judgment so that I can really understand other points of view.”
Wrap Up and Q/A

Share with us what you think!

Thank you!

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