

Virtually there:

Examining a collaborative online international learning
pre-departure study abroad intervention

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Problem of Practice

Background



Guided interventions are necessary

Problem of Practice

Background



Studying online intervention outcomes is not enough

Research Background

What we now know

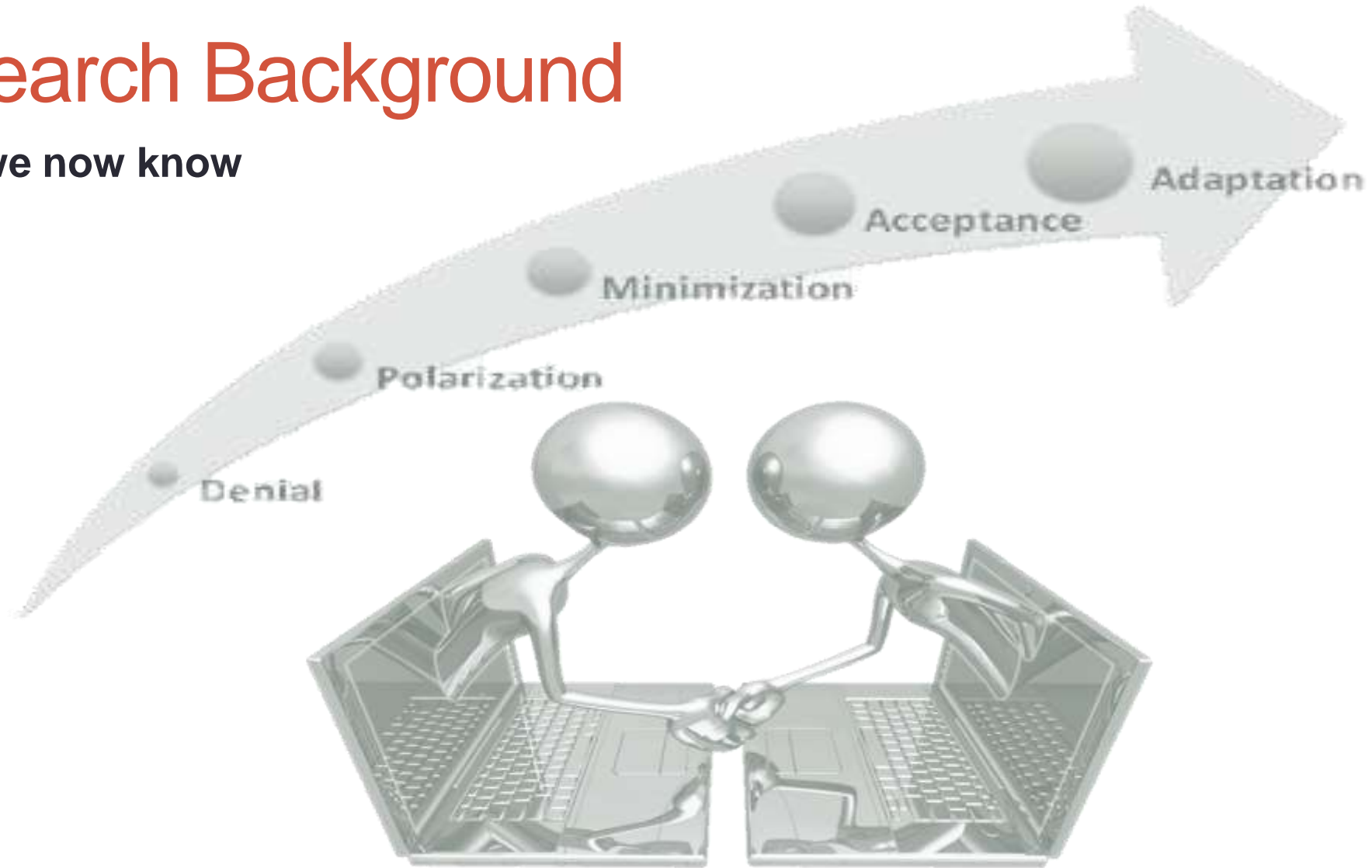


Challenge & Support
in study abroad

The Georgetown Consortium Project

Research Background

What we now know



Lou and Bosley's students increased their IDI[®] scores

Research Background

What we're missing

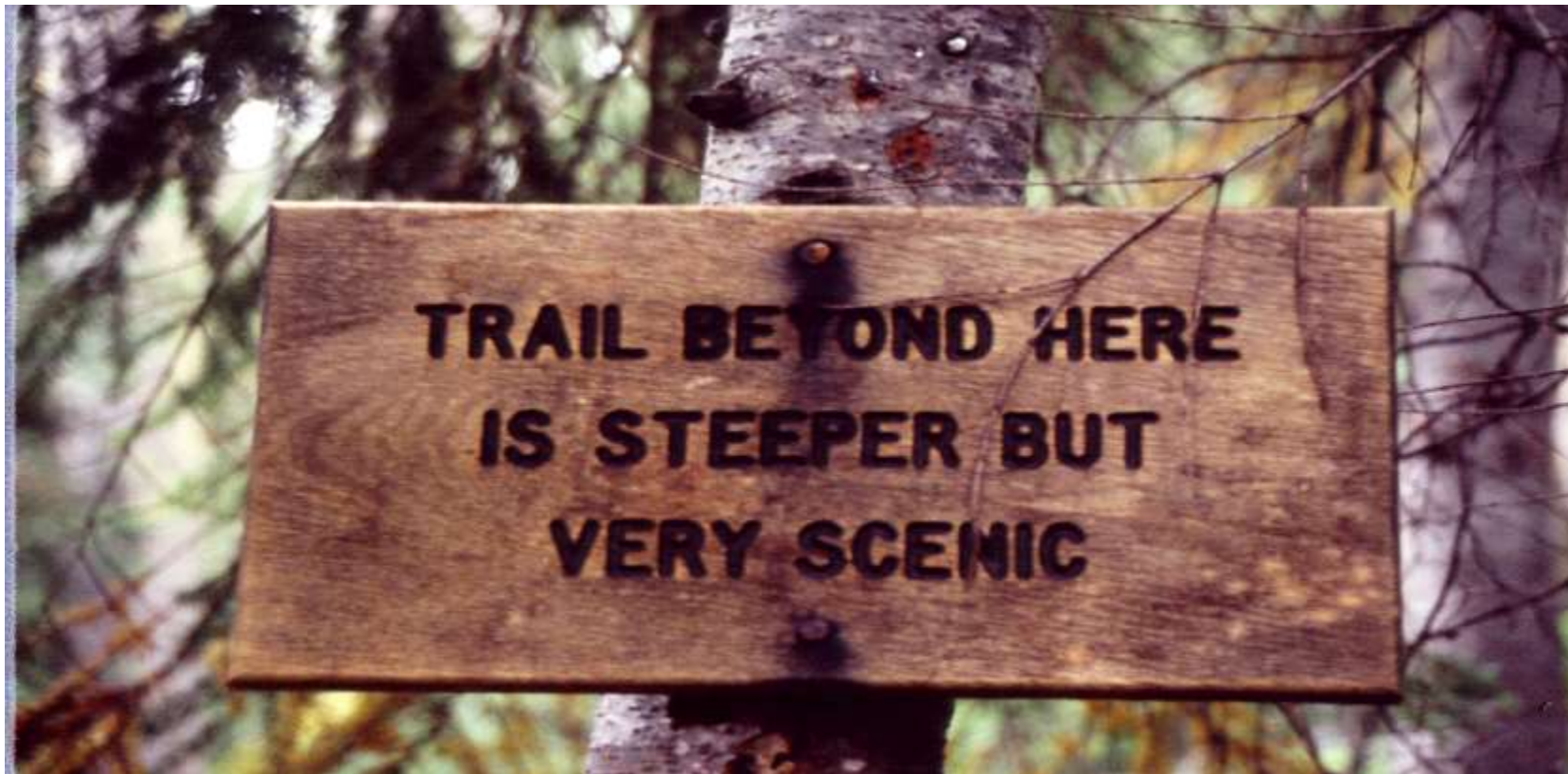


guided intervention
research

computer-supported
collaborative learning
research

Research Background

Computer-supported collaborative learning



Research Background

Computer-supported collaborative learning



Problem of Practice



Studying online intervention outcomes is not enough

Context

Purpose of Research

Identify factors that:

- influence pre-departure study abroad students' **intercultural development**
- **experiences** in an online intervention

Understanding these factors on a deeper level will:

- help education abroad professionals **design more effective online interventions** for study abroad students



Context

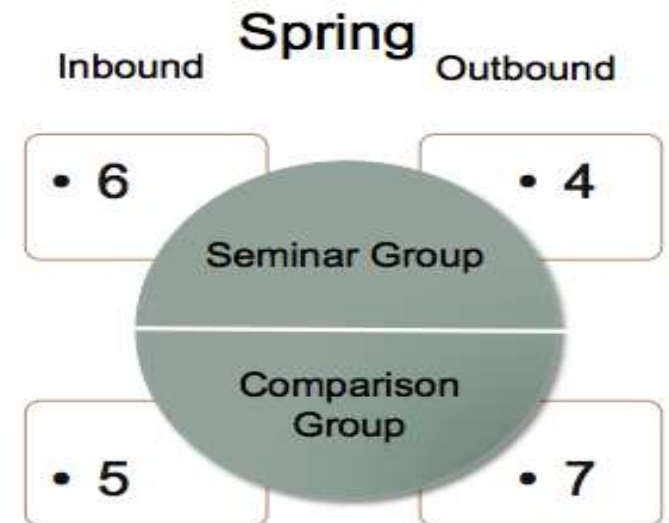
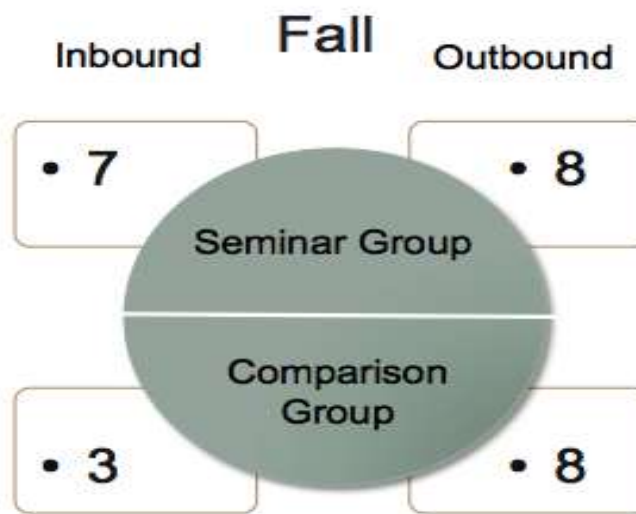
Research Questions

The research questions posed were:

- (a) what is the influence of a collaborative online international learning intervention on pre-departure study abroad students' intercultural development;
- (b) how do social interactions influence pre-departure study abroad students' experiences within the intervention;
- (c) what are the affordances and constraints of collaborative learning in an online, international intervention?

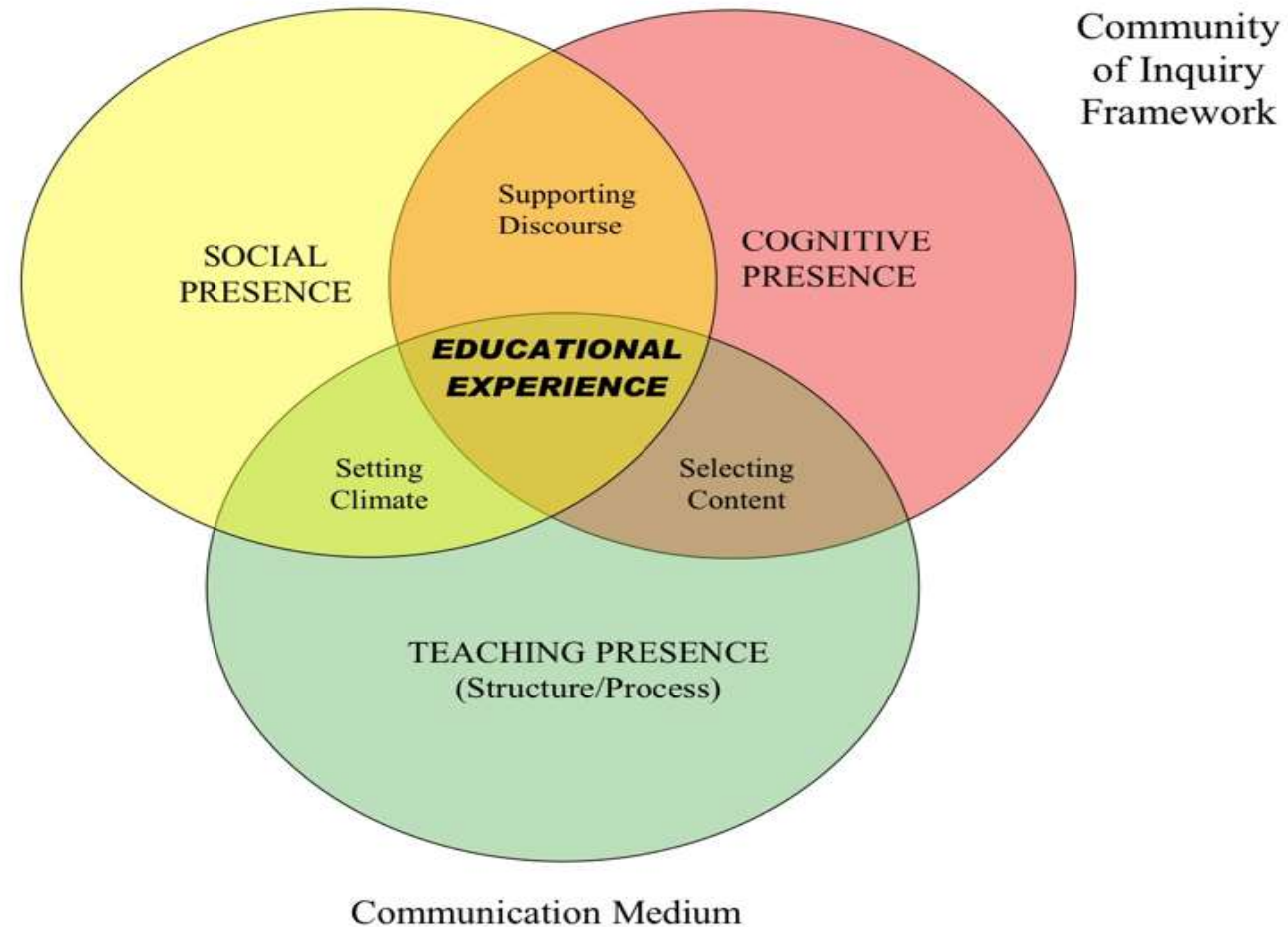
Study Context

Design



Study Context

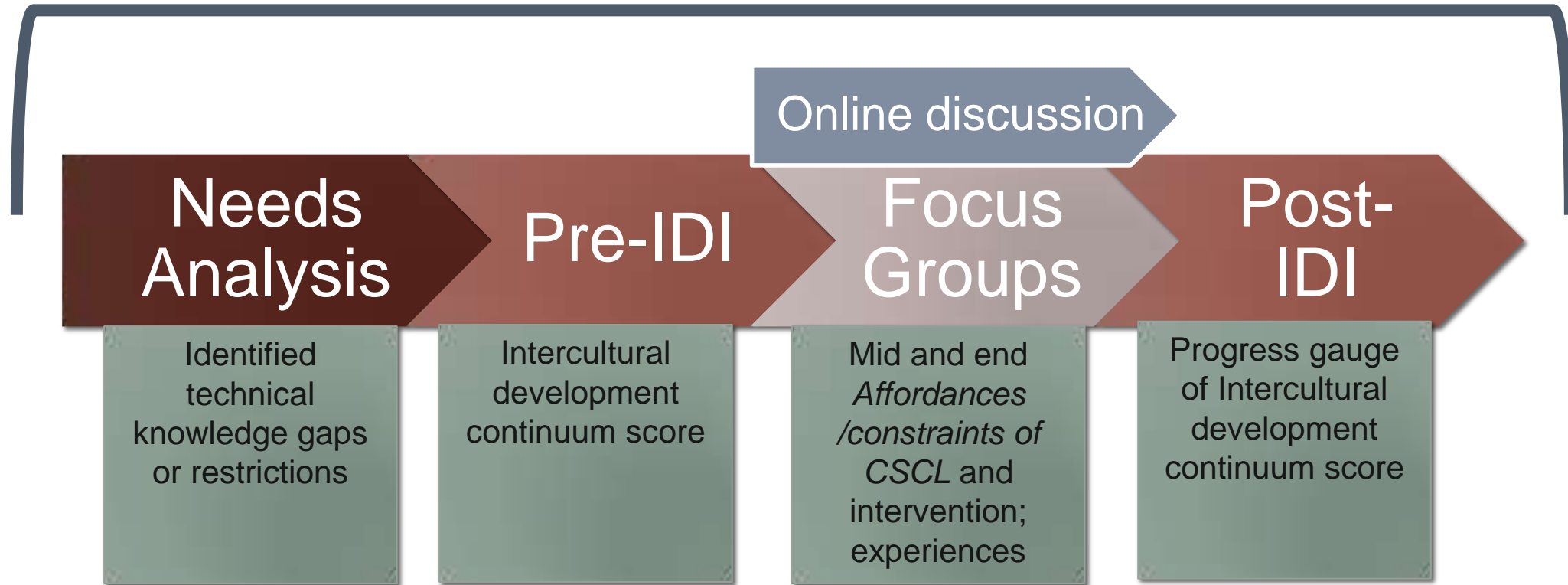
Theoretical framework



Methodology

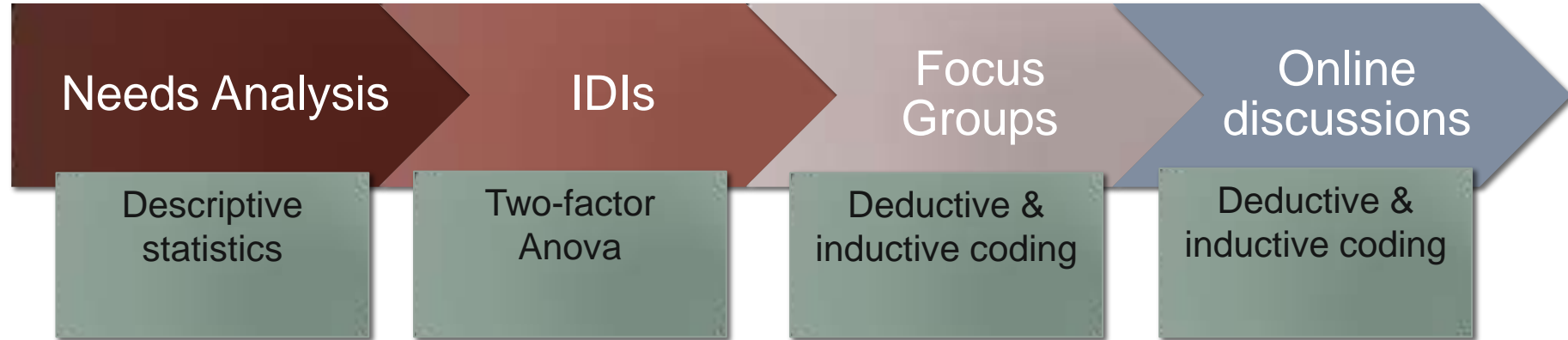
Data collection

Mixed Methods Research



Methodology

Data analysis



Relationship Between Research Questions and Data Analysis

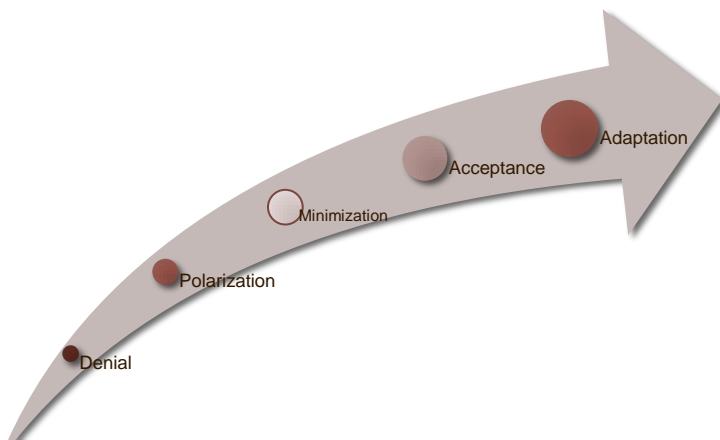
Research Question	Data Source	Data Analysis
What are the affordances and constraints of collaborative learning in an online, international intervention?	Needs Analysis Focus Groups	Phenomenological
What is the influence of the intervention on study abroad students' intercultural development?	IDI® Focus Groups	Two-factor ANOVA Phenomenological
How do social interactions influence students' experiences within the intervention?	Online discussions Focus Groups	Phenomenological

Implications for Practice

Findings

A summary:

- Ways the intervention and social experiences influenced students' measured and self-reported intercultural development
- How participants' technical and social interactions were connected to Col presences and perceive intercultural development
- Affordances and constraints of a CSCL intervention



Implications for Practice

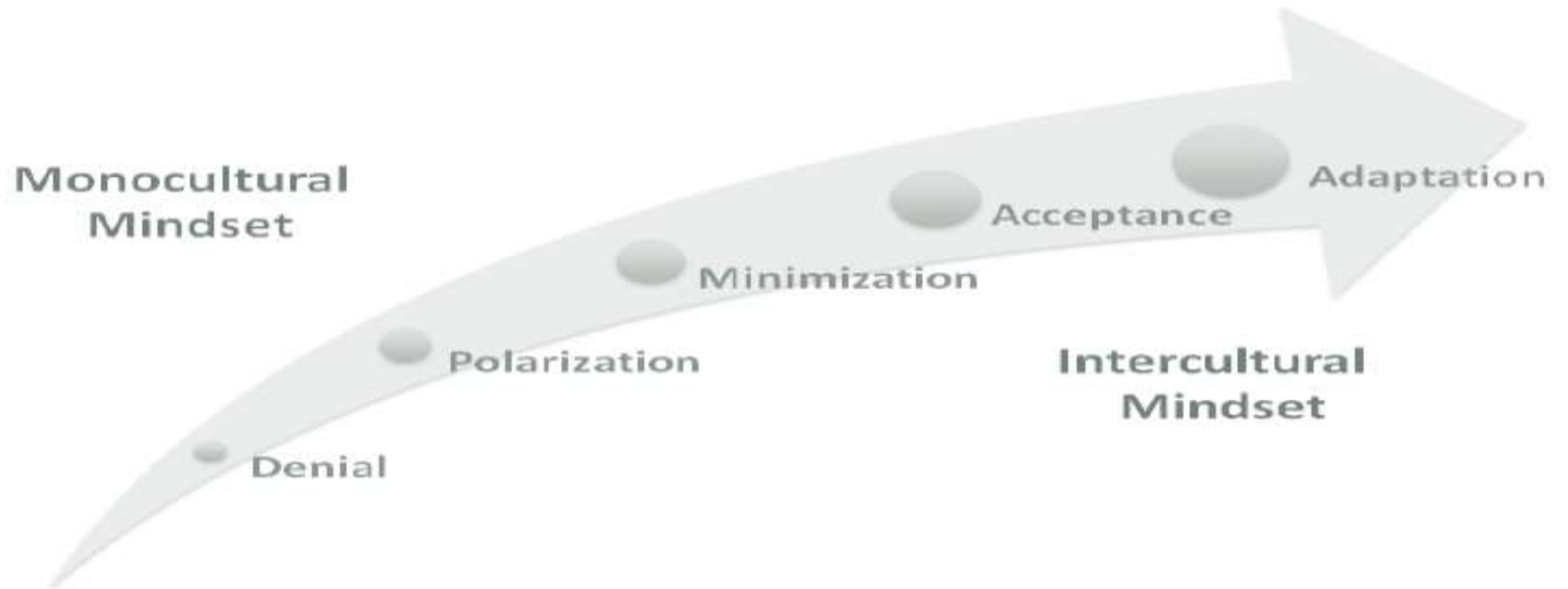
Findings

- Factors that inhibit social connectedness included overall participation rates, individual insecurity, and technological challenges.
- Different technologies, which offer different affordances and constraints for supporting a COIL community, greatly influence learning and social experiences. Choice of platform and integration of tools influenced seminar students' motivation and perceived socialness, as well as perceptions of the value-added affordances of technology.



Implications for Practice

Intercultural development



Implications for Practice

Lessons learned

- A CSCL environment has the **potential** to connect people from around the world, provide a voice to all participants in a flexible format, allow space for prolonged thought and reflection, and provide a value added element in understanding content.
- Technologies used in COIL environments must **support the social** connections necessary to create a collaborative community otherwise students will not achieve the desired **learning outcomes**.
- Technological **constraints**, such as connectivity, lack of embedded collaborative tools, and disjointed flow can discourage participation and **thwart intervention success**.



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Implications for Practice

Lessons learned

If the technologies employed do not afford the social connections necessary to create a collaborative community, neither enhanced cognitive presence nor shared meaning making will be realized.

Design

Technology

Expectations

Learning Outcomes



Implications for Practice

Lessons learned

This study may be used as a reference for practitioners, providing practical guidelines and insight into the implications of design decision so that they may implement COIL interventions with their own study abroad populations.

- Consider a well-designed, 3 credit, 45 content hour intervention. Experiment with Pre/During/Post intervention
- Balance instructional and cognitive needs with an environment that affords social presence
- Provide further opportunities for virtual f-2-f interaction
- Include activities that facilitate deeper connection, foster conflict and resolution, and require participants to work towards a shared goal





Thank You