

COIL Experiences with Colombia

MC. Montoya

SUNY-Oneonta

World Languages and Literatures

Requirements for a successful virtual exchange program

- ✓ Relationships: persistent teachers
- ✓ Faculty Support (time for COIL assignment, training and recognition of extra load)
- ✓ Exploratory and Training Trips → to meet faculty partners and plan (COIL academies)
- ✓ Administrators Involvement through international official agreements signed to allow further faculty and student mobility.
- ✓ Assigned Technology/COIL support/mentorship Team for COIL
- ✓ Have COIL student coordinators or Teaching Assistants hired.
- ✓ Role of World Languages Depts.

Practical Tips

- COIL modules designed prior to implementation and inserted in the curriculum of each course.
- Communication to students very clear about the process and the technological platforms used for the virtual ex-change.
- The same percentage grade must be given in both courses; moderate the value in case something goes unexpected.



Challenges

- Faculty and students lack language proficiency (May be solved by course-trios).
- Faculty lack of international experience (may be solved by COIL academics).
- Schedules, semester interruptions (may be solved with planning).
- Institutional priorities and understanding about Internationalization of curriculum (most difficult, multiple conversations need to happen at the institutional level and support needed).
- Faculty overload (may be solved with planning, training and institutional support).
- Political contexts of countries Involved (Ex: UniValle student strike, difficult, but resolved with planning and commitment from faculty partnership).

Accomplishments



Colombia and the United States strengthen their ties of academic cooperation



Students' physical mobility after COIL virtual experience → exchanges lead students to become global citizens by immersing in the other culture.



Oral proficiency improved in L2. COIL “saved” students’ interactions during pandemic quarantine.



Universidad de Cartagena – SUNY at Oneonta, started 2014





Collaboration On-line

2014

Advanced Spanish Conversation
with Service-learning,
Spanish for Bilinguals

and

English Advanced Conversation

2015

Advanced Spanish Usage I

and

Introduction to American
Studies.

English Advanced Conversation

2016

Intermediate English

Course Mechanics

Task	Assignment	Limitations
Google Docs Voice thread Facebook	Weekly Skype	Personalities Some need more guided questionnaire to follow conversations.
Presentations My Favorite Place My Campus	Reading input and reflections.	Schedule Conflict Deadlines
Ice Breakers Snowball Trues and Lies	Short discussions in each class. Course curriculum develops as planned. Final reflection at the end of semester.	Linguistic Insecurity (U.S) Technology in Colombia
Comparisons My campus My Family My country	Mutual Correction Feed back-Peer Teaching Group project about the other country (gigantic map)	Skype group Exciting, Chaotic, and Challenging
They invited each other to visit their place → A faculty Led-Off Course Develops		

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.

Students' testimonies: What did I learn about myself through the COIL experience?

- *“My favorite way to learn English is having a partner because that makes everything funnier.”*
- *“Each conversation is an opportunity to learn new words and to discover the similarities and differences between countries.”*
- *“I made a friend.”*
- *“American and Colombian culture are not too different, after all.”*
- *“This experience was an opportunity to know about the daily life of Americans, especially students.”*
- *“I learned a little bit about the education system, the costs and how it works for college students.”*
- *“I learn about the immigration and discrimination problems in the USA, the movements and demonstrations, and my partner's opinion about it.”*
- *“I learned new idioms of the language, and a little bit of slang and new expressions. And much more!”*

Discovering Ourselves, United States:

- Common interests and concerns
- Privilege
- Self confidence-Self consciousness
- Race
- Taking life and resources for granted





What did I think about the other before COIL?

United States

Colombia

- Danger
- Drugs
- Corruption
- Poverty

- “Easy” Opportunities
- Weapons
- Technology
- Racism
- Fast Food



2017
March

Entrenamiento COIL Cartagena



COIL Universidad del Valle and SUNY-Oneonta, started 2016
Involved a Faculty–Led Course Abroad Colombia direction in 2017



COIL Universidad del Valle and SUNY-Oneonta, started 2016
Involved a Faculty–Led Course Abroad New York direction in 2018



Colombian students share insight at SUCO


Students from universities across the world are connected to the State University of New York through the Center for Collaborative Online International Learning (COIL), a program that the Oneonta campus

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Level III 02 2017



Univalle

Inicio

Level III 02 2017

 Grupo cerrado

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 COIL Univalle & SUNY ...

Univalle Coil

5 de marzo de 2017







Park of the cat.



An amazing place to be with friends and family. Here you will see a large sculpture shaped like a cat, made of copper. Along the way of the park are other small sculptures of cats. The cat and its girlfriends around him. Today, this project is considered as a fantastic initiative.

 Me gusta

 Comentar

Escribe un comentario...





voicethread







SUNY COIL Center

@sunycollcenter

Universidad del Valle, Colombia students at the 2018 COIL Conference in March. Wonderful to have so many attend and demonstrate their virtual partnership for Global Learning #intled #virtualexchange #coilconference



7:39 AM - 28 Mar 2018



Acknowledgment of interculturalism (2016-2018)






The Role of Language Academic Departments COIL Academy in Cali, Colombia 2019

- Support linguistically other faculty and students.
- Promote intercultural awareness across disciplines.
- Facilitate COIL partnerships serving as intercultural/ interlinguistic bridges.





Social Talk- Asynchronously


**Diego Martinez** publicó para
COIL Project 2022- UniC... Más
12 mar · 11:37 AM · 🍻


These are two pictures that support my cultural identity. The first one is a picture of Dune Road in East Quogue which is my hometown. Dune road is road in between the Ocean side and the Bay side. In my town there are a lot of "Dead Ends" in which you can view the bay and the ocean. You will always see cars parked at the dead ends in the morning and afternoon with kids my age enjoying a sandwich with the view. It is so common that the police always drive up to the car and ask what you are doing parked there. I selected this picture because it symbolizes my culture. The other picture is of the Village Green in East Quogue also known as the East Quogue Park. This place is very important because it is where people go to go for runs and for little kids to run around on the grass and play sports. This was my favorite place to go in the summer when I was

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Traducir




 1 Me Gusta

 3 Comentarios

Mostrar más respuestas...

 **Laura Camila Gamarra**




**Laura Camila Gamarra** publicó para
COIL Project 2022- UniC... Más
18 mar · 11:52 PM · 🍻

Hi.


These three photos represent three important and significant places not only for the village where I live but also for me. The biggest picture is the school I graduated from. It is a public school located in the middle of Turbaco, in front of the main square of the village. I love my school because it saw me grow up, teachers supported me in anything I'd need and I made a lot of friends there. The picture on the inferior right side shows the building of the mayor's office. It is an important place for me because it is located next to my school (the one I previously talked about), so I used to wait for my dad to pick me up there. I also think that the structure of the building is beautiful, I like it! Finally, the picture on the top left side is the library of the village, which is only 150 mts away from


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Turbaco, Colombia 📍

 2 Me Gusta

 3 Comentarios

Mostrar más respuestas...

 **Diego Martinez**
Colombia is on my bucket list to visit. Looks beautiful

COIL Planning Talk “Our Neighborhoods” Synchronously and Asynchronously

Coil project.



Nicol Macaluso

Sergio Apolinar

By: Javier Cueltan

INVOLVING STUDENT LEADERS

Teaching Assistant/COIL Coordinator Role

Spring 2022

Christina Nuñez and Yesenia Perez



Bridges
Icebreakers
Communicate independently
Interacts and explain differences when necessary

Grouping
Assign Partners
Deliver Instructions

Monitoring
Activity
Talks
Postings

Spring 2021
Jayda Woodall



Fall 2021
Pamela Ramirez



Ms. Perez publicó para COIL Project 2022- UniCa... Más

Profesor

3 mar · 11:31 PM · 🗨️

Hello everyone, welcome to Edmodo,

For this weeks icebreaker you will need to record a short video introducing yourself and talking about your university. Make sure you mention your name, age, occupation, nationality, and the place where you live. When talking about your university, mention three facts or details about it (location, offered programs, personal opinions or feelings, your lessons, classmates, etc). Make sure to look at your classmates videos and comment on them.

Traducir

👍 Me Gusta

💬 Comentar



Escribe un comentario...



Rosie, Yesenia and Christina with Colombian candidate for vice-presidency

**Expanding the team of researchers.
(June 10-30, 2022)**

Sending student leader, previously worked as COIL coordinators and TAs while developing a research proposal abroad.

COIL engagement at three Colombian universities:
UniValle
Ucaldas
UniCartagena

Universidad de Caldas

SUNY-Oneonta 2022- current



COIL Teaching Assistants Bridging



Mr. DAZA CASTAÑEDA publicó para **Ucaldas y Oneonta Prima...** Más

Profesor

19 feb · 10:51 AM · 🌐

Y aquí, les presentamos la Universidad de Caldas
<https://www.youtube.com/watch?v=DIHbFvWO4GY>

Traducir



Ms. Nunez publicó para **Ucaldas y Oneonta Prima...**

Más

Profesor · SUNY Oneonta

19 feb · 10:33 PM · 🌐

¡Hola a todos! Este video es un recorrido virtual de SUNY Oneonta. Así es como se ve nuestra universidad, pero es invierno ahorita, así que imagínalo con nieve en el suelo. ¡Disfrútalos!

<https://youtu.be/yjjJiMLq88U>

Traducir



Virtual Tour - SUNY Oneonta in 4 minutes

[youtu.be](https://youtu.be/yjjJiMLq88U)

“Café y Tango”

“Diseño Audiovisual”



Maria Cristina
Montoya
World Languages and
Literatures
SUNY-Oneonta
Communicator
Linguist
COILer since 2014

Jaime César Espinosa Bonilla
Production Design
University of Caldas
Communicator
Master in
Interactive Design
and Creation
Filmmaker



Professors – COIL Partners

Our project Module:

“Café y Tango y Diseño Audiovisual”


Objectives

General objective

- To create authentic original projects and research in collaboration

Specific objectives

- Collaboration: for NY students to assist Ucaldas students with their pitch presentation in English and provide intercultural perspectives on all of UCaldas audiovisual projects.
- Collaboration: for Manizales students: to assist the NY students with their content research on their selected SDG, to communicate the real problems in English.
- NY students will be developing a research proposal to investigate the issues presented by their selected SDGs at each chosen region or place in Colombia. NY Students compose a research proposal on the ground in Colombia. The proposal includes research questions, content (abstract and literature review), references, itinerary, budget. Ucaldas students orient them on the ground.

A scenic view of a city, likely Manizales, Colombia, with a large, snow-capped mountain in the background. The city is built on a hillside, with various buildings and structures visible. The mountain in the background is covered in snow and has a prominent peak. The sky is blue with some light clouds.

Manizales Colombia Faculty Led Course Summer 2025
nine students taking the course and COILing
one student, previous COIL TA researching on Tango, Health and Communities