



STEVENS INITIATIVE COIL WORKSHOP PARTICIPANTS VISIT CAIRO, EGYPT

Cairo November Workshop

By: Allison Church, Project Coordinator

Next Workshop: June 29-July 2, 2017
American University of Technology,
Byblos, Lebanon

*For more information on participation requirements see page 11

IN THIS ISSUE

SUNY COIL Stevens Initiative

The SUNY COIL Center develops and supports sustainable, campus-based exchange initiatives integrated into academic and international programs at participating universities. The Center was awarded a Stevens Initiative grant in March 2016 to further partnerships with MENA region schools. The COIL Stevens Initiative takes place over 21 months and is organized in three cohorts. This second cohort of twenty-two participants has recently completed our professional development program in preparation for co-teaching Spring 2017 COIL-enhanced modules.

Our Program

For over a decade the SUNY COIL Center has provided professional development and institutional partnerships for hundreds of universities around the globe with the purpose of allowing professors to integrate meaningful intercultural learning into their classrooms. The

COIL model is built around team-teaching and project-centered course design across cultures and disciplines - and our workshops are at the core of our professional development paradigm. By training and connecting professors at SUNY institutions with counterparts around the world, the SUNY COIL Center has touched the education of thousands of university students and helped to bring 21st Century intercultural skills and digital competencies into their classes. The Stevens Initiative Award has supported the COIL Center to connect with universities across the MENA region, linking teachers, students and institutions with one another at a time when such connections are critical to national and international understanding.



Highlights from the Workshop

The professional development training, partnering, and cultural outing.

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Our Partners & Their Projects

The twenty-two participants partnering in over 14 disciplines.

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Joseph ElGemayel & Josephine Kearney



Partnerships & Workshop

The participants in the second phase of the COIL Stevens Initiative were nominated based on faculty interest, experience in their field, flexibility, and their willingness and ability to design innovative blended courses. The second COIL Stevens workshop took place in November 2016 at the American University in Cairo, and provided an opportunity for participants to meet and receive intensive training to design their COIL enhanced courses. Well before meeting in Cairo, all participants completed the online COIL Course Orientation (CCO), either in June or August, found partners in the online COIL Networks partnering platform, and started the Academy.

The workshop provides participants with critical training and guidance so that they can design and teach their COIL-enhanced course modules. During this intensive 4-day session participants and their partners construct assessable student learning objectives that incorporate cross-cultural paradigms. Additionally, they design tasks that are interdependent, project based, and emphasize both course requirements and the development of intercultural awareness. Then, through a process of experimentation and analysis they determine appropriate technological tools for their classes that are accessible and supported at their institutions.

Fatiha Maaroufi & Aberrahmane Gaye



Kim Fox & Kenneth Nystrom



Abdellah Elboubekri & Marcia Blackburn



Celine Merheb & Praveen Chaudhry



Ali Kassir & Catherine Roche



Neveen Ahmed & Emre Ozsoz



COIL Professional Development Model

This second cohort has completed 5 months of professional development. Beginning with the Jun and August COIL Course Orientation which included 75 professors from around the world. After the CCO, professors joined the COIL Networks partnering platform to find partners and submit course proposals for a spring 2017 class. While some professors prefer to find a partner that teaches in their own discipline, in phase 2 several partners opted to explore interdisciplinary collaborations. Interdisciplinary COIL-enhanced courses not only challenge the students cross-culturally, but also require them to redefine linkages between academic subjects.

These partners enrolled in the Fall Academy, 8-weeks of intense instruction on Blackboard which began 2 weeks prior to the workshop. In this Academy, we launched new elements addressing intercultural engagement. These also support an evolving COIL assessment model being designed in partnership with intercultural learning expert Darla Deardorff.

The Academy does not mark the end of the course development. While the COIL modules are being taught, professors are expected to document their progress, note changes in their observation logs, assist their students in maintaining learning diaries, and report about emerging issues. This process will produce materials upon which formative and summative assessment can be made through qualitative analysis. In addition, we will seek to draw out Most Significant Change stories from students and teachers that provide a compelling narrative of their experiences.

Larbi Touaf & Patricia Szobonya



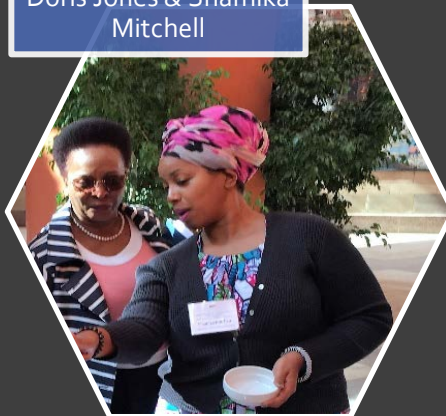
Marwan Azouri & Alice Caroompas



Chourouq Nasri & David Fieni



Doris Jones & Shamika Mitchell



By the Numbers Stevens Cohort 2: Spring 2017 Semester

- 11 COIL Modules
- 22 Courses
- 9 Institutions
- 700 Students



Pictured above: Several of the November 2016 SUNY COIL Stevens participants touring at Al-Azhar Park in Islamic Cairo on the second day of the workshop.

Evening Adventures

Despite the intense work and long hours of the workshop, the evenings were filled with discovery and

adventure. Participants used this time to bond at the hotel over strong Egyptian coffee and shisha, or explore the city. A large party adventured to the Khani-Khalili souq in Islamic Cairo while others explored New Cairo mega-malls and the cosmopolitan gathering places of the Cairene elite. A troupe embarked in the early morning hours to see the Pyramids of Giza, while others used the in-house spa to indulge in the ancient Middle-Eastern practices of cupping and reflexology.



Pictured above: Participants eating Koshary, a traditional Egyptian dish made of three kinds of pasta, lentils, chickpeas, and tomato sauce.

HIGHLIGHTS FROM THE WORKSHOP

Beyond the professional development and online course training that is central to the workshop there were outings and cultural opportunities that are also critical to developing a successful COIL-enhanced module. These excursions cement partnerships, sustain collaborations, and provide a cultural understanding that serves as a framework and reference for professors when presenting this partnership to their students.

Khani-Khalili

by Allison Church

Khani-Khalili is a maze of mystery in which one will find unique souvenirs, authentic rugs, lanterns, oils, ivory inlaid boxes and board games. The atmosphere is congenial and you are expected to negotiate your price.

Visiting the souq after nightfall is the best way to experience the electrifying atmosphere. The colorful lights are draped above, lighting up the dirt covered pathways between shops, while incense fumes rise into the lights creating a haze covered rooftop that is both festive and mysterious. Each shop has a young man who greets you and tries to explain how his products are better than the next guy's. They insist on sitting you down and bringing you handmade necklaces and an array of

papyrus scrolls whilst pouring you hot tea.

Known for the trinkets and hidden cafes, what is less obvious is the unique negotiating system that is almost a pre-requisite. Participants explored the souq, mingled with Egyptian shopkeepers, and attempted to navigate the maze of



back alley shops getting a first-hand education in Egyptian generosity and the customs and practices that make the Arab world such a treasure to visit.

A Closer Look: Inside the Courses for Spring 2017



Ali Kassir; Al-Kafaat University Beirut Lebanon
Catherine Roche, SUNY Rockland NY, USA

COIL Module: Intercultural Management

Goal: By making a critical comparative analysis through interviews with managers in their respective countries, students will gain knowledge about the functions of management from both Arabic and Western perspectives. Through discussion students will explore the various business communication styles used in both Western and Arabic cultures.

Projected Number of Students: 36

Joseph Elgemayel; American University of
Technology, Byblos, Lebanon
Josephine Kearney, SUNY Genesee NY, USA

COIL Module: Digital Culture across Borders

Goal: Analyze the universality of the internet and relationship between access and mobility, the power dynamics and challenges of a global internet, and the potential dark side to its use. Through interviews, students will measure the impact of the internet on personal, professional, and societal life.

Projected Number of Students: 38



Chourouq Nasri, Mohammed I University Oujda,
Morocco
David Fieni, SUNY Oneonta

COIL Module: Francophone/ Anglophone/Arabophone the literary and Cultural Blend of Two Nations

Goal: Analyze literature and images from each country and compose a narrative that highlights multiple mediums of language. Compositions filed into ePortfolios.

Projected Number of Students: 44



A Closer Look: Inside the Courses for Spring 2017



Celine Merheb, American University of Technology, Byblos, Lebanon
Praveen Chaudhry, SUNY Fashion Institute of Technology

COIL Module: Human rights & World Affairs

Goal: Analyze trends in contemporary world affairs in relation to actions of key actors, and analyze how democratization, globalization, culture, conflict and peace connect with, and impact on Human Rights across the world.

Projected Number of Students: 35



Marcia Blackburn, SUNY Broome University
Abdellah Elboubekri, Mohammed I University Oujda, Morocco

COIL Module: Counter-Advertising in a Culturally Literate Age

Tasks: Students will take ads for the same products in Morocco & US analyze the differences and content, deconstruct, and then create an ad that is culturally neutral.

Projected Number of Students: 48

Patricia Szobonya, SUNY Rockland
Larbi Touaf, Mohammed I University Oujda, Morocco

COIL Module: Identity & Culture

Tasks: Students will analyze the complexity of one's own identity. Compare and contrast situational experiences between American & Moroccan culture (i.e. standing/waiting in line). Students will be placed in groups to conduct local interviews/take video/observations. Each student will draft a report of their findings and personal reaction.

Projected Number of Students: 43



A Closer Look: Inside the Courses for Spring 2017

Neveen Ahmed, The American University in Cairo, Egypt
Emre Ozsoz, SUNY Fashion Institute of Technology

COIL Module: Global Finance

Goal: Student groups compare product prices in the both countries and engage in online discussions of the factors that lead to deviation from the PPP. Students participate in a currency trading game where they will apply things learned in class to develop a strategy to capitalize on arbitrage opportunities. They write a weekly report and a final summary at the end of the project.

Projected Number of Students: 30



Kim Fox, The American University in Cairo, Egypt
Kenneth Nystrom, SUNY New Paltz

COIL Module: Health & Human Rights

Goal: Production of an audio feature (approximately 5 minutes long) that explores the social correlates of disease in Egypt and the United States.

Projected Number of Students: 42



Shamika Mitchell, SUNY Rockland
Doris Jones, The American University in Cairo, Egypt

COIL Module: Identity Mapping

Tasks: Analyze and explore identity categories and apply these in group discussions to develop intercultural communication skills in an online environment. Conduct research on the complexities of identity and explore the categorizing and stereotyping others.

Projected Number of Students: 20



A Closer Look: Inside the Courses for Spring 2017



Alice Caroompas, SUNY Broome University
Marwan Azouri, Al-Kafaat University, Beirut
Lebanon

COIL Module: Entrepreneurship & Social Media/ Marketing

Tasks: Students will perform a time capsule exercise in which they analyze preconceptions versus realities of one another and how these notions affect potential employers. They will be asked to present themselves using various methods and formulate a cross-cultural marketing technique that will be effective internationally.

Projected Number of Students: 28



Abderrahmane Gaye, SUNY New Paltz
Fatiha Maaroufi, Mohammed I University Oujda
Morocco

COIL Module: The Science in Language (French & Physics)

Tasks: Students will utilize French to engage in an interpersonal analysis of how physics is used in everyday life, they will conduct extensive interviews, produce a video using the other's language, and highlight the universality of science even across languages.

Projected Number of Students: 48

OUR CAMPUS COORDINATORS

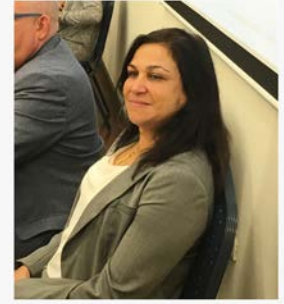
Jeannine Mercer

Visiting Assistant Professor and COIL Coordinator at the American University of Technology in Byblos, Lebanon. Also, the Empire State College Lebanon Residency Program Director



Larbi Touaf

Associate Professor of English Language and Literature at Mohammed I University in Oujda Morocco and COIL Coordinator for the Stevens Initiative.



Dahlia Tayeb

Director of International programs in the Office of Strategic & International Initiatives is our COIL Coordinator at AUC. COIL is now also part of their internationalization strategy, aimed at providing students, faculty and staff with a global experience.

Campus Visit Anecdotes:



Oujda was also an opportunity to survey more concretely our collaboration. Meeting the IT guru during our campus visit and getting his support was very encouraging. I also had a close encounter with an aspect of family traditions as Fatiha invited me for a meal with her family. We had so much in common and we both felt deeply that the road ahead can only be successful.
-Abderrahmane Gaye
SUNY New Paltz

“At AUT, the meeting between my Human Rights students and Dr. Praveen Chaudhry was very fruitful. He immediately made my students feel comfortable, by confronting them with a practical situation, so as to be able to understand their way of analyzing diverse subjects as young Lebanese. This interactive course was very appreciated by my students and we particularly noticed their responsiveness. This meeting was an opportunity for us to consolidate our “COIL course” preparations and to have SUNY students benefit from this first cross-cultural exchange between their professor and a class at American University of Technology (AUT – Lebanon).”
-Celine Merheb

Affecting Change

By Allison Church

Each COIL partnership forms a connection between students, teachers and schools. This creates a ripple effect in each participant's social circles and the community at large, but this change is seldom immediate and is very difficult to measure beyond the academic calendar. For example, following the November workshop, Alice Caroompas, an Adjunct Professor in the English Department at SUNY Broome, was featured in an online article by her campus and while at the OCE she met Joseph Seif, a SUNY Broome Student Senator.



The Citadel, Cairo, Egypt. Pictured from left to right, Alice Caroompas & Catherine Roche

"We were both at the Office of Civic Engagement at Broome, and we began talking about my visit to Beirut and the COIL module that I was planning for the Spring and decided to work together. After several discussions, we decided to join forces to spread awareness about the refugee crisis both here and in Lebanon, created a Binghamton-wide fundraising campaign to raise funds to send to the Lebanese Red Cross, and found a way to incorporate this project into my COIL and bring more students into the process."

Al-Azhar Park, Cairo, Egypt. Pictured from left to right Sarah Guth, Marcia Blackburn, & Alice Caroompas



Joseph has been working with refugees in Lebanon and raising funds to send to the Lebanese Red Cross. His goals are to raise at least \$10,000, to increase awareness about the refugee crisis, clear up any misconceptions about Lebanon and Syrian Refugees, and to work with Alice to incorporate this project into her COIL project. Currently there are 1.5 million refugees in a country that has a native population of 4.5 million, most of whom are doctors, lawyers, and teachers.

When they joined forces the campaign spread across Broome and nearby Tompkins Cortland Community College campus where Alice is also an adjunct. On March 2 she has scheduled a 'Common Hour' to present updated information from the LRC, introduce her upcoming course, and draft interested students and faculty to organize community-wide donation sites. "I foresee the possibility of creating an international day as well, so that students like Joseph can celebrate their cultural heritage and have an open dialogue. We have more in common that we think."

The Ripple Effect

Immediately following the workshop and campus visits, participants transitioned back into the Fall 2016 semester on their respective campuses and resumed work in the online Academy. Marcia Blackburn from SUNY Broome (pictured left) and Abdellah Elboubekri from Mohammed I in Morocco decided to experiment with elements of their module with a trial version in their Fall 2016 Media & Society course. Over 43 students used Facebook as a platform to create dialogue and perform group projects.

Praveen Chaudhry from SUNY FIT and Celine Merheb from AUT are COILing for the entirety of the upcoming semester. While on his campus visit in Lebanon, Celine arranged for Praveen to co-teach one of her classes, and over Christmas holiday they travelled together with their families to New Delhi, India. "I think we need lot more initiatives like this that could perhaps bridge some of the gaps to this ever-shrinking global village."

November Workshop Host: The American University in Cairo, Egypt

Dr. Ahmed Tolba is the Associate Provost for Office of Strategic Enrollment Management & Associate Professor of Marketing, Department of Management. He is responsible for initiating and implementing key initiatives to support AUC's overall strategic plan.



Dr. Aziza El-Lozy is founding Director of the Center for Learning and Teaching (CLT, 2002) and the Associate Dean for Learning Technologies at the American University in Cairo, Egypt. Dr. El-Lozy has fostered several international faculty development collaborations, with the US and AMIDEAST.



How to get involved:

If you are a member of our **SUNY Nodal Network** or one of our **MENA partners** you may apply to join the 3rd round of the Stevens COIL Academy. First, please go to the link below and register for our **5-week online COIL Course Orientation**. This CCO is mandatory for anyone who wishes to be involved in the COIL Stevens Initiative. It prepares candidates for the 7-week online COIL Academy in which the summer workshop is embedded.

CCO 2: February 27, 2017-March 31, 2017

Register by February, 20, 2017 at the link below:

<https://www.surveymonkey.com/r/ccomarch2017>

The **3rd COIL Stevens Online Academy will begin in late May and run to mid-July. The embedded workshop will be held at the American University of Technology in Byblos, Lebanon from June 29-July 2.**

Academy fellows must participate in the academy and the workshop, so be sure you are available to participate and travel on these dates. There is also an option for SUNY faculty to add campus visits to their partners' campus following the workshop. For more information, write: allison.church@suny.edu

SUNY COIL Staff

Jon Rubin is the Director of the SUNY Center for Collaborative Online Learning (COIL), which is a unit of the State University of New York's Office of Global Affairs. He manages the Stevens grant for the COIL



Center and supervises the Stevens grant team. He is the director of the project and oversees all development and operations activities. He has received Guggenheim, National Endowment for the Arts, Ford Foundation and Fulbright fellowships.

Allison Church

joined the COIL Center in May 2016 to provide pedagogical, administrative and logistical direction for all areas of the Stevens Initiative. She maintains the faculty and institutional partnerships,



administers the COIL professional development program for both SUNY and the MENA campuses, and manages all Stevens grant operations from travel to budget.

Sarah Guth has been Professional Development Lead for the first two cohorts of the SUNY COIL Stevens Initiative. She has helped adapt the COIL development model to the specific needs of connecting US students with students in the MENA region by, for



example, engaging faculty in discussions about power balance and imbalance not only in geopolitical terms but also in terms of language, technology and pedagogy.