

Embedding Collaborative Online International Learning (COIL) at Higher Education Institutions

An Evolutionary Overview with Exemplars



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This article takes the reader through the evolution of a new and increasingly popular model of international exchange called COIL, Collaborative Online International Learning. It discusses the practical limitations of physical mobility, the birth and development of virtual exchange and the implementation of specialised networks and professional development models needed to support COIL. It also offers five institutional case studies from the US and internationally, written by leaders presently engaged in embedding COIL at their universities, which taken together give an overview of where the format is today. This article also describes many aspects of COIL practice and why this format is so important in a world where mobility is not an option for most.

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The binding of this supplemental volume enables you to remove each article from the cover and file it according to your needs. Also, for your convenience, all articles have been organised by chapter and subchapter online at www.handbook-internationalisation.com. This article, D 3.20, has been assigned to

Chapter D: Learning and Teaching
Subchapter D 3: Choices in Delivery

1. The Value of Internationalisation and the Limits of Mobility

Over the past half-century, internationalisation has become a stated goal of many higher education institutions around the world and in many cases is an element of the university's strategic plan. As with many institutional mandates, this project is usually mounted by senior administration, in this case, typically led by the Senior International Officer (SIO).

The primary university internationalisation activity has been the movement or mobility of students and instructors, both inbound (usually linked to student recruitment or staff hiring) and outbound (as study abroad or student and staff exchange). Dual-degree programmes and joint research projects are other aspects of this mobility enterprise. These activities have many justifications, but in most cases those that focus on student travel have a real cost to students and generate income for the universities that undertake these programmes. In some cases, faculty-led study abroad sojourns are an important component of internationalisation plans, but only occasionally are these trips, or the learning they hopefully engender, integrated into the on-campus curriculum. And while there have also been many successful efforts to integrate internationalisation into the curriculum and co-curriculum through internationalisation at home strategies, it has not been easy to create meaningful experiential learning activities without physical mobility.

2. The Birth of Globally Networked Learning and COIL

Beginning in the mid-1990's, as the internet spread across the world, professors, along with other individuals who had reason to communicate, used the World Wide Web to connect. Most of these early communications were between individuals with similar interests. For example, those who shared a common area of research, but who lived far away from their colleagues, or those who were planning to attend an international conference but needed to coordinate a session. These academics began to become comfortable with email and other online modalities and these technologies became integrated into their work.

Development of learning management systems

At the same time, the development of learning management systems (Blackboard, WebCT, Desire2Learn, Angel, etc.), followed by the gradual refinement of good practices for online learning, provided a platform and a workspace for online courses and learning programmes. Indeed, entire new institutions and specialised programmes were built on the premise that learning at a distance was not merely viable, but might reach student demographics that otherwise were not able to participate in higher education. A characteristic of these online

courses was that although they allowed for the enrolment of students from around the world, they were structured to disseminate knowledge only in one direction and were rarely designed to promote intercultural learning or exchange between students with different cultural or national backgrounds.

Soon thereafter, a number of teachers and professors, almost always operating on their own without university sanction or support, linked their local university class with another class far way, in the hope that their students would learn interculturally from each other. These linkages usually developed through a form of team-teaching, with professors at two or more universities working together to develop a joint or partially-merged syllabus. In most cases the participating teachers were already familiar with each other through research projects or had met at academic conferences. While often quite successful, these courses were completely dependent on the inspired and dedicated teachers who carried the burden of bilateral management, course design and technological support. When either teacher moved on, the collaborative class usually ended. These early exemplar initiatives were identified in various ways: ‘globally networked learning’, ‘global connections’, ‘virtual mobility’ and ‘telecollaboration’ were amongst the first names given to such initiatives. ‘Collaborative online international learning’ (COIL) was coined in 2006 and more recently ‘virtual exchange’.

Predecessors of COIL

In almost every case, these early international online collaborations moved forward without any direct support or even acknowledgment by the campus internationalisation office and were not integrated into the university internationalisation plan. Indeed, because student mobility was synonymous with physical travel, and as most university internationalisation offices had little experience with technology, many SIOs were not enthusiastic about the concept of computer-mediated online international engagement. Even now, this modality may remain outside their comfort zone.

Broader university engagement

Similarly, very few professors had reason to work with campus internationalisation offices in the usual course of their work. So, when these academics began developing a COIL course on a campus lacking an identified international curricular initiative, it was not likely that they would reach out to their campus internationalisation office. Indeed, they may prefer to keep their effort ‘local’, possibly concerned about running afoul of rules and regulations in a domain with which they were unfamiliar.

3. Necessary Pre-Conditions

Development of social networks and collaborative online tools

However, the development of social networks and collaborative online tools over ten years ago (Facebook 2005, YouTube 2005, Google Docs 2007) began to change the way we communicated, conducted research and lived our lives. Suddenly, many of our most important communications were taking place online. Relationships began, businesses were grown and many bricks-and-mortar operations went under as the internet began to dominate our lives. A few years later, around 2012, the explosion of MOOCs on the academic scene made faculty and administrators consider, and in many cases, engage, online platforms at their universities. Open Educational Resources also became an important format for sharing research and teaching materials, especially as more educators sought to respond to issues of equity amongst learners and institutions.

Threats to security abroad

Unfortunately, during this same period, the much more negative phenomenon of terrorism and other threats to security brought with it a sense that the world is a frighteningly dangerous place – even in situations where that might not be measurably true. This resulted in a concomitant fear of travel to many places in the world, which made student and faculty mobility to many countries a more questionable enterprise. Indeed, some of the most highly developed COIL and virtual exchange programmes include the SUNY US-Mexico Multistate COIL Project funded through the US Embassy in Mexico City¹, and the Stevens Initiative² based at the Aspen Institute, supporting virtual exchange between the US and the Middle East and North Africa, because travel to these areas can be difficult.

Mitigating fears through COIL

These three parallel phenomena: broader university engagement with online technology, the widespread use of social networks and the increasingly pervasive fear of terrorism have opened the door to wider university implementation of collaborative online international learning. Faculty and students are now usually comfortable working and engaging with each other online, while they are often less at ease with international travel to many destinations. The source of these fears remains problematic, and is in many cases more of a projection than a reality, often exacerbated by the media and political figures. However, COIL can sometimes be a bridge to mitigating those fears, by directly linking students to each other without the cost and risk of travel. For that reason, the COIL model is now more easily adopted by international programmes offices and SIOs who remain committed to study abroad and student mobility, but who are seeking ways to promote it under the dark cloud of the present.

¹ <http://www.coil.suny.edu/node/252>, last accessed on June 14, 2017.

² <http://www.stevensinitiative.org/>, last accessed on June 14, 2017.

At the same time, there are other factors that have contributed to the increased interest and expanding implementation of the COIL format of exchange. Student mobility reaches less than 10% of university students in the US and Western Europe – (if one includes short-term exchanges and travel) (NAFSA, 2015) – while in the rest of the world it is estimated that less than 1% of university students participate. However, even in the US, mobility is often only accessible to those of means and to those who have not begun families or who are not working to put themselves through college. For example, only 0.1% of US community college students are at present mobile (Haynie, 2014; NCES, 2012/2013). So, for the vast majority of university students, physical mobility is something that other students do.

Low student mobility rates

In response to such limited access, and as a reflection of the goals of internationalisation, Internationalisation at Home (IaH) and internationalisation of the curriculum have recently become a focus for higher education institutions. These methods take on a variety of shapes and formats, which include embedding international content in course design, developing co-curricular international activities, and increasingly, collaborative online international learning courses have become important experiential modalities for the internationalisation of non-mobile students.

4. Creation of the SUNY Center for Collaborative Online International Learning

In 2006, the SUNY COIL Center was launched on the Purchase College campus of the State University of New York. This centre was jointly funded by SUNY System Administration and Purchase College and grew partially out of this author's work as Associate Professor of Film and New Media. The author had developed and taught a cross-cultural video production course beginning in 2002, linking SUNY students to those in Belarus, Turkey and Mexico, where they co-produced videos across great distances. In the centre's first years, the author was provided partial release from his teaching responsibilities while he sought funds and reached out to other SUNY campuses to promote the initiative.

In 2010, Mitch Leventhal, then SUNY Vice-Chancellor for Global Affairs, invited the COIL Center to move to the newly formed SUNY Global Center in Manhattan. The Global Center provided the author a fulltime position and a second budget line for an Assistant Director, a position filled by John Fowler through June, 2016. It is important to note that acquiring fulltime staff made the COIL Center effective. While COIL courses are free to students, they must be supported by university infrastructure if they are to grow and become sustainable.

Fulltime staff structure

5. COIL Networks and Professional Development

Creation of networks

Over the following seven years, the COIL Center developed a Nodal Network (NN) of engaged SUNY campuses, presently numbering 27. In 2014, the COIL Center created a parallel Global Partner Network (GPN) of international higher education institutions (presently with 34 members) which were also committed to 'COILing'. Each member institution was required to name a coordinator to manage COIL activities at their campus, and to send two representatives to the COIL Center's annual conference in New York City.

The initial rationale for the GPN was to provide a solid base of institutional partners for Nodal Network campuses, but very quickly the GPN campuses began COILing with each other. One of the aspects of the COIL model is that this format of networked education grows quickly and laterally. As of this writing, the COIL model is not owned by SUNY, but was put forward much in the spirit of open educational resources, so the term COIL has recently been adopted by many other institutions which are building COIL programmes, although in some cases adopting a different programme name (i.e. DePaul University's Global Learning Experience Program).

Support for linking the institutions

Both the NN and GPN SUNY networks link institutions, which then serve as the basis for faculty-to-faculty COIL partnerships. This structure is a major shift from the one-off model described earlier (which is still dominant at many schools), where individual faculty carry the entire burden of locating partners, then developing and implementing courses. But it should be emphasised that even when the primary partnering structure is based upon an institutional framework, the core curricular work must still be carried forward by professors with input from their chairs and deans. Much of the value of the COIL model is that it engages and internationalises instructors and professors as much as it does students. Any shift to an administratively top-down model is not likely to have the same positive outcomes.

One of the outcomes of building this dynamic model and holding an annual conference was the rapid growth in the number of institutions, along with their professors, that wished to get started on creating COIL courses. With this increase in scale, it was no longer viable to assume that each teacher would be able to figure out best practices for him/herself, so instituting a training/professional development model became centrally important.

COIL Course Orientation (CCO)

During the author's tenure at the SUNY COIL Center, a programme was built that focused on moving instructors and staff through developmental stages as they prepared to COIL. In most cases, those from

the NN or GPN, who wished to prepare for this work enrolled in an online “COIL Course Orientation” (CCO)³ that ran for five weeks. This course gave them background in COIL course design, made clear where flexibility is needed, and provided insight into what works and what often does not when teaching in an online COIL environment.

Those completing the CCO were provided access to a partnering venue called “COIL Networks” where they could post their own profiles, share the courses they wished to COIL, visit the profiles of potential co-teachers and reach out to engage them in a COIL partnership. Upon completion of the CCO and locating a co-teacher, partnered teachers could enrol in an online “COIL Academy” that supports their development of joint COIL-enhanced modules that would be offered the following semester. For institutions wanting to significantly scale their programme beyond pilot courses, providing structured support for larger cohorts through workshops and dedicated online venues such as these may be key.

COIL Networks

At SUNY, hybrid COIL Academies have also been implemented that combine face-to-face workshops with online coursework. Both US and international teachers and their co-teachers participate, allowing the COIL Center to support as many as 20 COIL courses and, indirectly, almost 1,000 students in one Academy cohort⁴.

6. The Essence of COIL

Through these efforts and those of others, COIL has become a truly networked model of higher education. It cannot exist on a single campus but requires integration and dialogue between institutions in different countries with varied educational mandates and structures, different academic calendars and teaching styles, and which reside in a wide range of time zones. While many large universities collaborate internationally on research, very few have significant experience with intensive collaborative networking in pedagogy. So, engaging in the deep intercultural re-examination of why and how each class does what it does, can be a potentially radical and revealing intervention for students, instructors and staff.

COIL is not a technology or a technology platform but rather a new teaching and learning paradigm that develops cross-cultural awareness

COIL as a new learning paradigm

³ <http://www.coil.suny.edu/page/partnering-orientation>, last accessed on June 14, 2017.

⁴ Data retrieved from a presentation by the author, I. Jacome, L. Lewis & S. Tippet on the US- Mexico Multistate COIL Program at NAFSA Conference, June, 2, 2017 (unpublished).

across shared multicultural learning environments. Unlike online distance courses provided by one higher education institution to students nearby or around the world, COIL is based upon developing team-taught learning environments where teachers from two cultures work together to develop a shared syllabus, emphasising experiential and collaborative student learning. The courses give new contextual meaning to the ideas and texts they explore, while providing students new venues in which to develop their cross-cultural awareness. Classes may be fully online or, much more often, are offered in blended formats with traditional face-to-face sessions taking place at both institutions, while collaborative student work takes place online. The collaboration can last an entire semester – but more often lasts 5–7 weeks, a format called “a COIL-enhanced module”. COIL practices began in the social sciences, the humanities and as a vehicle for bringing native speakers with their cultural knowledge to language courses, but almost all disciplines are now active in this modality⁵.

7. Institutionalising COIL Across the US and Around the World

The following summary statements demonstrate how the COIL model has been developing at other institutions. The statements come from leading COIL practitioners at universities in the Netherlands; in Japan; at a public university and at a private university in the US; and at a community college that is part of the SUNY system.

7.1 Amsterdam University of Applied Sciences (AUAS), the Netherlands

Eva Haug, Coordinator Internationalization, COIL Coordinator, Faculty of Business and Economics

Start of the project in 2014

AUAS began their first COIL project in 2014. A partner university in Finland and our department were both looking for ways to set up an international collaboration, but we could not ask the students to travel. After Jon Rubin presented COIL at AUAS, I pitched the idea of a virtual project to Finland and after one brainstorming session, we came up with a pilot project. After some promotion within the department, we got the green light not only to continue this project (which is now in its 3rd year), but to expand to other projects as well.

Implementation of COIL

Next we included this format of internationalisation of the curriculum, through virtual collaboration, in the policy plans and strategy of the

⁵ <http://www.coil.suny.edu/page/partnering-orientation>, last accessed on June 14, 2017.

Faculty of Business and Economics where I am based. This step ensured us long-term commitment from the management team. After that it was important to share this experience with my colleagues, within the department but also university-wide. I gave numerous presentations illustrating best practices. This initiative was very successful, since we have grown from 1 COIL project in 2014 to 29 in 2017. Most collaborations are 4–6 weeks long.

In developing this COIL project, I learned the importance of a combined bottom-up and top-down approach. It's essential to get management support and to formalise COIL targets and methods in policy plans. At the same time, it is important to create a community of 'COILers' and to show evidence of its possibilities, while being honest about its challenges.

Importance of a combined bottom-up and top-down approach

I am at present the only one responsible for managing the COIL project, although I delegate some of the responsibilities to project coordinators, once contact with the partner institution has been made and a COIL project has been designed. Officially, my COIL responsibilities are allocated as 1.5 day per week, but unofficially, I need more time to coordinate this endeavour. Hopefully, this need will be acknowledged so the project can continue to grow.

Organisation

We develop and sustain international partnerships needed for COIL courses by attending conferences, by organising international events for our partner network, and by sharing COIL expertise with our partners during staff mobility. We find that exchange in COIL experiences and expertise enrich our partnerships which, in the past, were merely based on student mobility.

After participating in a COIL course students are more open to the idea of study abroad. For example, after participating in a COIL project with Finland, one student decided to do a master in Scandinavia. In a few other cases students have gone on to do a semester abroad. And partnerships formerly based only on mobility are intensified and strengthened by COIL projects. By engaging COIL, three of our institutional exchange partners have become active COIL co-creators. Their students and lecturers collaborate on COIL projects, exchange e-lectures and in two cases have benchmarked their programmes.

Positive outcomes

COIL has provided an embedded way to internationalise the curriculum and enrich the student experience. Preparing students for transferable and employability skills is one of our main tasks and COIL projects enable us to better prepare students for their global careers. Another positive outcome has been that COIL enables us to offer lecturers an international experience without stretching the budget. Even small efforts, like mutual e-lectures or very short COIL projects, motivate lecturers to develop their skills and learn from peers abroad.

To support instructors developing COIL courses, an instructional designer and I have created a training programme that runs for two afternoons with some preparatory assignments. The programme includes the following elements:

Elements of COIL training programme

- introduction to intercultural sensitivity (working in a diverse team);
- connecting with your partner and setting up a COIL module;
- internationalising learning outcomes and assessing a virtual collaboration;
- coaching virtual teams;
- tips & tricks for collaboration tool; and
- assessing & grading with an international partner.

Future outcomes

One outcome of our COIL work is a hybrid summer institute developed with SUNY Ulster Community College. The programme will consist of a 3-week COIL module (completely online) followed by a 2-week on-campus programme.

7.2 DePaul University, Chicago, Illinois

GianMario Besana, Associate Provost for Global Engagement and Online Learning

DePaul is a relatively large private university located in Chicago, Illinois. Forward-looking leadership at DePaul decided that if global engagement and online learning were within the portfolio of one team member, this could create new synergies. In 2010 I was appointed to such a position.

First COIL project in 2013

COIL came to my attention in 2010–11 through multiple conferences where Jon Rubin and Rosina Chia spoke about their respective experiences at the SUNY COIL Center and with East Carolina University's Global Connections Program. Then, in 2012, a faculty member from our English department reached out to me with the idea of a collaboration with a colleague at the University of Birmingham, for a graduate course on non-fiction creative writing: Students would produce written pieces individually, exchange them with an editing partner on the other side of the Atlantic and experience being edited by a stranger with different linguistic style and framework. This meeting indicated to me that there was an opportunity to start a coherent, institution-wide COIL initiative.

The first steps taken were conversations with the director of our Faculty Instructional Technology Services (FITS) and the Assistant Vice President for Global Engagement to test the initiative's feasibility. The FITS director identified two instructional designers, who were tapped

as the leads for the project and were sent to the 2013 SUNY COIL conference. After that, we cemented the main ideas of the initiative, branded as Global Learning Experience (GLE):

- a structured faculty development programme, with financial incentives to expose faculty to both the technological and pedagogical aspects of COIL;
- individualised instructional design support for participating faculty;
- formal involvement of a committee of faculty with representation of all the 10 colleges and schools, which was tasked with reviewing formal proposals for COIL courses; and
- a flexible approach to course design, leaving faculty free to structure COIL activities for a portion of a term, not necessarily for the entire duration of the class.

Main ideas of Global Learning Experience (GLE)

The initiative was finalised and formally launched in fall 2013 with an inaugural workshop. Since fall 2013 we have run two sessions of the programme a year. The curriculum, duration and format has evolved organically and is now based on a team of three staff members: the Director of Faculty Development within FITS who oversees the programme and the curriculum (25% time); a senior instructional technology consultant (ITC) who is the main programme facilitator (70% time); and the Assistant Director for Global Engagement and Online Learning who facilitates access to our network of partners, coordinates the assessment and scheduling of COIL courses, and maintains communication with all faculty engaged in COIL activities (30% time).

Organisation

The initiative has been received very positively by faculty and we anticipate continued growth. To date (March 2017), more than 100 faculty members have participated in the faculty development programmes, 34 formal proposals for COIL-GLE courses with 18 different partner institutions were submitted, 21 of which were funded. Since inception, we have offered 37 courses with GLE components. Nine courses ran in fall 2016–17, three courses ran in winter 2017, and four are planned for spring 2017. We would like to offer 20 courses a year. Most courses developed to date are at the undergraduate level, with some exceptions within graduate programmes housed in our English Department and in our School of Public Service. Disciplines involved in COIL-GLE include: Anthropology, Communication, Community Service Studies, Computer Science, Digital Cinema, English, Education, First Year Seminar, Health Sciences, Hospitality Leadership, Information Systems, Management, Modern Languages, Nursing, Political Science, Public Service Management and University Internship Program.

Outcomes and objectives

Funded proposals receive \$3,500 as reimbursement for travel and expenses. Faculty who successfully repeat the same GLE course in

Support

successive quarters may receive additional stipends of \$500 for up to three iterations, for total funding of \$5,000.

Often, faculty come to the programme with a specific partner in mind. In other cases, we facilitate the search for a partner among institutions with which we have existing relationships.

Modalities that intersect GLEs and study abroad

We have developed two modalities that intersect GLEs and study abroad:

1. incorporating a GLE into an existing short-term faculty-led study abroad programme, and
2. creating a new study abroad programme as a follow-up to a GLE course.

We have also had students from GLE partner institutions visit us in Chicago.

7.3 Kansai University, Osaka, Japan

Keiko Ikeda, Vice-Director, Center for International Education

Start of the project in 2014

Since Kansai University (KU) joined the SUNY Global Partner Network in 2014, we have offered approximately 30 COIL-enhanced courses. It all started with just one instructor who considered it to be of great potential in promoting internationalisation of the curriculum. As of the 2016 academic year the KU-COIL Network extends to universities from seven countries within Asia and others in North America, South America, Africa, the Middle East and Europe. Many of these COIL partnerships have evolved to be our university partners, and we can say that the COIL endeavour has proven to be a highly effective internationalisation strategy for the university.

Implementation of COIL

It was fortunate that COIL activities on campus have been well supported by the President's Office during the early stages of implementation. After the promising results of the first three COIL courses in 2014, two SIOs from the university were sent to the SUNY COIL conference in New York to learn more about COIL. This visit confirmed their decision and the COIL initiative 'KU-COIL' was integrated into the university's ten-year internationalisation strategic plan.

Organisation

Two annual international symposia and workshops were held on campus in 2014 and 2015, respectively to which we invited our overseas partners and local neighbouring institutions within Japan to disseminate the concept. In 2015, the KU-COIL team was established, consisting of one staff member (who has knowledge of ICT-enhanced classroom design and commits 70% of her time to COIL) and three assistant/associate professors who each commit 15–30% of their time.

At Kansai, COIL activities are embedded in EMI (English as a Medium of Instruction) curriculum and in advanced ESL courses. Many of these courses have a mixed student population incorporating international students and local Japanese students. Promoting interactive learning experiences in class activities is emphasised in these courses, and is expected by the participating students. For non-EMI courses, we promote KU-COIL to our instructors; particularly what we call ‘pre-COIL’, a short trial version of COIL for a few weeks. Although it is still a small stream, there are several non-English mediated COIL projects. In Japanese as a foreign language teacher training courses, the COIL experience enables the students to interact with overseas learners of Japanese language, which would otherwise be difficult.

Application of COIL courses

To date, we have not implemented any system of monetary support or incentives for the participating instructors. Instead, the KU-COIL team offers practical assistance – providing necessary equipment (e.g., web camera, PC), a special classroom for small group work, and trained student staff who are bilingual and able to facilitate collaboration work with an overseas partner. We also offer various online tutorials for instructors who are new to COIL practice and regularly offer consulting hours for COIL teachers at the Office of International Education Support. These COIL-based services are made available to those who are launching their COIL course for the first time as well as those who are continuing.

Support

The most significant learning outcomes we have identified among KU students (mostly local undergraduates) who participate in KU-COIL are significant improvements in their English oral communication performance and in their intercultural sensitivity. Our 20-year internationalisation plan proposes promoting COIL courses to as many incoming undergraduate students as possible. Kansai is a comprehensive university with 30,000 students, and we hope to eventually reach 6,500 students a year through COIL. As the number of EMI courses will also increase rapidly over the next 20 years, COIL is likely to play an especially important role in this regard. As a more immediate task, KU’s next mission for the COIL project is to generate increased data to validate the apparent positive effects. We also want to engage more overseas partners and to bring aboard more Kansai instructors.

Outcomes and objectives

7.4 The University of Washington-Bothell

Natalia Dyba, Director of Global Initiatives

At the University of Washington Bothell (UW), a comprehensive public institution of 5,400 students in the Seattle area, COIL plays an important role as an alternative to study abroad: a different way to have an engaging global learning experience. The student body is highly diverse in terms of socio-economic status, familiarity with college, race and ethnicity, age and veteran status. Many students are place-

bound, so while interest in study abroad is growing, participation remains below 10%. The institution actively encourages embedding high-impact practices (as defined by Kuh, 2008) into the curriculum as a strategy to increase retention and graduation rates, and COIL courses typically embed several high-impact practices.

Start of the project in 2013

Since 2013, UW Bothell has conducted a series of professional development workshops for faculty, including the UW COIL Fellows programme, and hosted two ‘Global Engagement through Technology’ symposia and a COIL training workshop which attracted attendees from across the western US and abroad. A seed grant from the UW Jackson School of International Studies and resources from SUNY’s COIL Center were instrumental in launching the programme and building support across the tri-campus UW system.

Implementation of COIL

Interested UW instructors apply for the COIL Fellows programme by submitting proposals outlining their ideas for the implementation of COIL into a new or existing course. Once selected, fellows are required to participate in four community of practice meetings to deepen learning and facilitate the sharing of ideas, resources and strategies. Some meetings and assignments intentionally take place online to address faculty concerns about technology. Deliverables of the programme include a complete syllabus, a partnership worksheet and a group presentation to share the experience with others. Stipends have ranged from \$1,200 to \$2,000 each, depending on the availability of resources.

Most of our faculty who express interest in COIL bring specific international partners that they want to work with. We are lucky to have a very globally-connected faculty body, so there has not been much demand for us to make partnership matches (about one or two every year). Because of that, for the most part, we are working with a different institution for each COIL course. Throughout the programme, participants are asked to work out certain issues with their international partner, such as developing assignments, aligning class schedules and anticipating power imbalances between the two groups, but that happens individually and is not integrated into the learning community’s structure.

Outcomes and objectives

Since 2014, 16 COIL courses have been implemented at UW Bothell, engaging nearly 400 students. Fifteen more courses are under development for future years. Notable is the relatively high percentage of courses – 75% – targeting first-year and pre-major students. COIL is a natural fit for the already interdisciplinary ‘Discovery Core’ general education curriculum. We are eager to study the effect of a high-impact international experience on these students’ undergraduate experience. There are also a growing number of COIL courses that combine international collaboration with local community engagement, comparing how global issues are addressed by local stakeholders in distinct parts of the world.

As a young campus with a culture of innovation and entrepreneurship, and a mission of increasing access to higher education, COIL is well aligned with institutional priorities at UW Bothell and has been embraced readily by many stakeholders across campus, including senior leadership. During the past three years, in addition to the Director of Global Initiatives, who spends about 15% of her time on COIL, a COIL faculty coordinator has supported professional development with about 20% of his time during active terms. As the programme grows, we hope to integrate COIL more closely with teaching and learning programming and our online learning initiative.

Organisation

7.5 SUNY Ulster Community College, Stone Ridge, New York

Hope Windle, Instructional Designer & Chris Seubert, Academic Travel Coordinator

In 2006, as Ulster's instructional designer, I began to work with the school's newly appointed International Program Director, Richard Cattabiani, after seeing Jon Rubin's talk about connecting SUNY purchase students with those in Belarus through his cross-cultural video production course. The COIL model was attractive to us because community college students are largely unable to study abroad. At the same time I could see that COIL could be a vehicle to interest faculty in using technology and team teaching. For our university administration, COIL seemed an ideal vehicle for applied and experiential learning which they were promoting, as it focused on student teams, group work and acquiring intercultural competency.

**Start of the project in
2006**

Once Ulster began to pilot COIL-enhanced courses, early adopter faculty encouraged their departmental colleagues to participate by sharing curriculum and successful teaching methods. After a few of the professors in the Business, Art & Design and Biology departments became involved in COIL, we then reached out to the department chairs of these units to codify their relationship to COIL. With the support of the Vice President of Academic Affairs, who proposed the creation of a COIL degree, we acknowledged these departments to the rest of the school through letters of agreement. These were publicly presented to COIL-supportive department chairs and shared with the campus community through publications, at the Employee Recognition Luncheon, and with country-coded sashes worn with their graduation regalia.

Implementation of COIL

Departments committed to COIL, and many Ulster college administrators felt that COIL could help us attract and retain students. When presenting COIL to school groups, we found that many interested high school students wanted an affordable college experience where they could undertake internationally oriented coursework, as well as travel

abroad, even though the latter seemed out-of-reach. Many were very intrigued by the opportunity that COIL offered.

Both adjunct and full-time instructors are encouraged to participate in COIL collaborations, but lack of time and fear of technology continue to be the largest deterrents to participation. In departments where full-time faculty are already over-burdened with committee work, advisees and the promotion of their programmes, some adjunct faculty have taken the initiative to develop COIL collaborations or to carry on COIL curricula created by others.

Organisation

A significant percentage of my time (approximately 30%) as instructional designer is devoted to COIL project work. I work closely with faculty to support the creation of the curriculum, aid in connecting the professors for weekly conference updates, as well as provide technical support in locating appropriate tools. I also work with instructors to create course spaces in our learning management system and/or in social media and/or in Google docs, as well as providing the initial physical location and/or technical support for introductory or closing synchronous sessions with collaborating students and faculty. In addition, our academic travel coordinator also contributes some of his time to the COIL endeavour.

Outcomes and objectives

Immigrant and first generation immigrant students' relationships with local native born students have flourished in COIL projects. These students sometimes act as spokespeople, translators and cultural ambassadors. For example, a student from Honduras was part of a COIL Design collaboration with Mexico that involved a short trip to Mexico City. She became the integral student connector when we travelled to meet the collaborating COIL team. She translated colloquial expressions and became proud of her heritage and her bilingual ability to work with both the American and Mexican students. She noted to me how surprised and pleased she was to see so much incredible history and elegant current design work in a country that has been so vilified and denigrated in United States media.

In the academic year 2016-17 Ulster offered 17 COIL-enhanced courses based in five different programmes, working with ten different international partner institutions.

8. Conclusion

Because collaborative online international learning is an innovative format of curricular internationalisation emerging during a period of intense technological and political change, each institution must identify the most appropriate path to promote and integrate the practice into their own programmes. This paper provides a brief survey of

globally networked learning as it began, and describes some of the steps that the SUNY COIL Center and other institutions have taken to develop the COIL model and to begin normalising the practice. The statements by five institutional leaders presently engaged in embedding COIL at their universities, suggest different strategies employed to grow and promote the model, but in every case, administrative/institutional support has been vital.

The development of support structures for faculty development has also proven essential to successful COIL initiatives, although its format and depth varies across these exemplars. In addition, a focus on growing and sustaining effective international partnerships is essential if a COIL initiative is to become an effective way to internationalise students and teachers. For smaller initiatives or those with rich international roots these connections may largely be left to professors. But to scale the enterprise, the institution must carry much of the load and may well lead the way. In the end, collaborative online international learning is a curricular intervention, and therefore no matter how its support is scaffolded, professors and their students must drive it – and are simultaneously its primary beneficiaries.

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Biography:

Jon Rubin was founder and director of the SUNY Center for Collaborative Online International Learning (The COIL Center) for over ten years. Prior to becoming director, Jon was associate professor of Film and New Media at SUNY Purchase where he developed a cross-cultural video course in which SUNY students co-produced videos with students in Turkey, Mexico, Belarus and Germany. His films have been shown at the Museum of Modern Art and the Whitney Museum in NY and he has received Guggenheim, National Endowment for the Arts, Ford Foundation and Fulbright fellowships. In 2017 he created COIL Consulting to support other universities as they launch their own COIL initiatives.