Faculty Guide for

Collaborative
Online
International
Learning
Course Development

Version 1.3
Not for Distribution.

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About the SUNY COIL Center

In 2006, the Office of International Programs (OIP) at the State University of New York (SUNY) joined with Purchase College to create the SUNY Center for Collaborative Online International Learning (The COIL Center). COIL’s early mission was to develop more online courses with an international dimension throughout the 64 campuses in the SUNY system. Through workshop presentations at numerous institutions, hosting two conferences, and grant support from various agencies such as the National Endowment of the Humanities (NEH) and Open Society Institute (OSI), COIL engaged faculty and staff at more than 20 SUNY campuses and in over 10 countries. This helped many professors to develop team-taught courses with an international partner. Students enrolled in these courses at their own institution and met online with peers abroad within a course module or over a full semester.

In 2010, COIL moved from Purchase College to join the new SUNY Global Center in New York City. This move allowed COIL to not only better support SUNY campuses and their international partners, but also to play a larger national and international leadership role in the field of globally networked learning. As part of this expanded role, COIL is hosting an international conference in March 2011 with the theme of *Collaboration and Technology in International Online Learning Environments*. The *COIL Institute for Globally Networked Learning in the Humanities* will also be launched in 2011. This two-year NEH-sponsored Institute is designed to train institutional teams comprised humanities scholars, instructional designers and international programs staff from across the U.S., to develop team-taught courses with an international partner.

By opening dialogue between faculty, international programs offices and instructional design staff across traditional institutional and cultural boundaries, COIL embraces the new globally networked landscape of academia. This is in line with COIL’s goals to encourage and support collaborative online international learning as a means to internationalize curricula, build global partnerships and help prepare our students for work and civil engagement in a global context.

COIL’s Mission

To encourage and support the development and implementation of collaborative online international courses as a format for experiential cross-cultural learning. Thereby participating students are sensitized to the larger world by deepening their understanding of themselves, their culture, how they are perceived and how they perceive others. These globally networked courses also intensify disciplinary learning in fields where engaging other cultural perspectives is key. COIL seeks to build bridges between study abroad, instructional design and teaching faculty through team-taught courses, thereby promoting, integrating and enhancing international education experiences across the curriculum. The COIL Center also strives to help international programs offices better integrate technology into their workflow.

About this Guide

This guide is a work-in-progress and we expect to expand and update it substantially in 2011. We welcome any feedback you wish to share on how we can improve the guide to better serve our readers. Please feel free to email comments you have to coilinfo@suny.edu.
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Introduction

If you are reading this guide, you have probably decided (or are in the process of deciding) to collaborate with a peer faculty member at another institution in another country to co-teach a course. You are about to embark on a teaching and learning experience that will likely take you and your students on an intellectual journey that will be rich in cross-cultural experiences, and which will bring your students to a deeper, more enriched understanding of the course content. This guide is designed to help you gather the tools and information needed to get started. It has been organized around a set of key questions that you and your faculty partner should be asking as you proceed with your shared module or course development.

The guide begins with some background information about globally networked learning, followed by discussions on how to locate a faculty partner, how to gather institutional support and how to negotiate course content with your partner. In the Working Together section, 6 sets of key questions are presented (with theoretical responses) that you and your faculty partner can work with to gather information about each other as you begin developing your course together. These questions are available as a collaborative Google document to facilitate your information gathering — please request access by emailing coilinfo@suny.edu.

Finally, COIL Process Suggestions, supported by Stories from the Field by experienced COIL faculty, elucidate some of the important considerations in developing and teaching in a globally networked environment.

We hope that you find this guide useful as you and your partner embark on this exciting journey of online international collaboration.

Regards,

Jon Rubin, Melanie Wilson and John E. Fowler.
Center for Collaborative Online International Learning, SUNY Global Center

**Note from Authors:** At present this guide only develops one COIL model, where two faculty members from different institutions and countries, who have existing and aligned undergraduate courses, partner and develop shared modules for their students. COIL model courses can also be built from scratch as entirely new courses, and ultimately this approach may present the most fertile ground for developing interesting and engaging content and course activities.
Background Information

What is a Globally Networked Learning Environment (GNLE)?

A GNLE refers to a learning environment that connects and engages students and faculty who are physically located in different parts of the world in shared reflective learning and collaborative knowledge creation that increases global awareness and understanding (For more information about GNLEs, see Starke-Meyerring and Wilson, 2008). Typically, GNLEs take shape in online spaces, such as course websites, Skype™ and/or via email, but also may exist within a traditional classroom. These learning environments take many forms, but typically involve cohorts of students from at least two cultures working together under the supervision of teachers also based in each of these cultures. The COIL course model in this guide presents one subset of globally networked learning, and uses a range of Internet technologies to facilitate online international collaboration in this blended learning approach.

How is a GNLE different than a typical online course?

A GNLE is specifically designed to link students who have different cultural and geo-physical perspectives and experiences. A typical online course may also include students from different parts of the world; however, a GNLE is specifically designed to encourage students to engage and learn course content through their own unique cultural lens, and to exchange their cultural and experiential lenses as they move through the learning material together. By helping students to reflect with each other, you and your partner instructor will be facilitating a cross-cultural dialogue that brings a global dimension to your course content.

What is specific to the COIL course model?

COIL courses emphasize the collaborative process between both teachers and students. While podcasts, webinars and video-streaming may be ways to reach an international audience, we believe that it is the actual negotiation of meaning from the creation of the syllabus, through the use of open discussion forums to the development of collaborative project work where the stakes are raised as participants work to create shared experiences and understanding. By committing to a bi-directional process, cross-cultural discoveries are made and these courses begin to model relativistic, less hegemonic approaches to meaning and truth.
Another important aspect of COIL model courses is that their online nature emphasizes textual and image-based exchanges of information. There is a trade-off operating here as this context allows for highly focused exchanges and critiques of information and points of view, but it does not, for example, allow collaborating students to meet over coffee or to go out dancing once their course work is over. As we evolve this model we need to pay attention to the strengths and limitations of this particular modality of sharing and consider ways that it can function as a portal to study abroad and to other non-virtual exchanges.

How have COIL model courses been implemented before?
As the Internet has become more widespread, faculty across the world, mostly in grassroots initiatives, have been partnering with their peers to create globally networked learning environments that leverage the power of being connected online. Each COIL course is unique, as the course content, the individual college resources and support, the country context, and the relationship between the faculty partners differ from course to course. Nevertheless, there are common issues and best practices that we hope to explore in this guide. If you are developing a COIL model course you will likely be:

- A SUNY faculty member or a faculty partner (possibly potentially) of a SUNY faculty member.
- Considering the development of a component of a SUNY course.
- Supported by the SUNY Center for Collaborative Online International Learning (COIL).
Getting Started

Below are four steps that you should follow to ensure that you and your partner have the basics covered and have all required information to support your communication as you negotiate and develop your COIL model course.

**Step 1:**
**Determining your content and institutional resources**

Getting your course content and institutional resources ready should be your first step for COIL course development. To do this, there are some key considerations that you should take into account. The questions listed in this section will help you initially sort out what will be required on your end, so that you are well prepared for your first GNLE experience.

**What qualities presently exist within your course that makes it a good candidate for a Collaborative Online International Learning Experience?**

There are very few courses which cannot be adapted to the COIL model; however, it may not always be obvious what specific qualities within the course make it a good candidate. Here are a few reflective questions that you can ask yourself to help determine how a GNLE will help enhance the delivery of your course content and your student’s learning experience:

- Is there a component of your course that would be enhanced if students could discuss its implications with peers in another geo-location?
- Would having multiple or different cultural perspectives enhance your student’s understanding of the course content? Could the direct involvement of international students energize your classroom?
- Might an international engagement in your classroom lead some of your students to consider studying abroad in the future?
Are you ready to teach your course in a technologically enhanced way?

Regardless of the technology with which you choose to engage your students, there is a minimum level of comfort you should have with technology before embarking on a COIL course. The good news is that you and your faculty partner are in control of the tools that you use. If you are only comfortable with one or two technologies, such as email and Skype™, then design your course within those boundaries. If you or your partner's university has a learning management system (LMS) such as WebCT/Blackboard or Moodle, with which you are familiar and access can be shared, then you can build your course upon that platform. However, if you want to explore other “Web 2.0” tools, that is another avenue to consider. The real point is that you both should feel comfortable enough with the technology before the class starts, to facilitate the technology gradually ‘fading into the background’, so you, your faculty partner, and both sets of students can focus on the course content.

If you are basing your collaboration on courses which are already fully online you will probably want to stay with that format. However, if you or your partner has been teaching in a traditional classroom setting, you have a few options. You can overlay your usual face-to-face sessions with the online collaborative component that you are now developing or you can replace some of the usual classroom meetings with online sessions. This type of combined class format is called a blended or hybrid learning model, and when well-executed combines the best of both worlds. If blended learning is not commonly used at either institution you may want to speak with the relevant university registrar to be sure that reducing “seat-time” by adding online sessions is acceptable.

Do you have the support of your institution?

In college courses, while there is some flexibility regarding course content, there also may be boundaries which limit curricular changes. Fortunately, globally networked courses can be considered a means to ‘internationalize’ your curriculum, and in that way you may be able to gather support centrally from your dean, provost, or department chair to accommodate course alterations. Additionally, if the collaboration is limited to a short module of 3-4 weeks, you may not need to submit your changes to a curriculum committee. The key point is that the course content is not about to dramatically change, but rather your delivery of the content is about to be potentially enhanced with an international or global component.

You should be aware, however, that administrative support can be vital to receiving technological and teaching resources, as well as providing faculty time to design, develop and deliver the course, so every effort should be made to get an institutional commitment to the developmental process. COIL may be able to be helpful in this regard, and we would be pleased to visit your campus to discuss the positive implications of COIL courses with administrators and colleague faculty members.
Step 2: Obtaining and Developing your Faculty Partnership

Do you have a faculty partner with whom to work?
Locating the right faculty partner with whom to co-teach can be the most challenging aspect of your design process because having the right partner can literally make or break your course. As in developing any type of close working relationship, you need to find a good fit where there is an alignment of goals and a sense of trust, but in this case you are adding the complexity of crossing cultures, which may demand real sensitivity from both sides. If you already have a partner, then you can go directly to Step 3: Understanding institutional cultures and academic standards on page 9.

If you don’t have a partner-faculty to co-teach, where can you locate one?
COIL international faculty partners may be drawn from prior academic acquaintances, previous students, esteemed colleagues, or most often, will be a faculty member working in your discipline whom you have never met before. If you don’t have someone immediately in mind, here are some key questions that you can ask to get started on your search:

- What geographic global perspective(s) would best suit your course content?
- Do you have colleagues in that part (or those parts) of the world? Do any of your colleagues? Does COIL?
- Does your college or another SUNY have a partnership with an institution in that part of the world from which you can draw? (Your international programs office may be able to help with that.)
- Are there academic communities or disciplinary associations that could help you connect with a colleague? Do they have listservs or other portals through which members can communicate directly with each other? If so, you may consider directly posting a clear description of what you want to do, while stating the key goals of your course and the value of the proposed academic collaboration.
When locating a partner, what are some of the key criteria for their selection?

Both you and your faculty partner need to be equally engaged, committed and responsive to negotiating the course content and teaching load that you will be sharing. Without equal input the course can become unbalanced and will only reflect one cultural perspective. This can undermine the most valuable aspect of the course as you and your partner should ideally be modelling productive cross-border collaboration to your students. Understandably, this can be challenging because most initial partnered relationships, especially across international borders, are never completely equitable. Nevertheless, this should usually be a goal. The starting point for these discussions is often an existing course syllabus, but it can be useful to step back from this foundational document to discuss each teacher’s goals for their course and for the cross-cultural exchange. This shared developmental process can open a course or courses up to deeper revisions, rather than simply revising one faculty member’s syllabus to fit the other. Put otherwise, it may be OK to start with one faculty member of the collaborative team as the “lead,” but the full benefits—both for the professors and the students—will be most fully realized to the extent that the conceptualization, development and day-to-day teaching of the class are truly shared.

The next section (Working Together: Table Samples) provides six completed tables to illustrate how you and your partner may gather important contextual information. These are referred to in more detail in Step 4: Begin Negotiation (p. 10).
Step 3: Understanding institutional cultures and academic standards

Once you and an international colleague have decided to work together, recognizing the underlying institutional teaching cultures upon which each of you practice is vital. While the specifics of these practices may not be immediately obvious to either party, developing an understanding of the accepted institutional practices at each school requires an exploration of what is normally expected to take place in each classroom and how this might be affected by the dynamics of the GNLE. It is also critical to learn where each faculty member is situated within their program or department, to whom they report and to what degree their supervisor understands and supports the goals and demands of the GNLE. Each partner needs to commit to this discussion as they begin to formulate their potential collaborative work together because the sustainability of the collaboration ultimately will depend on administrative buy-in. However, great sensitivity is required in moving this discussion forward because either party could feel uncomfortable sharing information upon which their job depends.

Below are some key questions that may help you and your faculty partner determine the range and scope of institutional cultural differences and the level of administrative support that each school can provide. Please Note: you may want to generate additional or other questions better suited to your specific institutional setting:

- How comfortable is each teacher with working in a student-centered classroom?
- How much reading or other out-of-class work do students in each class expect to accomplish each week?
- Are students in both groups comfortable editing their classmates’ work or commenting in an open forum? Is there need for interventions to facilitate this form of exchange?
- How are student-initiated discussions perceived by each teacher? Do they add valuable, substantive content, or are they seen as distracting from pre-determined content?
- Does the chair, dean or other direct supervisor of each faculty member fully support and understand the purpose and extent of the collaboration?
- Have these supervisors provided any kind of direct support or release time to aid in the faculty member’s course development and implementation?
- Have the respective supervisors of the collaborating faculty had direct contact to confirm their understanding of the process and to set the stage for a sustainable partnership? their understanding of the process and to set the stage for a sustainable partnership?
**Step 4: Begin negotiation**

Once you have determined your faculty partner, and have determined that you both have the commitment and institutional support needed to embark on the development of a GNLE for your students, the next step is to begin your negotiation. The Oxford dictionary defines negotiation as the process to “try to reach an agreement or compromise by discussion”. This initial discussion can take place over a number of weeks or over a semester; it may be done synchronously (in real-time) e.g. using Skype, phone, or face-to-face or asynchronously such as over email; and it may be seamless and easy with much agreement or be riddled with false starts and end up being quite challenging. Regardless of how it ensues, it is essential to have this discussion at the onset of your collaboration to reduce the ‘surprises’ that may arise, and provide an opportunity to ‘work through the details’ of your collaboration. For example, you will need to first determine a timeline for your collaboration, and consider issues such as time zones and technological resources available for the collaboration. You will also need to discuss content, shared learning objectives and how you intend to assess students. This type of pointed discussion may best be accomplished with the help of a template in which key topics are identified.

The following section (Working Together: Table Samples) provides six tables with pointed questions that can be used by collaborating faculty to retrieve key information about each other before you begin your discussion, and then can be used as a tool to gauge the items that require negotiation (for example if both partners use different learning management systems, which one will be used? How will all students get access? And who should students contact of there is a problem). We recommend that you and your partner complete the table questions, and then arrange to discuss each item until you have a shared vision about how you will proceed.

These tables have been collated, and are available as a Google worksheet that you and your partner can collaboratively fill out as you gather information about each other to build upon as you develop your course or course module. To get access to this Google document, email coilinfo@suny.edu.
Working Together: Table Samples

Developing the COIL model requires collaboration and negotiation between partners. The following section consists of six tables encompassing six basic areas where faculty need information about each other to facilitate the alignment of their course content: Contact Information, Timing, Language, Technology and Instructional Design Support, Course Content and Assessment.

Please note: These tables were adapted from Clarke Shah-Nelson’s COIL Cross Cultural Course Collaborations Template under a Creative Commons licensing agreement.

**Table 1: Contact Information**

Be sure to have all required information to contact your partner (and them you), for ongoing communication, before, during and after the course. Additionally, if you find the faculty partner is not a ‘perfect fit’ for your course, you may be able to refer them to a colleague without needing to prompt additional information.

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Sample Responses Faculty 1</th>
<th>Sample Responses Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Name</td>
<td>Prof. X</td>
<td>Prof. Y</td>
</tr>
<tr>
<td>1.2 Email address</td>
<td><a href="mailto:X@yourschool.edu">X@yourschool.edu</a> and <a href="mailto:X101@gmail.com">X101@gmail.com</a></td>
<td><a href="mailto:Y@anotherschool.edu">Y@anotherschool.edu</a> and <a href="mailto:Y101@gmail.com">Y101@gmail.com</a></td>
</tr>
<tr>
<td>1.3 Skype name (if available)</td>
<td>X101</td>
<td>Y101</td>
</tr>
<tr>
<td>1.4 Instant messaging names (AIM, Yahoo, MSN, G-Chat, etc.)</td>
<td><a href="mailto:X101@gmail.com">X101@gmail.com</a></td>
<td><a href="mailto:Y101@gmail.com">Y101@gmail.com</a></td>
</tr>
<tr>
<td>1.5 Cell phone number (for calls and texts)</td>
<td>222-555-1010</td>
<td>555-222-2020</td>
</tr>
<tr>
<td>1.6 Website (URL)</td>
<td><a href="http://www.yourschool.edu/faculty/X">www.yourschool.edu/faculty/X</a></td>
<td><a href="http://www.anotherschool.edu/faculty/Y">www.anotherschool.edu/faculty/Y</a></td>
</tr>
<tr>
<td>1.7 Relevant Degrees (PhD, MA, MS, etc.)</td>
<td>MA; PhD</td>
<td>MA; PhD</td>
</tr>
<tr>
<td>1.8 Professional Areas of Interest</td>
<td>Art History</td>
<td>Art Design</td>
</tr>
<tr>
<td>1.9 Personal Areas of Interest</td>
<td>Skiing and marathon running</td>
<td>Travelling and reading</td>
</tr>
</tbody>
</table>
Table 2: Issues of Time

One major consideration when collaborating across inter-national borders is time. Countries often have different academic semesters and they may be separated across different time zones. This can be a major factor during the course, so it is important to outline these up front and then negotiate how you want to proceed with your faculty partner e.g., would real-time (synchronous) shared virtual classes be possible? If so, at what times would this be possible? Asynchronous tools, which allow for delayed time communication and collaboration (such as email and blogs) allow teachers and students to contribute when they are available. This can be especially important if using synchronous tools across time zones becomes daunting.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample Responses – Faculty 1</th>
<th>Sample Responses – Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 During which semesters or terms might this course run?</td>
<td>1Sept-15 Dec 2010 (Fall)</td>
<td>30Sept-15January 2011 (Fall)</td>
</tr>
<tr>
<td>2.2 When does your semester start and end, and what are your likely class times?</td>
<td>Sept. 2nd – Dec. 14th (MWF – 10am-11am)</td>
<td>Online (no specific class time)</td>
</tr>
<tr>
<td>2.3 Are there holiday breaks within the semester? Identify the precise dates.</td>
<td>Yes, Labour day – Sept 6th and Memorial day – October 11th</td>
<td>Oct 26 (National day) and Dec 25, 26 and jan1</td>
</tr>
<tr>
<td>2.4 What are the content modules that show the most promise for cross-cultural collaborative activities? And when do these modules occur in the course specifically - with dates during the identified semester above?</td>
<td>- Art in contemporary culture: Weeks 6-7: Oct 16-31</td>
<td>- 20th century American Design culture</td>
</tr>
<tr>
<td>2.5 What time zone are you in? (in relation to GMT)</td>
<td>EST</td>
<td>GMT</td>
</tr>
<tr>
<td>2.6 What are the best office hours to contact you?</td>
<td>Mondays 1-3pm; Thursday/Friday 3-5pm</td>
<td>Anytime, I just need a day or two notice</td>
</tr>
<tr>
<td>2.7 How many hours per week can you commit to the development of new course content?</td>
<td>Before the course starts: 2 hours/day; During the course 3 hours/week</td>
<td>About 5 hours per week</td>
</tr>
<tr>
<td>2.8 Are there institutional expectations for new course development or modification (e.g. does institution require a year’s notice? and does it need to be provided in writing for addition in the institutional course calendar)?</td>
<td>As long as the syllabus and outline remain the same, I don’t have to provide any notice.</td>
<td>I don’t think I need to tell anyone what I am doing, as long as I cover all my course material.</td>
</tr>
<tr>
<td>2.9 How many hours per week can you commit to the teaching of course modules?</td>
<td>3 hrs/week</td>
<td>I regularly visit my course once a day</td>
</tr>
<tr>
<td>2.10 Are there specific institutional expectations regarding the time students are expected to put into the course (outside of class time)?</td>
<td>3hrs/week</td>
<td>No, but we recommend that students dedicate at least 10 hours per course</td>
</tr>
</tbody>
</table>
Table 3: Issues of Language

While English tends to be the dominant language of the Internet, you may be teaching a language course, or your faculty partner’s students’ primary language may not be English. This can provide great cross-language communication opportunities, but may also create inequities in the communication flow putting one set of students at an advantage and the other at a disadvantage. It is important to address these at the onset, so that collaborative exercises and assessment address the differences in language competency.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample Responses – Faculty 1</th>
<th>Sample Responses – Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 What is your primary language spoken/used in this course?</td>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>3.2 Is this language primarily used in written assignments (e.g. for a language course)? If not, please specify.</td>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>3.3 What common language can be used during this collaborative module/course?</td>
<td>English</td>
<td>German (if possible), but my students mostly all speak English as well</td>
</tr>
<tr>
<td>3.4 Especially, within a language course, would a bilingual approach be useful and viable for this course? If so, what is the second language?</td>
<td>No</td>
<td>I think we could do both... I may have to help translate into German for some of my students</td>
</tr>
<tr>
<td>3.5 How will you deal with language and translation issues when (or if) they arise?</td>
<td>Everything will need to be in English for my students</td>
<td>I will help translate</td>
</tr>
<tr>
<td>3.6 Do other web sites and software intended to be used in this course have the capability of functioning and/or supporting users various languages?</td>
<td>I think that if we use Moodle, the interface allows for different personalized language options for each student</td>
<td>Our LMS is German (CLIX), but I think there is an English option for students</td>
</tr>
</tbody>
</table>
Table 4: Issues of Technology and Instructional Design Support

Not all colleges use a proprietary Learning Management System (LMS), such as Blackboard™, and if one is being used, faculty may have different levels of comfort using it. Also, depending on your and your faculty partner’s college, issues of access to the technology for both sets of students and support for those technologies may vary. For this reason, many COIL model courses use open-access applications such as Skype. Regardless, you will both need to determine and agree on how you want to proceed and with what technologies for communication and collaboration purposes.

<table>
<thead>
<tr>
<th>Questions</th>
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<th>Sample Responses – Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Does your college have a primary (centrally supported) LMS? If so, what is it?</td>
<td>Yes, we use Moodle</td>
<td>Yes, we use CLIX</td>
</tr>
<tr>
<td>4.2 Does the LMS have the capability of displaying navigation and core functions in other languages?</td>
<td>Yes, I think so</td>
<td>Yes, I think so</td>
</tr>
<tr>
<td>4.3 Does your college have a support system in place to facilitate adding content and potentially adding non-students?</td>
<td>Yes, we have an IT unit specifically there to help faculty. My contact there is Ms Y, <a href="mailto:Y@yourschool.edu">Y@yourschool.edu</a></td>
<td>Yes, but I don’t think they will add students not at our university. I can ask.</td>
</tr>
<tr>
<td>4.4 How and by whom will the students be added into the LMS? What information is needed to do this?</td>
<td>Ms. Y would need a list of names of the students and their emails.</td>
<td>Could we try an external application, or use yours?</td>
</tr>
<tr>
<td>4.5 How will their login credentials be distributed and by whom?</td>
<td>Ms Y will email each student their login and password.</td>
<td>Don’t know</td>
</tr>
<tr>
<td>4.6 Please describe the bandwidth (speed and capacity of your Internet connection e.g. slow, fast etc.) available to you and your students at your institution, and potentially at home, to support this real-time online engagement.</td>
<td>Pretty fast. At school we have a LAN, and students have computer labs available. I have high speed available at home.</td>
<td>Pretty good... students have to be connected for their other courses too.</td>
</tr>
<tr>
<td>4.7 Do you or your students pay by megabyte, for data usage on the Internet? And is this a limitation to you and your students’ use of the internet.</td>
<td>I guess on some level, students have to pay for their own internet unless they are in residence, where it’s included in price.</td>
<td>They pay their own Internet</td>
</tr>
<tr>
<td>4.8 During the collaboration, do you wish to engage in synchronous activities (real-time) such as live chat, videoconference, etc?</td>
<td>Yes, videoconference would be great.</td>
<td>Yes, I think that would be good for students</td>
</tr>
<tr>
<td>4.9 What asynchronous (delayed-time) activities do you plan to use, such as email, discussion forums, etc?</td>
<td>I think email and discussion boards (in the Moodle)</td>
<td>I plan to use my own LMS for student discussion, but they like to email too.</td>
</tr>
<tr>
<td>4.10 If you are adapting a traditional class, will the new online collaborative sessions replace face-to-face class meetings or be held in addition to them?</td>
<td>I will have to negotiate to see if I can have release time. As is, I should have all my regular in class sessions</td>
<td>No, because this is an online course.</td>
</tr>
</tbody>
</table>
Table 5: Course Content

Negotiating the course content is critical to ensure that the COIL module makes sense for both sets of students, and fits in with the learning objectives of each course. Deciphering the what, who, and when of the shared content to be used at the onset will help streamline co-teaching during the semester. Aspects of this table can also be helpful in the exploratory stages, as you determine whether a potential partner is a ‘good fit’ for your course.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample Responses – Faculty 1</th>
<th>Sample Responses – Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Are you going to create a new course with a new syllabus?</td>
<td>No, the course I will be modifying in ARTH 111 – The History of Art in Society</td>
<td>No, the Course is called The Basics of Design Art</td>
</tr>
</tbody>
</table>
| 5.2 If not (to above), what aspects of your syllabus do you think would lend themselves best for global critical reflection by students? (Please list). | - The ‘other’ in contemporary Art  
- World views on American Art                                                                                           | - 20th century American Design culture                                                                 |
| 5.3 What will the process for distributing content be? And who will review, comment, edit and post? | I guess we need to work this out. I have some readings that I’d like to use, and you think your students would benefit, we use Moodle and I could post. As for discussions, we could both post question | I don’t know. I already have readings and an assignment for this module. I’ll send it to you and see if it could work for your students too |
| 5.4 What will the learning objectives (module goals) be for each intended aspect? Please elaborate and be specific. | - To be able to interpret art in contemporary culture  
- To understand the nuances in different world views on American Art                                                   | To know what 20th century American Design culture was and how it is reflected in the art from the US in that time. |
| 5.5 What collaborative tasks, activities and outcomes do you envision to support the module’s goals? | For Art in contemporary culture, I think it would be good if we provide a series of contemporary cultural Art from here, and you could do the same... we could then create cross-border groups of two, and have them select an image from each culture, and write a collaborative wiki page reflecting on images of ‘the other’ (I have some good images for this... I hope you do too). Perhaps at the end they could do a peer review of each other’s work wiki... I’ve done something like this in my class (not using a wiki though) with only American images... it would be interesting to see how your students respond and vice versa. | I think we will have to figure out what we could do for both sets of students. If they could engage in discussion and learn each others’ perspective about 20th century American Art it would be very interesting and enlightening for them. |
Table 6: Issues of Assessment

Assessment is a large component of any college course and it needs to be defined up front, and made transparent to students. While you and your partner may have different ways or methods of assessing your students, it is important to address these and to be aware of how you both intend to assess students. Be transparent with your variations in assessment by communicating this with both sets of students, for you can be certain they will discuss this amongst themselves.

<table>
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<tr>
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<th>Sample Responses – Faculty 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 How will students be assessed, and by whom?</td>
<td>For these modules, one written assignment (like what I described earlier) (15%), and perhaps a participation grade (10%). I will also have a midterm (25%) and a final paper at the end (50%)</td>
<td>There are 4 written assignments in the class. Also, an end of semester exam.</td>
</tr>
<tr>
<td>6.2 What rubrics (criteria) have been defined?</td>
<td>Knowledge of content – 70% Critical thinking and reflection – 30%</td>
<td>I don’t have a set criteria. I just give a grade based on how good the paper was researched and explains the topic. 15% for each assignment and 40% for final.</td>
</tr>
<tr>
<td>6.3 Will there be a common grading scale or will each instructor grade his/her own students separately?</td>
<td>I would prefer to assess my own students</td>
<td>I will grade my own student papers (they will be writing them in German).</td>
</tr>
<tr>
<td>6.4 Attendance - how will you deal with student attendance for the module or course?</td>
<td>I like attaching grades to participation... which is not just showing up, but that is usually at least half (5%) of the grade.</td>
<td>I don’t care about attendance, as long as they do the work.</td>
</tr>
<tr>
<td>6.5 Will you have a post-module evaluation? What will the questions be?</td>
<td>I think that the final paper options will have at least one about the module content.</td>
<td>I have about ten exam questions that I choose from each year. The exam is an essay question that they have two days to complete.</td>
</tr>
<tr>
<td>6.6 How do you define the success of the project, and how will it be measured?</td>
<td>Student evaluations are sent by the university to all students at the end of the semester. That will be a big indicator for me.</td>
<td>We could send a questionnaire after the course is finished to see how it went for them.</td>
</tr>
</tbody>
</table>
Issues of Process: COIL Suggestions

Here are ten process suggestions to help ease the transition to collaborative teaching. To illustrate these points, where possible, COIL faculty have provided examples from their own classes as “Stories from the Field”.

# 1: Arrange a face-to-face meeting with your faculty partner, if possible.

Since you and your partner probably live in different countries, arranging a meeting can be difficult (and costly). However, developing a working relationship takes time and having some face-to-face contact with your partner will help build trust as you get to know each other, and develop your syllabus together. If this is not possible, then meeting by video conference via Skype™ can be a very productive alternative.

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**Story from the Field**

“At a late-fall international academic conference several years ago I met a Belarusian sociologist. Circumstances conspired to have us sitting next to one another on a long bus ride to a destination planned as part of the conference agenda. As we talked, it became apparent to me that her interests and expertise would be a perfect fit with the curriculum at my home institution.

I quickly explored with my college’s administration plans for inviting her as a visiting professor. As her visit to my American institution was being planned, she invited me to visit her at Belarus State University in Minsk during the summer. I eagerly accepted. In the following fall semester she visited my institution, taught several courses, gave several guest lectures and, together, we began planning to teach our first collaborative, on-line international learning class.

From our personal perspectives, this became a way of extending an international collegial relationship that we had each grown to value. It also became a way of solidifying the international connection between our academic institutions by including our students. As you can see from this account, the initial contact happened by mere chance. However, as the collegial relationship developed, it became clear that we could partner to create and teach a course in a GNLE. Part of what made that clear to each of us was the interaction we had in our face-to-face interactions during our visits.

Though I do not believe it is essential to have the same frequency and duration of face-to-face contact that my partner and I had prior to developing our GNLE class, the shared trust, understanding and knowledge promoted by these contacts have served us well over several years of GNLE teaching.”

*Prof. C. Little, SUNY at Cortland*
# 2: Foster Honesty and open communication

Because of the cross-cultural and technological nature of this work, many issues will likely arise for yourself and your partner the first time you co-teach. Having open communication about the challenges that you face will help you to help each other. Pretending that things are always fine, when actually you are undertaking something quite challenging and even disruptive, may make things more difficult while teaching the course. Some ways to avoid serious dislocations are to collaboratively outline in advance how the communication is to proceed, for example: by specifying the maximum wait time for an email response; by scheduling Skype meetings on a regular basis to discuss how the class is progressing; and by using text messages for more urgent communications. Similar alignments are also important for your students. Having a set of ground rules for communication for the class can help prevent misunderstandings, while having a support system in place for students (and communicating that to them) can prevent undue stress when issues arise.

Story from the Field

“My partner and I are using the LMS at my home institution. While on the whole using WebCT/Blackboard has worked well for us in our asynchronous class enrolling students from America, Belarus and Australia, occasionally there are technical glitches. My partner and I communicate weekly via e-mail whether there are any problems or not—and more frequently if there are problems to “discuss.” We have also been using Skype occasionally and hearing and/or seeing my partner in an extended discussion has been extremely helpful...An important aspect of our class we call Student-Led Discussions (SLDs). Each of our asynchronous course modules includes an SLD with the following instructions that are intended to foster the open communication we seek for our students.” - Prof. C. Little, SUNY at Cortland.

Sample from Course Outline:

**General Instructions:** There is one SLD in each course module. You are to contribute a minimum of six posts per module. VERY IMPORTANT: You should spread your on-line discussion activity throughout the module. Numerous, high-quality posts throughout the module will receive a much higher discussion grade than the minimum number of posts near the end of the module.

**Discussion Expectations and Etiquette:** Although the SLDs are relatively informal, you should write carefully, using complete sentences and avoiding abbreviations. In other words, the SLDs are intended to be written in the style of a public, open, polite, thoughtful exchange of views and certainly not in the abbreviated style of “text messaging.” As in any public, democratic discussion the substance and tone should be respectful.
# 3: Get a real commitment from your partner (and your college)

You will be investing a lot into course development and delivery, as will your partner. It is important to define expectations to each other and make a real commitment, ideally in writing. This can help if either of you need to secure college resources or gain additional support from outside your institution.

Having your college also commit to your course (in writing if possible), is not only a good idea for you, but also for the institution because the COIL model can be considered a means to internationalize the curriculum. If articulated properly to your institution and aligned with their strategic goals, administrators should see the benefit and help you secure the support needed.

**Story from the Field**

*COIL provided a unique experience in partnering with a professor at Warsaw University (Poland) who expressed interest in a collaborative international course on the COIL website. During the previous semester, my partner and I explored a variety of ways to bring our students together. I notified our Associate Dean of Instruction of my plan and tracked her suggestions and approval by archiving our e-mail dialogue. I collaborated with a SUNY faculty film instructor and conferred with a technical advisor from our Center for Professional Development since I was only moderately experienced with recent technology. Working through regular e-mail exchanges, I became confident that the partnership was right for both of us and we could manage the technology to make the project on track for Spring! [The course module that ensued], fit well with our separate course objectives (students were enrolled in our respective courses), and rather than co-teaching a single course, we co-facilitated a 6-8 week learning project within our separate courses. If I would give advice to anyone beginning on this journey, it would be to consider a smaller project to test the waters, build your course activities around course goals during a planning semester, and set sail for your adventure, expecting some rapids and eddies along the way. The electronic journey between countries creates amazing connections – it is truly worthwhile for faculty and for students.*

*Prof. Susan St. John – SUNY @ Corning Community College*
#4: Envision your course as a forum for developing intercultural competence.

Understanding Intercultural communication, upon which GNLEs are based, is a bit like learning a new language. Unspoken differences between collaborating students can create challenging moments when material presented is interpreted or responded to in a completely unexpected way. For example, humour and irony can be difficult to understand cross-culturally, so respondents to that type of material may not see the humour in what was said or may even take offense where none was actually meant.

However, these sometimes awkward moments are a normal aspect of intercultural communication and they can provide an opportunity for the discussion and exploration of cultural differences that otherwise would go unnoticed. Part of what courses based on the COIL model do for students is to provide them with the opportunity to challenge their own assumptions about communication, about learning and about each other.

We all tend to react instinctively to the world around us and that includes what goes on in our classrooms, but in this situation everyone needs to look twice at many of the exchanges which take place – before making false assumptions about the meaning of what we are receiving. This complexity will be part of your learning environment, so it is especially important that faculty partners make an effort to react sensitively to possible culturally-based misunderstandings between students and even between themselves.

There are multiple resources available regarding facilitating intercultural dialogue, such as the University of Minnesota’s useful list of intercultural communication literature¹ and Bruce LaBrack’s “What’s Up With Culture?” website², although most have been primarily written with study abroad scenarios in mind.

Explore this literature before you begin teaching – or include it as a required text early in your course. This can prepare you and your students for what lies ahead and can constructively turn ‘miscommunication’ into moments of realization and learning for everyone.

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¹ University of Minnesota’s Center for Advanced Research on Language Acquisition (CARLA)’s Culture Bibliography: http://www.carla.umn.edu/culture/bibliography/index.html
² Bruce LaBrack’s What’s up with Culture: http://www2.pacific.edu/sis/culture/
Story from the Field

My faculty partner had sought a partnership that would include intercultural exchanges that would go beyond the one-way experience of watching films, and I had been searching for a way for place-bound sociology students at Corning Community College (CCC) to explore family life beyond Upstate NY. We decided to use the open-source platform, Moodle, which was available through her University, and it enabled us to easily add students and instructors (with a photo) in both classes, as well as tech assistants or guests. Activities were designed to enhance learning about American and Polish families in their respective cultural contexts. We managed and assessed our own students, while we interacted freely as a class. Students posted photo essays on family topics, discussed sociological issues impacting families using wikis, and e-mailed exchanges of specific questions (mini-survey).

Previous to the course, many students at my small, rural community college could not locate Poland on a map of Europe without country names – my “pre-test” in preparation for the project. After 6 weeks of interaction with Polish partners, students were dialoguing about Polish students’ experiences in a country with a national religion rather than the U.S. system with separation of church and state! Our students learned that they had many things in common with students so far away. Photo essays became a great use of technology to convey cultural concepts, in that pictures informed American students of Polish cultural practices, the city of Warsaw, nearby Belarus, recycling practices, and the political climate. There were also amusing moments when a Polish student wrote that a “husband’s chores” included “carpet beating” and “outlet mending”. Even after our semester ended, several students continued e-mailing Polish students on everyday topics such as apartment rental prices and the economy! As an instructor, I learned a lot from our students and this experience as it encouraged me to think differently about how we convey concepts, carried by photographs and fewer words. I am still in touch with my faculty partner, as we continue discuss international events from our unique cultural lens. We hope to collaborate again in the future.

- Prof. Susan St. John – SUNY @ Corning Community College
# 5: Develop actual course and module lesson plans

At the college level, having a lesson plan may not always be necessary, however in a GNLE working things out in detail will save you time and streamline the flow of the class. Online teachers know that when facilitating an online discussion staying on task and being well prepared is one of the keys to a successful virtual class and module plans can be re-used in subsequent semesters and they will ease some of the initial nervousness when embarking on your first few sessions.

Story from the Field

“When my partner in Istanbul, Turkey, and I began to sketch out our plans for our GNLE course on the history of religion and politics in Europe, we were immediately confronted with the intersection of religion and academic politics. Because of the timing of Ramadan, the current academic year would start later than normal in Turkey, and as a consequence, the number of weeks that our universities were simultaneously in session was reduced and careful planning of our twelve “common” weeks during the semester took on added importance.

To begin, we set aside one week at the beginning for getting-acquainted activities, and we agreed that we would need another at the end to wrap things up – for final papers and exit interviews/oral exams. This left us with just ten weeks into which we needed to shoe-horn the substance of a course that we would normally do in fourteen weeks if we were working solo. Thinking in terms of five course-content modules – as opposed to discrete blocks of time measured in weeks or number of class meetings – helped us a great deal as we tackled this challenge. For each module, we needed to assess what was essential reading, what kind of student activities might work best with the reading, and how we might assess student work in the process. Though we found we needed occasionally to improvise as the semester unfolded, this turned out to be relatively easy because we had carefully considered the specific objectives of each module at the outset. In the end, not all modules were allotted equal time, and in some cases, we ended up having the student activities of one module overlap with the reading and preliminary discussions of the next.

But what to do with the weeks when our semesters did not coincide? Here planning in terms of modules was helpful as well. In my case, because we were the early starters, I could develop an introductory module on the history of modern Turkey and the essentials of Islam, which helped to make us better collaborators with our Turkish counterparts, who we could assume already knew a good deal about the United States. And for my partner, the extra weeks at the end of the semester afforded the opportunity to develop an extra module on religious pluralism in North America, which helped break down some of the common stereotypes regarding our “neo-European” culture.”

- Prof. Wayne Te Brake, SUNY at Purchase.
# 6: Test the technology

Murphy’s Law seems to always surface when technology is involved when teaching, so be prepared. If embarking on a synchronous activity, go online at least 30 minutes ahead of schedule to make sure things are working as they should, and if at all possible have someone from your college tech support on hand to assist if required. If you will be using solely asynchronous communication, check that your assignments, if posted in an LMS for example, are accessible. Check and double-check. Encourage students to point out problems (e.g., via e-mail to you, for example) and reward them with praise when they do. Think of this as one important collaborative aspect of the course (or module). Everybody—teachers and students—are doing innovative, challenging things in a GNLE. Everybody needs to be patient with one another and help one another if things don’t go perfectly.

### Story from the Field

Teachers need to be flexible. This has never been more apparent for us than when working in a GNLE. For us, there were surprises; for example, the first time we had the New York students log into the course they couldn’t get in. The user names and the passwords weren’t being recognized by our partners’ LMS; our students were frustrated as were we. We had to figure out the problem pronto, and we did. This involved all tech people in both countries. As we all know, with technology, we must be prepared to wheedle, coax, cajole, fiddle and fix. In short: be patient and be flexible.

SUNY Ulster anchored this experience in our Contemporary World Literature class. Our partner students were studying English as a foreign language. We focused on one book in the SUNY Ulster course: Persepolis [a graphic novel] by Marjane Satrapi. In preparing the course, we would SKYPE with our partner professors on a bi-weekly basis. It was not unusual for the SKYPE sessions to fizzle into chats [IM] because the video connection was often lost. The ability to tweak and overcome these technological glitches, especially in the initial planning stages, was integral to the success of the class. There needs to be a technical point person in each country to regularly check that what is being asked of the students can, in fact, be accomplished. When we knew the activity would require group input, our partner IT person built a link to an open Google doc so everyone could post information to a common location. We needed that point person to ride herd on the collaboration to make sure the bumps in the road could be fixed and smoothed over for the activity to be successful. We also noted, as students in both New York and Minsk progressed into their final collaborative project, that they sometimes hit road blocks. Specifically, the LMS-[Moodle] was not well received as the tool to communicate and strategize while working on their final project [a series of graphic stories]. The students were flexible and found work - arounds. We found them strategizing in Facebook and SKYPE; they also moved directly into Pixton, a collaborative click and drag online comic tool. The results were spectacular. We look forward to working with our partner colleagues again in the future.

- Richard Cattabiani, English Professor and Director, International Programs, &
- Hope Windle, Instructional Design, SUNY at Ulster County Community College.
# 7: Engage students with icebreaker activities to get to know each other

Your students will likely be as new to this form of learning as you may be, and they may approach the course with some false expectations and apprehensions. Fostering relationship-building between students will help you all as a class, to grow and engage in the course content. For a list of possible ice-breaker activities, visit [http://twt.wikispaces.com/Ice-Breaker+Ideas](http://twt.wikispaces.com/Ice-Breaker+Ideas).

## Story from the Field

“Among the first things students do in our international on-line class is post a brief bio-sketch and a picture of themselves. Our first “icebreaker” activity after that in the first course module involves an assignment designed to help students learn about the countries and communities of their fellow students from abroad. This research then becomes the basis for interaction during the first Student-Led Discussion (SLD) of the class. The assignment is reproduced below.”  

– Prof. C. Little, SUNY at Cortland

### Ice Breaker Assignment Example:

In this assignment, you will learn some basic facts about Australia, Belarus and the United States. Your work on this assignment will serve as the foundation for our first Student-Led Discussion (SLD). Please follow the instructions below.

1. Go to [www.refdesk.com](http://www.refdesk.com)
2. Look down the Web page until you find “Encyclopedias.”
3. To begin your reading and research, use the Columbia encyclopedia. Other good suggested resources are: Wikipedia (but read it critically) and the CIA World Factbook (the link for it comes up after you click “More” under encyclopedias on the refdesk.com site). You can also use Google and Google Maps to quickly learn more.
4. Australian Students: Read about Belarus (including Minsk, the city where Belarus State University is located) and the United States (including New York State and Cortland, New York where the State University of New York at Cortland—SUNY Cortland—is located).
5. Belarusian Students: Read about Australia (focusing on Queensland and the city of Brisbane where Griffith University is located) and the United States, New York State and Cortland, New York.
6. SUNY Cortland Students: Read about Australia (Queensland and Brisbane) and Belarus (Minsk).

When you have completed your reading and research above, write in the space below four basic facts or impressions about each country or city you researched that you found helpful or surprising as you tried to understand better what each country was like.

The assignment will be submitted to the professors, but it will not be graded. Rather, your four facts or impressions about each country or city will be published to the entire class to read. Our first on-line Student-Led Discussion (SLD) will be based on an exchange of comments and questions in reference to the published “facts” and impressions.
# 8: Have at least one cross-border collaborative assignment.

Helping students learn to work with other students is always challenging, and having them do so with students in different countries will be even more challenging. If we consider that part of our role as college educators is to help prepare our students to be ready for global work, this sort of activity can provide an invaluable experience for students from all participating institutions so be certain to engage students in at least one reflective, collaborative assignment. A few examples might include creating a course wiki where students add and edit relevant content together or by breaking the class into cross-cultural teams who each build a graphic novel of images that comment on a key thematic point.

**Story from the Field**

“In my Cross Cultural Video Production course, cross-border collaboration is the central focus of the class activity and all readings and discussions are built around this extended exercise in video co-production. Early in the semester students in each country form two-person teams. These teams then select a team abroad with whom to partner by agreeing on a common theme that both teams find interesting, to form a larger group of four collaborating students. One of the teams within each group then shoots and edits a video based on the chosen theme. The video must be under four minutes long and the team has two weeks to produce it and send to their partner team abroad. Once received, the partner team then also has two weeks to shoot and edit a response video that should be designed to follow the first video, as though it is the next scene in one movie. The first team than has another chance to make a response to the second video and finally the recipient team creates a fourth and concluding video, yielding a linear movie about 15 minutes long.

Throughout the process the teams are in contact by Skype and email and all the students in both collaborating classes view all the videos and comment on them in a discussion forum. Creating a sense of continuity or discourse in this serial collaboration format is a challenge and many exchanges involve real struggles by the student teams to make sense of what came before and how to build upon it. Students must negotiate different aesthetic positions and divergent cultural biases that are often not at first even apparent to them. But centering the class work on student-generated video content makes every exchange an adventure and is especially compelling in the age of YouTube.” – Prof. Jon Rubin, SUNY at Purchase.

View the videos and additional production notes from the first years that this course was offered: http://students.purchase.edu/jon.rubin/jrubin/
# 9: Provide the opportunity for critical reflection of the GNLE module.

Students may have a lot to say about the experience, so provide the opportunity for them to do so, while taking care to recognize that direct self-expression may not come so easily to students from certain cultures. This kind of reflection can be supported by weekly journaling or blogging, or by conducting a virtual meeting to discuss lessons learned. This is an integral aspect to their learning about and engaging the content from a global perspective, so be sure to allow students a voice in their own learning. The insights that emerge will likely add to your own understanding of the course content.

**Story from the Field**

“One of the things that we built into our course on the Psychology and Politics of Terrorism was the opportunity for students to think critically about both the content of the course and their own development as a result of cross-cultural interaction that was an integral component of the course. The course involved approximately 20 students from Purchase College, State University of New York, and 20 students from Dublin City University in Ireland. In the first couple of course meetings and online sessions, students were asked to respond to several questions about some topical matters in terrorism (definitions, examples, active groups) and also about their own engagement with the topic. Later in the semester, as the course was winding down – students were asked to go back and reassess their earlier responses and to think about the way that this particular experience influenced them. We tried to build feedback and critical discussion into all aspects of the course. In this way, we made a very conscious effort to create a normative expectation of critical reflection and feedback that permeated many aspects of the course. We also asked students to think about the way that the conversations on sensitive and difficult topics related to terrorism unfolded, through the use of the discussion forums – with the specific solicitation for them to provide feedback, advice, guidance, and reflection that could be leveraged to improve subsequent offerings of the collaborative online international class. In the words of our students (taken from “Across the divide”):

“Working with American students definitely added to my experience. It was an invaluable resource and allowed the class to engage in a productive discussion about terrorism and its implications. It was fundamental to the success of the course. The opportunity to converse with a different culture and the sheer diversity of opinions that we were able to access was a fantastic resource.” (Student, DCU).

“In terms of being in class I believe that I heard a lot of important viewpoints that really, I feel, made me more aware of things, giving me outside perspectives on matters, something which in America you often don’t hear to the fullest extent. Especially when it came to discussing EU policies and US policies in class, the Irish students’ opinions I found very interesting.” (Student, PC)

Finally, my faculty partner and I authored a paper called “Across the divide: reflections of a collaborative class on terrorism” which is published in a peer-reviewed journal, and is accessible at the ELiSS website (vol 2, Issue 3 at www.eliss.org.uk). So, the critical reflection that we built into the course was not only encouraged for students, it was an essential part of how we – the instructors – worked to maximize the value of this course module.

– Anthony F. Lemieux, Ph.D., SUNY at Purchase College.
#10: Expect the unexpected

One of the truly fascinating aspects of GNLEs is that the knowledge building that you are about to witness and be a part of, will take unknown shape and form. This is all part of the strength of this type of environment, so be open to changing course – or at least shifting emphasis - during the course to support your students as they engage with the subject matter and with each other.

**Story from the Field 1**

“Though our GNLE course focuses on sociological issues of social control, some of the most interesting on-line discussion exchanges have happened outside the strict parameters of this subject matter. Several years ago a male Belarusian student posted a message similar to this: “I would like to wish all of the women in the class a happy International Women’s Day.” Very shortly thereafter one of the American students in the class acknowledged having never heard of International Women’s Day before. The on-line threaded discussion that ensued was marvellously inspiring with students branching out into “conversation” about the rights of women in their societies and the role of designated days to acknowledge progress and problems. Spontaneous, learner-centered “teachable moments” like this one make all the work worthwhile.”  
– Prof. C. Little, SUNY at Cortland.

**Story from the Field 2**

“Our GNLE course on the history of religion and politics sought to move beyond “clash of civilizations” notions of religious politics by focusing, to a great extent, on the domestic relations among different groups of Christians and Muslims within the various states of Western Europe and the Ottoman Empire. Still, it did include one simple set of four documents representing a variety of contemporary religious perspectives – Latin Christian, Jewish, Muslim, and Orthodox Christian – on the First Crusade. Though this was only part of a larger module, the asynchronous online discussion of these documents turned out to be perhaps the longest and liveliest of the course as our students not only encountered the widely divergent perspectives of a complex set of historical actors but also discovered how differently they – from their various religious and national perspectives – read and reflected on those nine-hundred-year-old documents. What we had conceived of as a token acknowledgement of the Crusades turned out to be the real intellectual ice-breaker of the course.”

– Prof. Wayne Te Brake, SUNY at Purchase.
Conclusion

The information provided in this guide holds much of what you need to begin as you embark on this journey of global teaching. Be aware that the above tables and suggestions are only meant as guidelines for you and your faculty partner, as each GNLE is unique and requires unique consideration. However, equipped with the above information you are ready to move forward to begin the design and development of your COIL model course. Consider the stories of the field, where flexibility, patience, and open communication between partners have proven to be useful attributes contributing to the success of COIL model courses.

As a next step, we encourage you to share this guide with your partner, and together use the Collaborative Information Gathering Table template that we have created in Google documents to retrieve important information about each other, and use the questions identified to facilitate your shared course content negotiation. This template is available at:

https://spreadsheets.google.com/ccc?key=0Ar9TbibXM1dGlhbXZQZ2FnZnOTZuMXdCZUREa0E&hl=en.

For a customized version of this template, with restrictions, please email coilinfo@suny.edu.

To learn more about SUNY’s Center for Collaborative Online International Learning (COIL) visit: http://www.suny.edu/global/coil.

For additional information about GNLEs, check out Designing Globally Networked Learning Environments: Visionary Partnerships, Policies and Pedagogies (2008), edited by Doreen Starke-Meyerring and Melanie Wilson for examples of GNLEs across the globe. Available for purchase from Sense Publishers (first 2 chapters available as free preview):

https://www.sensepublishers.com/product_info.php?products_id=595&osCsid=edf7da2f795bb596b96127a6f5ec8ab7
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