



A Cohesive Research Agenda and Assessment Design for COIL/Virtual Exchange

Part 1: Developing a Global Research Agenda

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Agenda

- **Quick overview of what & why**
- **Priorities identified from previous discussions & meetings**
- **Establish working groups**
 - Including coordination of researchers

What are we talking about?

Collaborative Online International Learning

Virtual Exchange

Globally Networked Learning

Telecollaboration


[and other names]

Linking groups of students and faculty or facilitators for discussion and/or project based study, with goals that include developing cross cultural awareness and skills

Overall Goal:

- Create a global network of researchers committed to studying COIL/Virtual Exchange and openly sharing results, with lightweight coordination, without letting the perfect be the enemy of the good
 - Review discussions held to date
 - Discuss priorities
 - Establish some starting points
 - Create working groups


Priority Areas for SUNY COIL Center



Engage and Support
our Global
Community



Professional
Development



Research and
Assessment

COIL is

- ✓ Global Learning integrated into the curriculum
- ✓ Experiential & Applied Learning
- ✓ Development of 21st Century skills
- ✓ Intercultural awareness and competency development
- ✓ Interdisciplinary application of knowledge
- ✓ Cost effective & scalable internationalization
- ✓ High Impact Practice for teaching and learning

COIL is

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- ✓ High Impact Practice for teaching and learning

*How do we show
impact?*

What do we want to measure?

Numbers:

- COIL courses: institutions, enrollments, disciplines, faculty
- Duration of the collaborations
- Repeat COIL Classes
- Number of faculty participating once and ongoing
- Number of institutions, languages
- Geographic spread
- Quantify costs of incorporating COIL into curricula

What do we want to measure?

Student outcomes

- Attitude shifts
- Cultural competency gains
- Teamwork & collaboration
- Digital literacy
- Academic outcomes
- Other personal gains (confidence? Interests?)
- Changes over time

What do we want to measure?

Professor outcomes

- Attitude shifts
- Cultural competency gains
- Teamwork & collaboration
- Digital literacy
- Academic outcomes
- Other personal gains (confidence? Interests?)
- Changes over time

What do we want to measure?

Institutional outcomes

- Global awareness levels across departments, administration
- How does COIL feed & respond to strategic goals
- Teamwork & collaboration at home
- Pedagogy & curricular shifts
- Relationship to physical mobility

Discussions and Meetings – priorities identified

- Standard terminology, common definitions
- Landscape/typology review:
 - What modalities and approaches are there?
 - What educational levels (primary, secondary, higher ed?)
 - What does the global activity level look like?
 - Level of integration into curricula
 - Technologies used
 - {concern that asking questions may restrict creativity}

Discussions and Meetings – priorities identified

- Identify what elements of learning in international education apply to COIL, adapt approaches & scales to virtual exchange
- Recommend standard elements of a short term (course level) assessment
- Create global community of COIL researchers with regular communication and sharing
- See summary of Oct 22 research symposium at bit.ly/COILresearch1

Discussions and Meetings – priorities identified

- Standard terminology, common definitions
- Mapping the landscape of virtual exchange
- Review of international education research for models that could work
- Short term (course level) assessment
- Coordination of researcher group
- Graduate student support for virtual exchange research

Sign up form: <http://bit.ly/COILresearchinterest>

SAVE THE DATE

IVEC  **2019**

**INTERNATIONAL VIRTUAL
EXCHANGE CONFERENCE**

TACOMA
WASHINGTON
USA

**OCTOBER
25-26, 2019**

<https://iveconference.org>

Registration is now open!



COIL CENTER
Collaborative Online International Learning

A Cohesive Research Agenda and assessment design for COIL/Virtual Exchange

*Part 2: Student perceptions on the impact of COIL:
Data from 63 COIL courses across disciplines.*

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COIL – Virtual Exchange - BraVE

Technology-enabled learning experiences with clear learning outcomes and deliverables, in which sustained communication and interaction takes place between students (individuals or groups) who are geographically separated, with the support of educators.

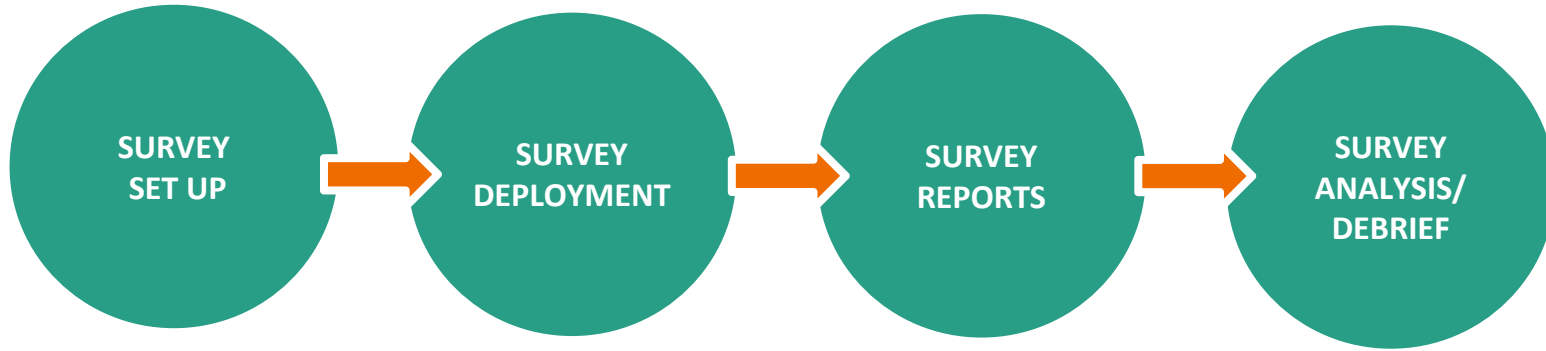


- UNESP
- Universidade de Caxias do Sul
- Centro Unichristus



The assessment process

- *Logistics*



- *Number of courses surveyed: 63 over 10 terms*
- *Number of students surveyed: 1216*
- *Number of responses: 542 (44.6% rate)*

The assessment process



- Instrument distributed to students consists of:
 - 12 topical questions, **Focus of this presentation**
 - 1 summative question,
 - 3 open-ended questions,
 - 3 demographic questions (gender, race, visa status). **Future Analysis**
- The 12 topical questions are all presented as statements, with a 5-point Likert scale of agreement (Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree).
- The summative question is Q13 – Overall, at the end of the GLE component of this course I felt (Delighted – Very Satisfied – Somewhat satisfied – Not at all satisfied)

The instrument

Four different broad categories in increasing level of cognitive impact:

- 1. Student perception of logistical and practical aspects of the experience (Q7, Q8, Q9);*
- 2. Student perception of changes in elementary intercultural competence (Q1, Q3, Q12);*
- 3. Student perceptions of more complex behavioral changes (Q2, Q4, Q5, Q6);*
- 4. Summative perceptions on the entire experience (Q10, Q11, Q13).*

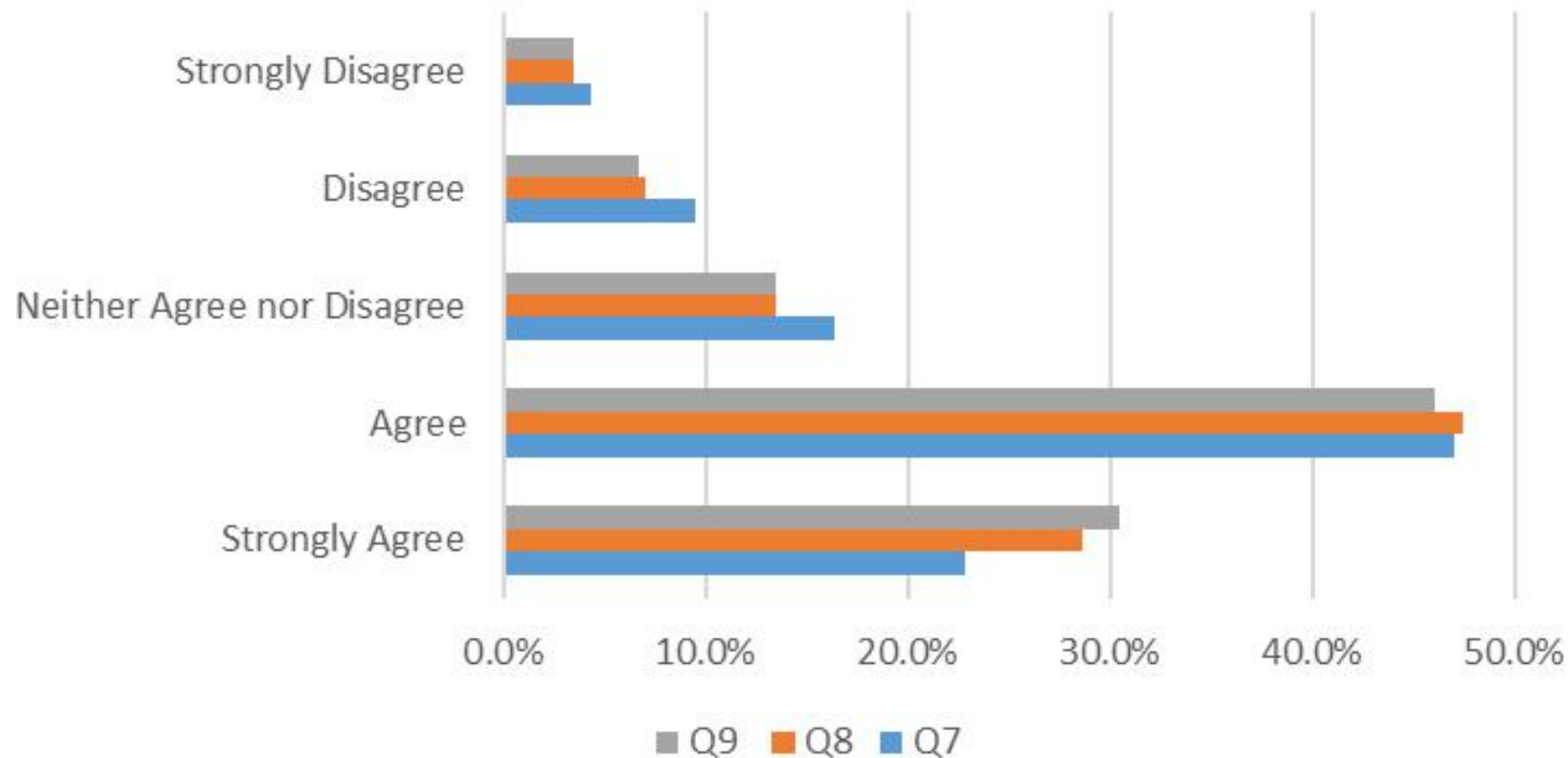
Questions by category:

Logistics



- Q7 - I felt prepared for the cultural aspects of the collaboration with faculty and students at the partner institution.
- Q8 - I felt prepared for the technology demands of the GLE component of this course.
- Q9 - The technology chosen felt appropriate for the needs of the experience.

Logistics



Questions by Category: Intercultural Elementary

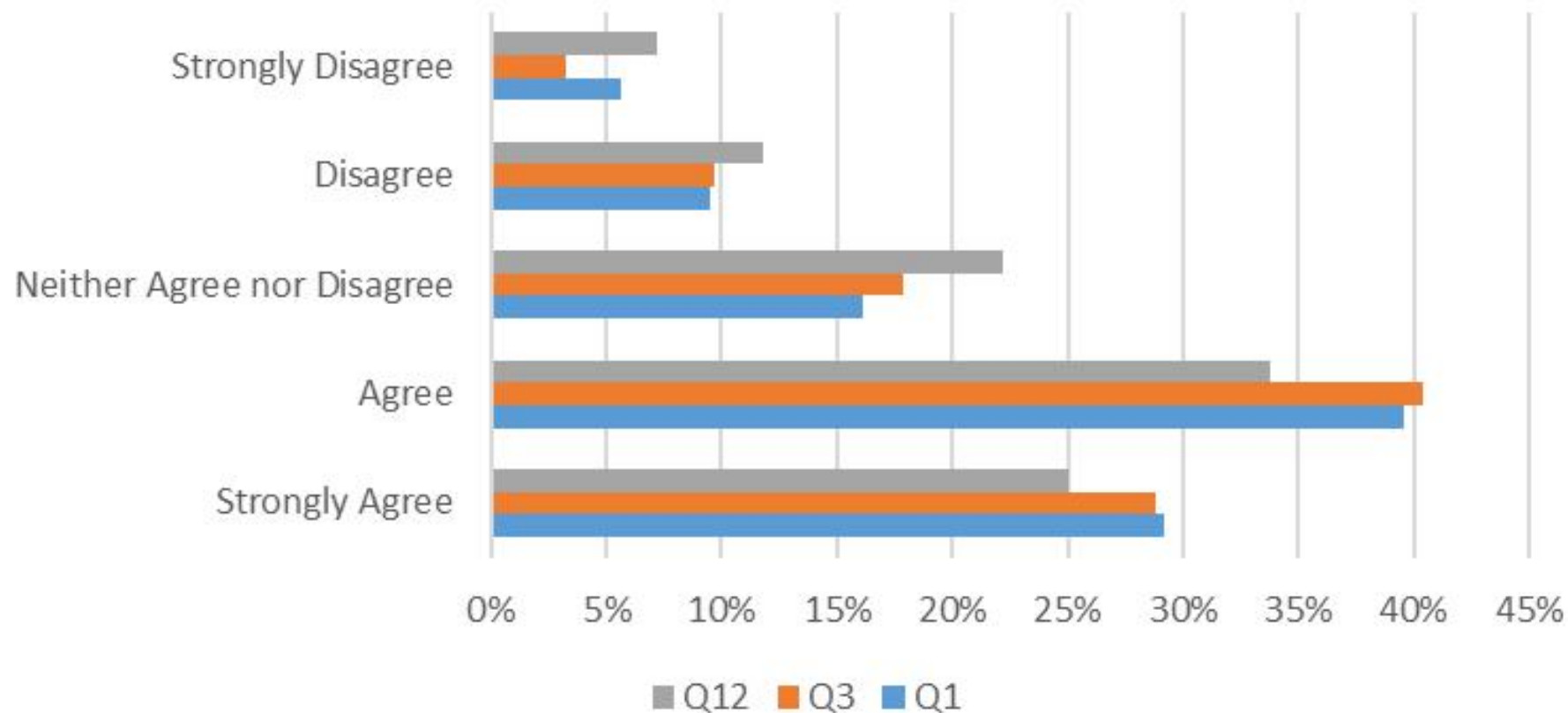


Q1 - The GLE component of this course introduced me to a new outlook and new ways of thinking about how I relate to the world.

Q3 - The GLE component of this course changed my perception of another culture or country.

Q12 - This GLE increased my interest in further opportunities for international cultural exchanges such as study abroad.

Elementary Intercultural



Questions by Category: Behavioral Change



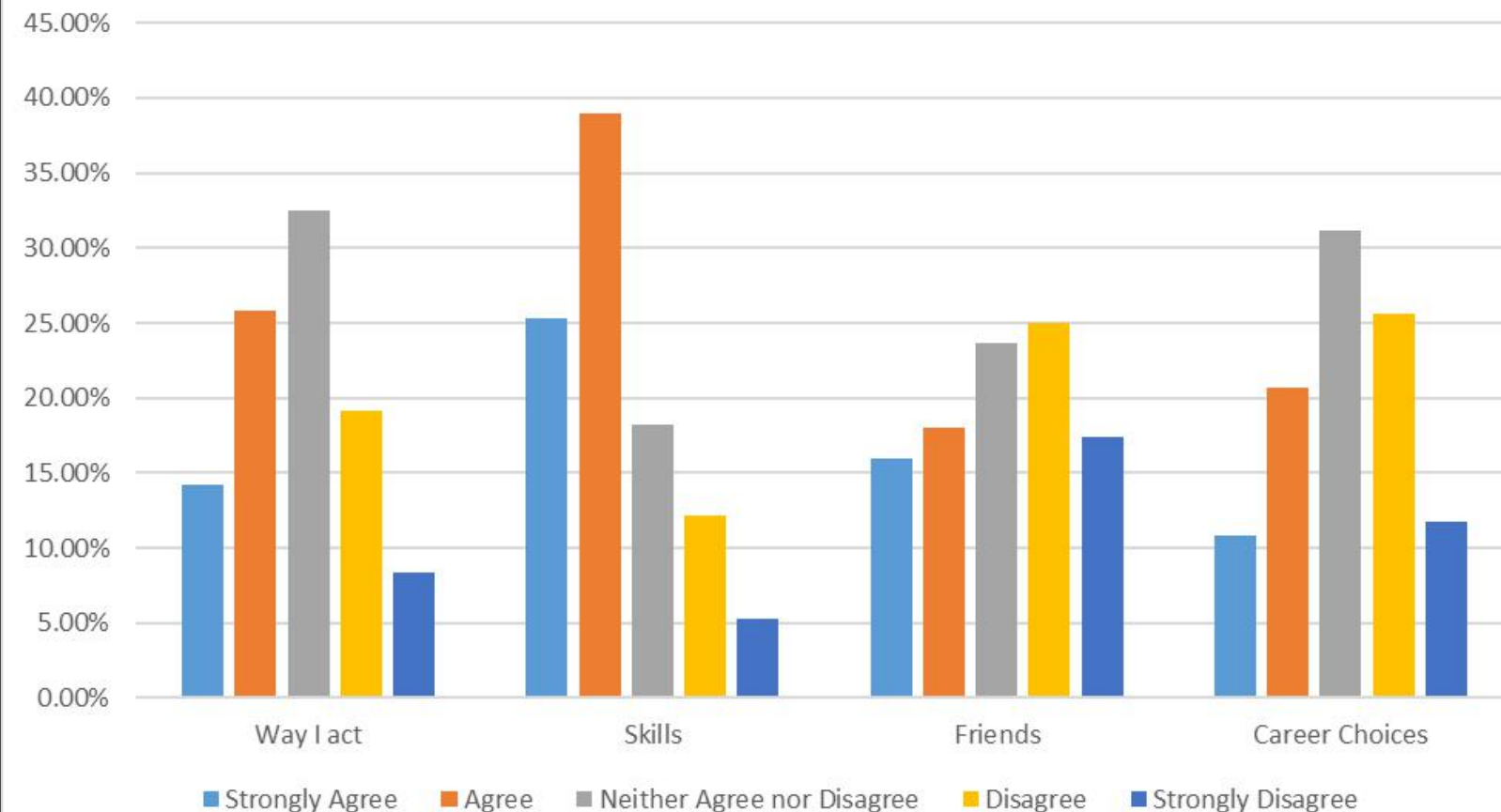
Q2 - The GLE component of this course has made/will make me change the way I act.

Q4 - The GLE component of this course provided skills and knowledge that I will use in the future.

Q5 - Through the GLE component of this course I made connections with international students that I will maintain beyond this course.

Q6 - This GLE will affect my career/career choices.

Behavioral Change



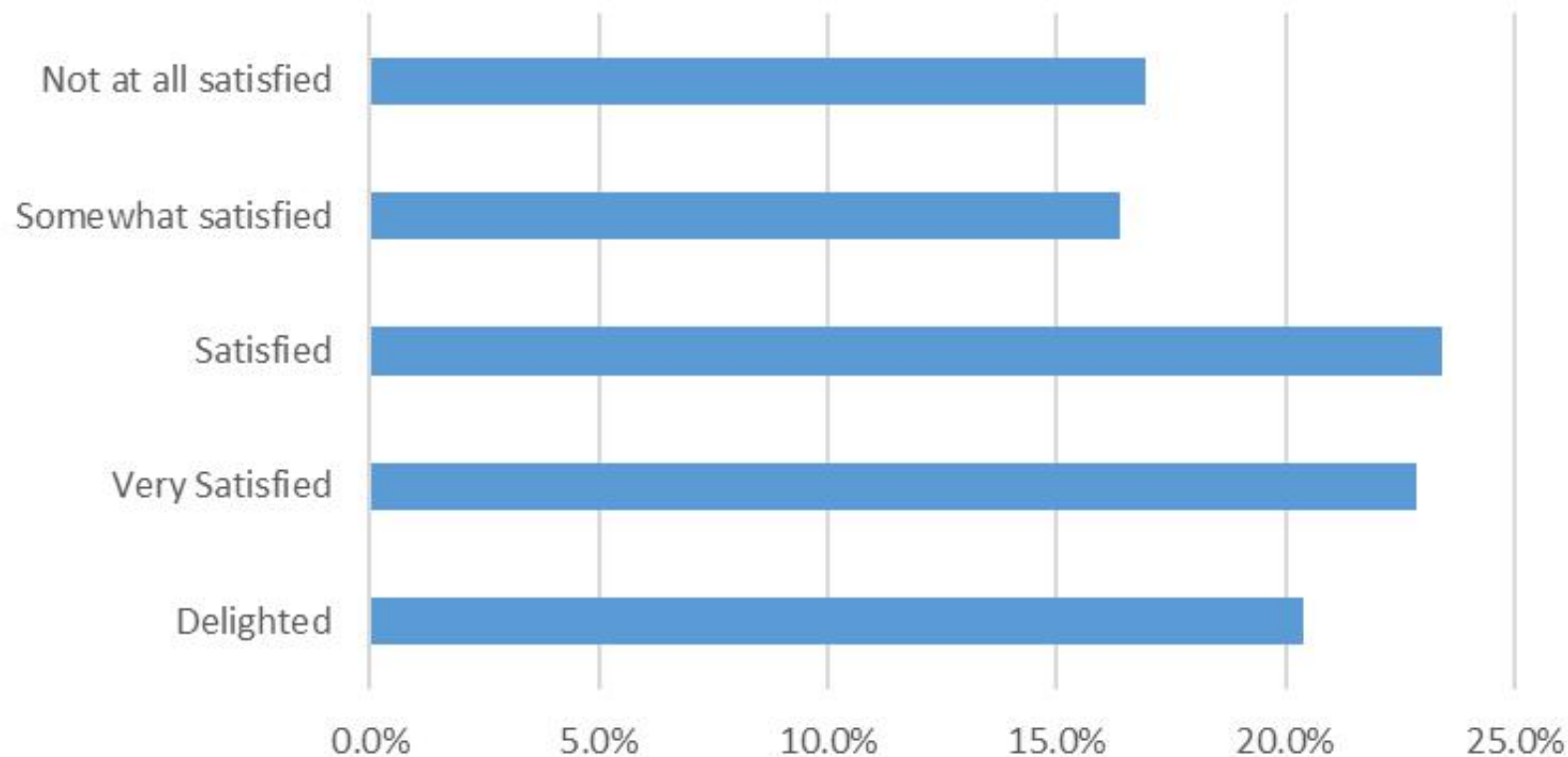
Questions by category:

Overall Satisfaction

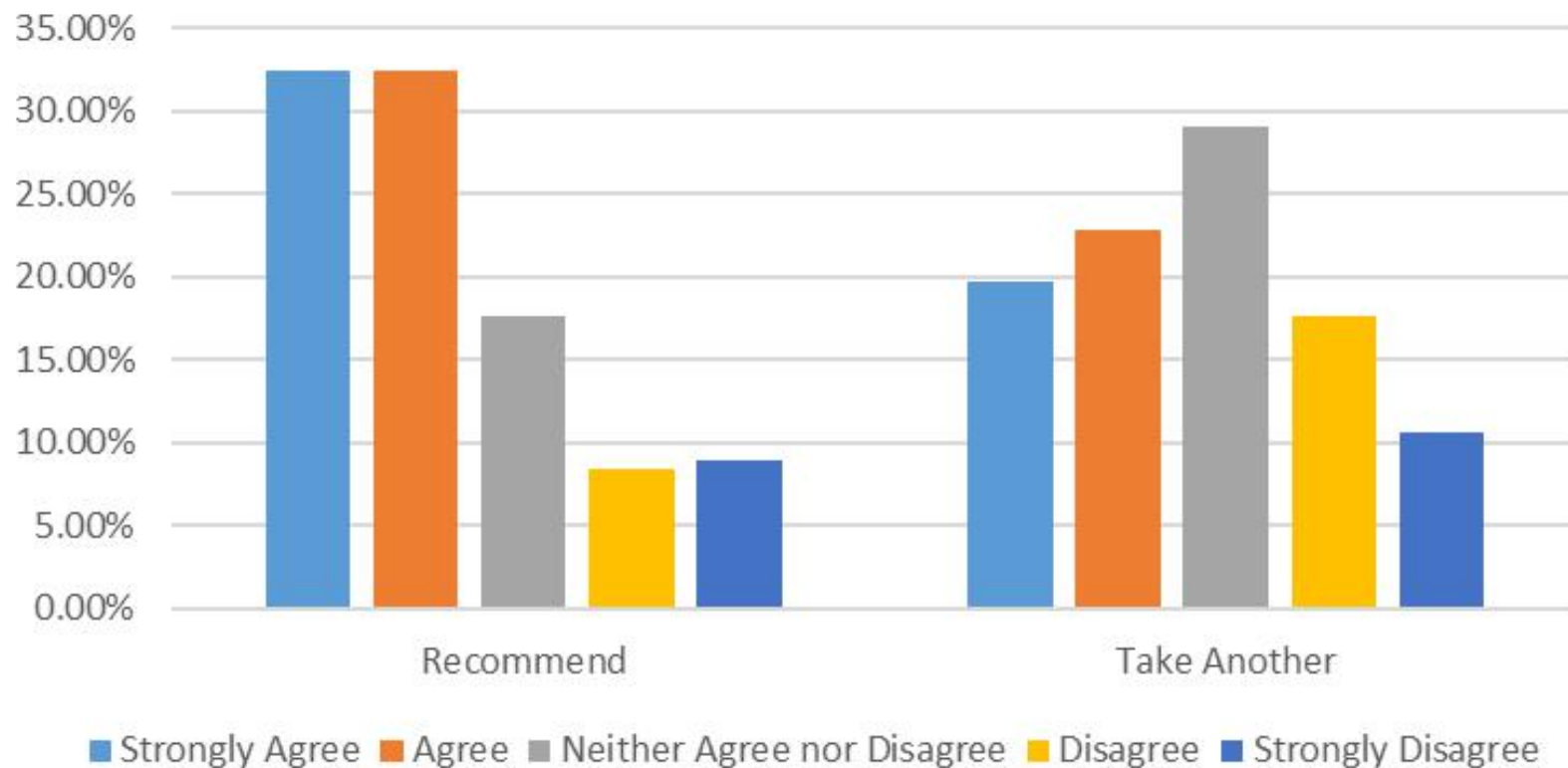


- Q10 - I would recommend a course with a GLE component to other students.
- Q11 - I would choose a course that included a GLE component over a course that did not.
- Q13 - Overall, at the end of the GLE component of this course I felt (Delighted – Very Satisfied – Somewhat satisfied – Not at all satisfied)

Overall at the end of the GLE I felt:



Overall Satisfaction



Q1	0.771		Q9	0.933
Q2	0.184		Q8	0.909
Q3	0.820		Q3	0.820
Q4	0.667		Q1	0.771
Q5	-0.100		Q7	0.744
Q6	-0.068		Q10	0.711
Q7	0.744		Q4	0.667
Q8	0.909		Q12	0.577
Q9	0.933		Q11	0.234
Q10	0.711		Q2	0.184
Q11	0.234		Q13	0.133
Q12	0.577		Q6	-0.068
Q13	0.133		Q5	-0.100

- Analysis:
+2 for SA,
1 for A,
0 for Neither,
-1 for D,
-2 for SD

	Logistics
	IC Elementary
	Overall
	Behavioral Change

2018		2015-2017		Change
Q1	0.805	Q1	0.744	8.2%
Q2	0.156	Q2	0.206	-24.4%
Q3	0.848	Q3	0.797	6.4%
Q4	0.716	Q4	0.630	13.7%
Q5	-0.130	Q5	-0.077	-67.7%
Q6	-0.100	Q6	-0.044	-126.7%
Q7	0.844	Q7	0.666	26.8%
Q8	1.022	Q8	0.822	24.4%
Q9	1.026	Q9	0.861	19.2%
Q10	0.684	Q10	0.762	-10.2%
Q11	0.249	Q11	0.222	12.0%
Q12	0.578	Q12	0.576	0.4%
Q13	0.235	Q13	0.054	332.9%

- Analysis:
+2 for SA,
1 for A,
0 for Neither,
-1 for D,
-2 for SD



Logistics



IC Elementary



Overall



Behavioral
Change

Take Aways



- The overall logistical support process stabilized and students are increasingly very comfortable with all the logistical aspects of the COIL projects
- Students' perceptions of the overall experience have significantly improved although they remain mixed
- Students have an overall increasingly positive perception of their own growth in elementary intercultural awareness
- Students recognize that COIL projects help them acquire useful skills
- Students are increasingly hesitant on perception of actual behavioral changes motivated by the COIL experiences.

Thank you! Stay connected:

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To learn more about the GLE program, visit <http://go.depaul.edu/gle>
To see examples of GLE projects, click [here](#)