

# COIL and Summitx.org:

Innovative Approaches to  
International Online Collaboration



*The purpose of this workshop is  
to discuss examples, methods and mechanisms  
for connecting and collaborating across cultures  
and distance for the common good.*



Learn about the purpose and practices of globally connected teaching and learning (GCTL) experiences.

Understand the Collaborative Online International Learning (COIL) method: Why it is used, and how it is effectively applied in practice.

Consider the collaborative activities and needs of Summit teams, and the functions of the <https://Summitx.org> website.

# Sequence of Presenters



**Dr. Carine E. Ullom**

Globally Connected Teaching and Learning



**Dr. Keiko Ikeda**

Collaborative Online International Learning



**Dr. Michele Estes**

Summitx.org the Summit Series Extension




**Globally  
Connected  
Teaching &  
Learning**

**What is GCTL?**



**Who's doing GCTL?**



**Why are they doing GCTL?**



**How are they doing GCTL?**

**GNL com**

**eTwinning**

**Telecollaboration**

**OIE**

**Virtual  
Exchange**

**Virtual  
Mobility**

# eTandem

## A proven learning method

Two individuals meeting regularly to learn each other's languages - this is as old as time. However, for over 30 years, this learning method has been systematically practised under the name **tandem**.



**eTandem** is tandem at a distance usually using electronic media such as e-mail, telephone and video conferencing.

Since 1994, over 30 European universities, schools and other educational institutions have researched and successfully implemented this form of language learning.

**GNI com**

**Online**

**Intercultural**

**Exchange**

**Telecollaboration**

**Virtual**

**Exchange**

**Virtual  
Mobility**

**Globally  
Networked  
Learning**  
Exchange Mobility



**GNI**  
**Collaborative**  
**Online**  
**International**  
**E-Learning**  
**Exchange Mobility**

**What is GCTL?**



```
graph TD; A[What is GCTL?] --> B[Who's doing GCTL?]; B --> C[Why are they doing GCTL?]; C --> D[How are they doing GCTL?];
```

Who's doing GCTL?

Why are they doing GCTL?

How are they doing GCTL?



# GCTL is an umbrella term for...

learning experiences that are **carefully designed** to encourage and support constructive **cross-cultural communication, collaboration, and/or dialogue** between individuals or groups who are geographically distant and/or from different cultural backgrounds.

These experiences are **technology-enabled, sustained** (conducted through institutional partnerships, curriculum-based, and guided), and **supported** by educators or facilitators.

GCTL leverages ubiquitous, robust, and low/no-cost technologies to bring the potentially **transformative impact of meaningful intercultural experience** to all.

~Adapted from Virtual Exchange Coalition and EVOLVE  
(Evidence-Validated Online Learning through Virtual Exchange)

# The Five P's of Globally Connected Teaching & Learning

- Partners/Partnerships
- Pedagogy
- Participants
- Personhood (the self)
- Platform (the technology)
- Policy (governments, accrediting bodies)

What is GCTL?

**Who's doing GCTL?**

Why are they doing GCTL?

How are they doing GCTL?

# Post-Secondary Education

**History**

**Nursing**

**Music**

**Sociology**

**Media Studies**

**Religious Studies**

**Languages & Cultures**

**International Relations**

## SYLLABUS

**Environmental Studies**

**International Business**

**Teacher Education**

**Women's Studies**


**Business Ethics**

**Marketing**

**Fine Arts**

# East Carolina University



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*Pictured below, a screen at the ECU Global Classroom shows the students from Algeria, with the ECU class shown in the upper left.*





[Home](#) > Virtual International Exchanges (VIE)

# Virtual International Exchanges (VIE)

Share

## Welcome!

Here at ALTEC, we love the idea of connecting your course with a course abroad! Feel free to reach out to us if you are interested in any Virtual International Exchanges (VIE) projects.

Learning a language is one of the most beautiful culturally diverse experiences in a lifetime. A language learner has the opportunity to immerse themselves in another

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Fall 2017 F

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Fall 2017 F

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Fall 2017 S  
& CU VIE

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Fall 2017 U  
CU VIE

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**PennState**  
Beaver

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Penn State Beaver will launch its EDGE program this spring when it partners with faculty and students from the University of Split in Croatia.

Image: Ashu Kumar

## On the EDGE: Beaver launches virtual international exchange program

January 12, 2018

# Virtual Exchange as tool for internationalisation

Past Experiences and current projects in the University of Groningen

Sake Jager, ICT and Education & Applied Linguistics  
University of Groningen

U4 Humanities Cluster Meeting: Structural exchange opportunities in education  
Ghent, 5-6 October 2017





THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

my.UQ

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# What is Virtual Exchange?

The Virtual Exchange Program is a collaboration between eight UQ partner universities. We will open our curriculum to students from partner universities.

UQ students have the opportunity to gain credit by undertaking online courses from around the world (MOOCs).

# Primary and Secondary Education







## MY VOICE MY SCHOOL



unrwa  
الأونروا

united nations relief and works agency  
for palestine refugees in the near east



## SOLIDARITY BEYOND BORDERS A CLASSROOM STORY



EUROPEAN UNION



### WELCOME TO MY VOICE MY SCHOOL

In the last four years, over 900 students in the Middle East, Europe and the USA have worked together through online exchanges to share their vision and advocate for a quality education for every child, wherever they are.

My Voice-My School is an education project which empowers Palestine refugee children by giving them a voice and the opportunity to communicate with their peers overseas on issues dear to them. For the last four years, it has put children at the heart of the conversation on Sustainable Development Goal (SDG) 4 'Quality Education' and what it means to them.

# Youth Organizations

## Why Virtual Exchange?

Youth who have **little or no access** to physical exchange can benefit from the **mind-opening opportunities** offered through a **virtual** experience.



YOUTH FOR UNDERSTANDING  
Intercultural Exchange Programs

- 1) Engage More Global Youth
- 2) Address Opportunity Gaps
- 3) Counter Violent Extremism

What is GCTL?



Who's doing GCTL?



**Why are they doing GCTL?**



How are they doing GCTL?

# Why are they doing it?

## **Students/Children/Youth**

- Facilitate direct intercultural experience
- Reduce fear of “other”
- Bridge to going abroad
- Develop confidence
- Confront stereotypes
- Authentic language learning/practice environment
- Learn to collaborate across cultures and time zones (prepare for global workforce)



# Why are they doing it?

## Students/Children/Youth (cont'd.)

- Affordable opportunity for Global Experiential Learning
- Global awareness/international perspectives
- Intercultural competence development
- **Develop global citizen identity**



# Why are they doing it?

## Faculty/Tutors/Instructors

- Opportunity to innovate
- Internationalize curriculum
- Opportunity to collaborate internationally
- Personal and professional development
- Gain confidence with technology
- Opportunity for data collection and research
- New perspectives on one's discipline
- Appreciate growth and learning in students
- **Develop global citizen identity**

# Why are they doing it?

## Administrators

- High-impact/low-cost internationalization strategy
- New reason to form international partnerships
- Opportunity to strengthen existing partnerships
- Invigorate faculty (research, new pedagogies)
- Aligns with mission goals around “developing globally engaged citizens”

**Why** are they doing it?



Ultimately, it's about

**Cultivating the  
Globally  
Sustainable Self!**

What is GCTL?



Who's doing GCTL?



Why are they doing GCTL?



How are they doing GCTL?



Turnkey, packaged  
systems or projects,  
prepared curriculum



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**Empowering young adults  
to engage with difference  
constructively.**

**Join the Movement**



[www.soliya.net](http://www.soliya.net)





## Week 4: *Intercultural Communication*

### Objectives

- To discuss the second set of required readings, which allow students to explore various facets of intercultural communication through theoretical perspectives and practical approaches
- To have students reflect on their communication skills and examine how issues of intercultural communication impact the dialogue process
- To continue to build students' comfort and ability to take leadership in the medium

### Online Activity & Discussion Topics

- **Learning Component:** Intercultural Communication  
Students explore intercultural communication by examining concepts such as the definition of culture and ethnocentrism vs. cultural relativism, exploring the challenges that prevent effective communication across cultures, and brainstorming ways to address such challenges.
- How do you define "culture"? What are the main elements that make up a culture?
- Is cultural sensitivity important? How do you engage with cultural differences? What are the best ways to address such differences?
- What are the main barriers to effective cross-cultural communication, and how do they impact intercultural communication and relations? What are some ways to address these challenges?
- **Readings:** Which of the authors that you read this week did you agree with most? Which did you disagree with? Why?

### Assignments & Deadlines:

#### Required Readings & Final Project Discussions

- ☒ Discussion this week will be based on readings for "Intercultural Communication"
- ☒ Students have their second small group discussion with their final project partners during their group session





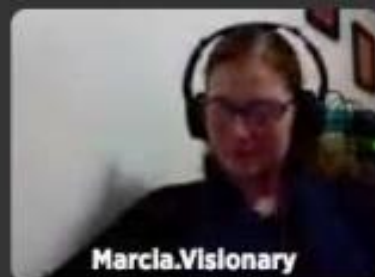
lisa\_wright 21:14:28

Ray - you will want to re-frame  
right away - hold back



lisa\_wright 21:14:34

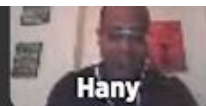
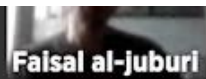
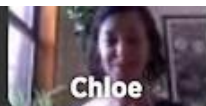
yes, we do



Raise a hand!

Send





**Hany** 15:13:42  
not when it is raining :)



**Rafael** 15:14:21  
What is on your mind today?



Talk!

Send



Participants



Breakout Room Manager



Room Settings



Screenshare



Manage Polls



Whiteboard



Presentation Layout

# Sharing Perspectives Foundation



SHARING  
PERSPECTIVES  
FOUNDATION

VIRTUAL EXCHANGE • PROGRAMMES • ABOUT US

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The Sharing Perspectives Foundation is a non-profit non-governmental organisation dedicated to providing students and academics from across the globe with an opportunity to collaboratively study contemporary themes. Our virtual exchange programmes stimulate students and academics to cooperate effectively through new media technology and social networks. We provide online classrooms to directly bridge theory and practice by making the classroom itself a venue for cross-cultural exchange.

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## Virtual exchanges

Virtual exchanges are defined as **technology-enabled, sustained, people-to-people, cross-cultural education** programmes. Though methodology, topics and scope can differ, virtual exchange programmes have a sustained pedagogy where the focus lays on the sharing of personal experiences and

## How does it work?

An explanation of our previous virtual exchange programme and reactions from students.

# REFUGEE MIGRANT ASYLUM SEEKER?

## EUROPEAN REFUGEE/ES:

JOIN THE DIALOGUE  
BETWEEN REFUGEES  
AND NON-REFUGEES.

DISCUSS THE REFUGEE  
CRISIS TOGETHER IN OUR  
UPCOMING VIRTUAL  
EXCHANGE PROGRAMME  
SPRING 2017.



MORE INFORMATION:  
[WWW.SHARINGPERSPECTIVESFOUNDATION.COM/EUREF](http://WWW.SHARINGPERSPECTIVESFOUNDATION.COM/EUREF)







WHO WE ARE

WHAT WE DO

OUR IMPACT

PROGRAMS



FOSTERING DIALOGUE &  
UNDERSTANDING AMONG THE  
WORLD'S YOUTH





# OUR IMPACT







Learn with the world, not just about it.

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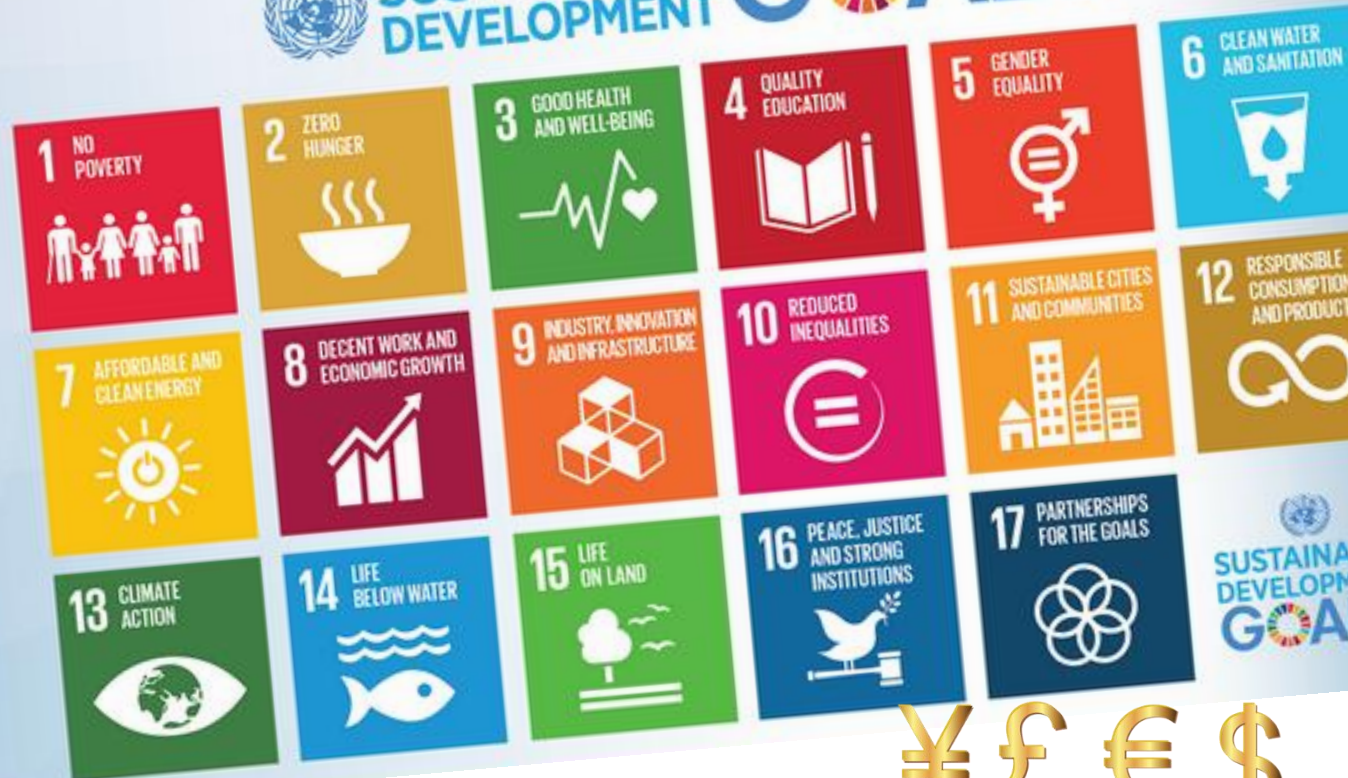


SUSTAINABLE DEVELOPMENT GOALS

# iEARN Projects Align to the UN Sustainable Development Goals

iEARN projects connect youth to change the world! See how iEARN projects align with the UN Sustainable Development Goals to improve the quality of life on the planet.

READ MORE



[www.etwinning.net](http://www.etwinning.net)

eTwinning  
Portal:  
the main  
meeting point

eTwinningDesktop

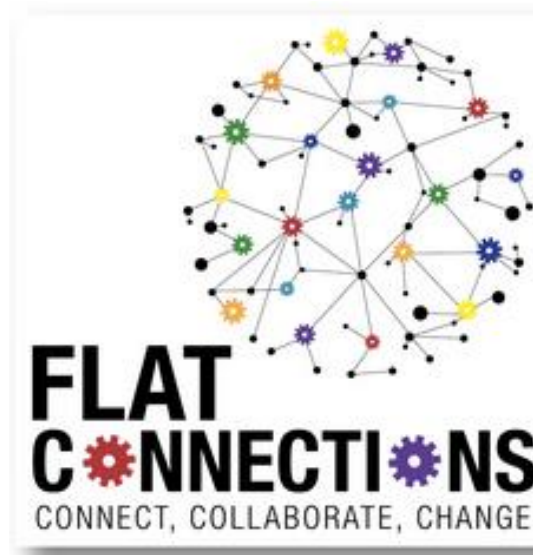
eTwinningLive

eTwinning Live  
/Desktop/:  
personal space

TwinSpace

TwinSpace:  
projects



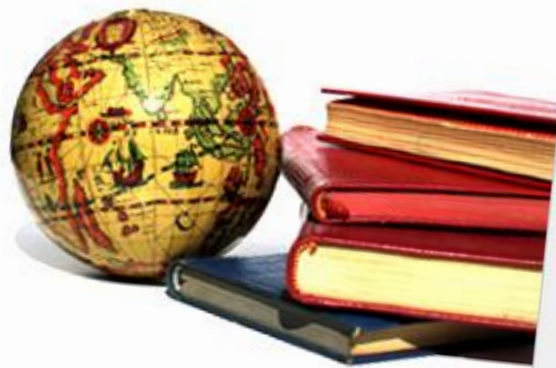


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# JOIN OUR GLOBAL ONLINE CLASSROOMS AND LEARN WITHOUT WALLS

## Global Education Resources



This section of the TIGed site is dedicated to providing a wide range of resources that support integrating technology and global perspectives within the classroom. If you are new to the TIGed community, check out our [Best Practices Guide](#) for in-depth case studies of educators utilizing technology to facilitate innovative global educational projects. Utilize the [Activities Database](#) to find lesson plans, activities, and games contributed by TIGed members and partners, and contribute your own! And, be sure to explore the collection of thematic classrooms - online spaces pre-populated with lesson plans and resources designed to support learning about specific topics and issues. Thematic classrooms are free to use, and feature a range of collaborative learning tools, including blogs, games, discussion boards, online image galleries, text and video chat. Create yours today!

### Tread Lightly Thematic Classroom



Exploring climate change through the lens of prints, this thematic classroom helps school students to understand basic

**Contact us!**

### Tobacco Control Thematic Classroom



Smokers almost exclusively take up the habit during their youth. Designed to help reduce the incidence of tobacco use among secondary school students, this thematic

### HIV/AIDS Thematic Classroom



Young people are amongst those most affected by HIV/AIDS. Drawing on

**FREE**





# Empatico.

FREE

Empatico.

Activities

Questions?

English ▼

Log In

Sign Up for Free

Empatico is a free tool that connects  
classrooms around the world

Sign Up for Free

Watch the Video

Empatico empowers teachers and students to explore the world through experiences that spark curiosity, kindness, and empathy. We combine live video with activities designed to foster meaningful connections among students ages 7-11.

Empatico is, and always will be, 100% free for educators everywhere.



Connect with other classrooms through  
video interactions

All you need is an internet connection and a computer with a camera to create memorable moments your students will never forget. No apps. No downloads.

<https://empatico.org/signup>

# Donors and funders







Using technology to help young  
people learn about the world and  
about each other



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## U.S.-Japan COIL Initiative



**The American Council on Education (ACE) is pleased to announce the U.S.-Japan COIL Initiative, aimed at expanding U.S.-Japan higher education ties through collaborative online international learning (COIL).**

ACE invites applications from U.S. accredited, degree-granting higher education institutions for the U.S.-Japan COIL Initiative. Through a

competitive selection process, ACE will identify up to six U.S. institutions to work with new or existing Japanese partner institutions to develop, deliver, and assess one or more COIL courses.



### U.S. Embassy & Consulates in Japan

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**European  
Commission**

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## About EVOLVE

Objectives and a

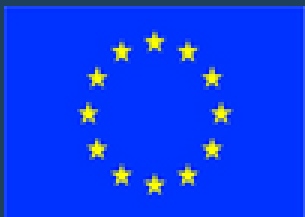
EVOLVE (Evidence-Validated O  
mainstream Virtual Exchange  
international learning across  
Europe and beyond.

EVALUATING AND

EVALUATE

Erasmus+  
Virtual Exchange

ER EDUCATIO



With the  
Erasmus  
of the Eu

EVE consortium:



kiron

MIGRATION  
MATTERS

UNICollaboration



# Do-It-Yourself (DIY) GCTL

1. Find your own partner(s)
2. Develop your own curriculum (pedagogy)
3. Decide on (and implement) your technologies (platform)



# Find a Partner

The Stevens Initiative helps connect people and organizations with each other to grow the field of virtual exchange. Fill out the [form](#) below to share information about yourself and to explain what you are seeking in a prospective partner. The Stevens Initiative will review each submission to determine whether there is an appropriate match for partnership. The Initiative may not be able to identify an appropriate partner for all individuals or organizations.



**FREE**

Search

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[Evaluation ▾](#)
[Training ▾](#)
[Forums](#)
[About UniCollaboration ▾](#)
[My account ▾](#)



## Member login

Username or email: \*

Password: \*

[Create new account](#)

[Request new password](#)

[Login via other accounts](#)

Log In

Registered users: 1,020 | Online: 0

<http://uni-collaboration.eu/>

Welcome Educators

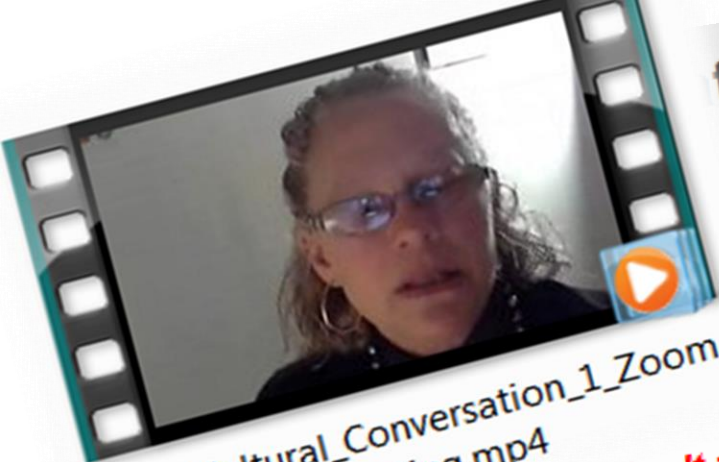
Get to know UniCollaboration

Welcome Students

## Welcome

This platform is aimed at supporting university educators and mobility coordinators to organise and run online intercultural exchanges for their students. In these exchanges, students from universities in different countries collaborate together using online communication tools to carry out collaborative projects and to learn about each other's language and culture. By taking part in such projects, students can develop foreign language skills, intercultural awareness, electronic literacies as well as learning more about their particular subject area.

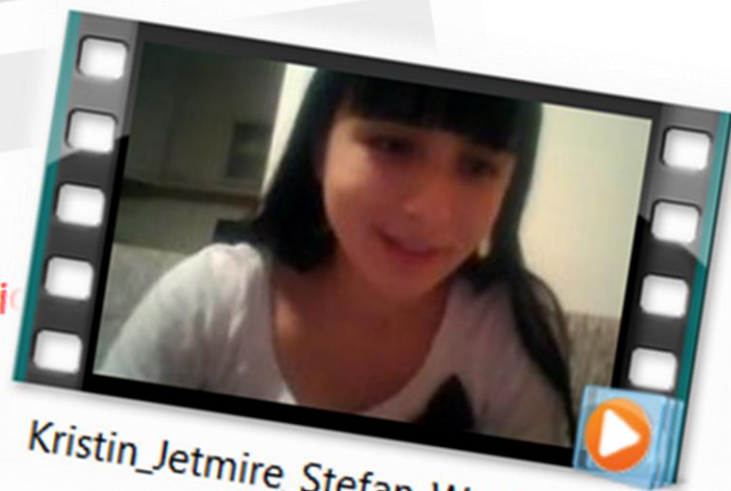




Cross\_Cultural\_Conversation\_1\_Zoom\_recording.mp4

tion topics

**You may talk about other things too!**  
**Please don't feel you must limit your conversations to these topics**



Kristin\_Jetmire\_Stefan\_Week\_5.mp4

Module 1—Foundations & Introductions

Please describe the...

process for becoming a teacher in your situation to each other. Where/how does the process start? What do you have to do to become a teacher in primary or secondary school? What laws or regulations govern teachers in your situation? What kinds of schools do you have? (Private? Public? Special education? Other?) Are there requirements for staying employed as a teacher after some years? "average" school environment in your situation. (For example, the annual calendar, the daily schedule, the typical school day/week, the number of students/pupils in a classroom, the buildings, the rooms (layout, equipment, furniture, technology, etc.), and the facilities in general.)

Module 2—We are all Teachers

Please discuss topics such as curriculum (who decides what it is?), teacher autonomy, leadership (of the school, of the district, of the policy system, etc.), decision-making, methods and expectations for assessing student learning, and far

Module 3—Reflections and Actions

Discuss what this joint learning experience has been like for you. What things do you still want to know? What plans will you make as a teacher as a result of this experience? What plans might you make for yourself?

**You may talk about other things too!**  
**Please don't feel you must limit your conversations to these topics**



Practice\_w\_Bisera.mp4



facebook



canvas  
BY INSTRUCTURE



padlet



skype™

Today'sMeet



Kahoot!

Blog!

# Two examples of DIY GCTL courses

<http://ottawau.blackboard.com>

**Username: SummitSeries**

**Password: SummitSeries**

*I think I see people differently than I used to. I think I'm a bit more open-minded . . . and not as hesitant when it comes to communicating with people from different parts of the world and trusting them because I don't (sic) personally have met them or know them. Also, I think by meeting a lot of you Americans through Zoom and communicating it was good for me to get a different picture for you as people and as a nation than what the media represents . . .*

**~Ankica, in an interview following 8-week GCTL course**

# **COIL**

Collaborative Online International Learning

# Agenda for the 2<sup>nd</sup> Section

## **PART ONE**

An introduction to Collaborative Online International Learning (COIL)

## **PART TWO**

Case studies from an US institution and Kansai University

## **PART THREE**

POTENTIAL USE OF COIL FOR THE FUTURE GLOBAL EDUCATION



# What is COIL?

COIL stands for:

Collaborative  
Online  
International  
Learning



what is COIL?

COIL is also known as globally networked learning, virtual mobility, tele-collaboration

The term “collaborative online international learning” combines the four essential dimensions of real virtual mobility: It is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process. (de Wit 2013)

COIL is **not**:

- A replacement for study abroad
- A massive open online course (MOOC) or online course
- A curriculum
- Teleconferencing
- A technology platform
- Software

COIL is:

- Team teaching across two or more cultures using online communication
- Structured so that the success of students in each class depends upon the others’
- Customized, to fit the mission, culture, and learning outcomes of each institution
- Applicable to any discipline





- ☆ Soliya has a specific platform for individual students to participate, a set format to propose discussion questions.
- ☆ COIL does not request a specific platform.



Like Comment

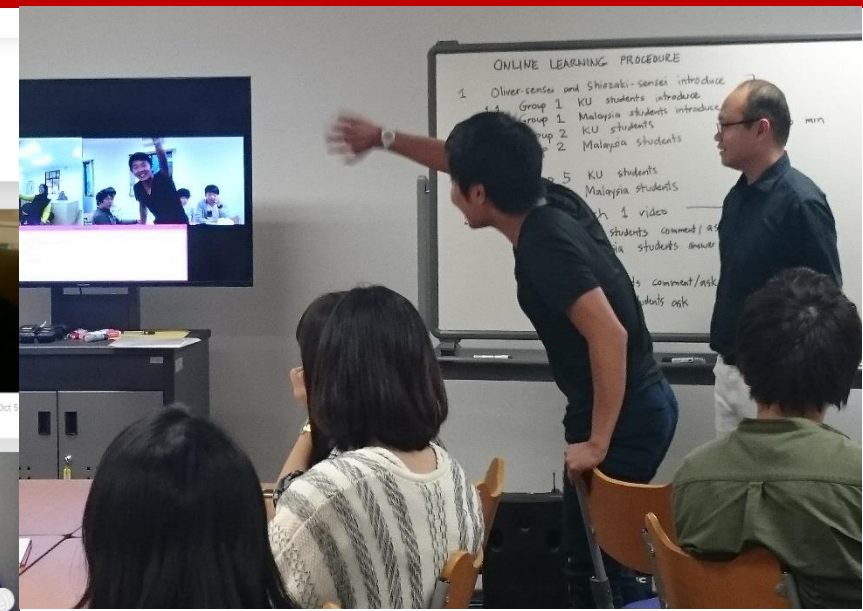
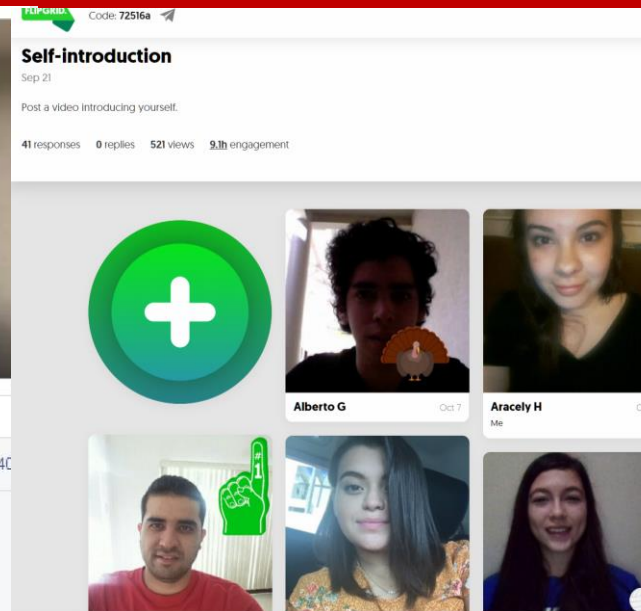
You, Shoko Nagata and 4 others

Seen by 40

View 4 more comments

**Taylor Arielle Sarah** Hey group one!! Can't wait to work with you!!  
--FIT group 1

Like · Reply · April 30 at 11:46am





# COIL = Flexible Model

Cooperating instructors work closely with all students, but in most cases these students are enrolled, charged tuition, and awarded grades only at their home institution.

-> **Some of the newly developing programs may do a joint grading**

Classes may be fully online or, more often, offered in blended formats with traditional face-to-face sessions taking place at both schools, while collaborative student work takes place online.

-> **Mobility is not hindered but rather encouraged.**





# COIL Experience at Kansai University

**Keiko IKEDA, Ph.D.**

**KU-COIL Coordinator**

**Vice-Director, Center for International Education**

**Professor, Division of International Affairs**



# Kansai University

## Since 1886








<b>Students.....</b>	<b>30,147</b>
<b>International Students.....</b>	<b>1,200</b>
<b>Faculty Members.....</b>	<b>2,259</b>
<b>Administrative Staff.....</b>	<b>503</b>
<b>Alumni.....</b>	<b>408,830</b>
<b>Applicants for Entrance Exams....</b>	<b>86,464</b>



# 13 Departments

- 
- Law
  - Letters
  - Economics
  - Commerce
  - Sociology
  - Policy Studies
  - Engineering Science
  - Environmental and Urban Engineering
  - Chemistry, Materials and Bioengineering
  - Foreign Language Studies
  - Safety Science (2010)
  - Health and Well-being (2010)
  - Informatics (Takatsuki Campus)



# COIL Model at Kansai University

Pre KU-COIL  
“One time virtual  
exchange”

Student to student  
virtual exchange over  
**one week** and a small  
number of virtual  
interactions.

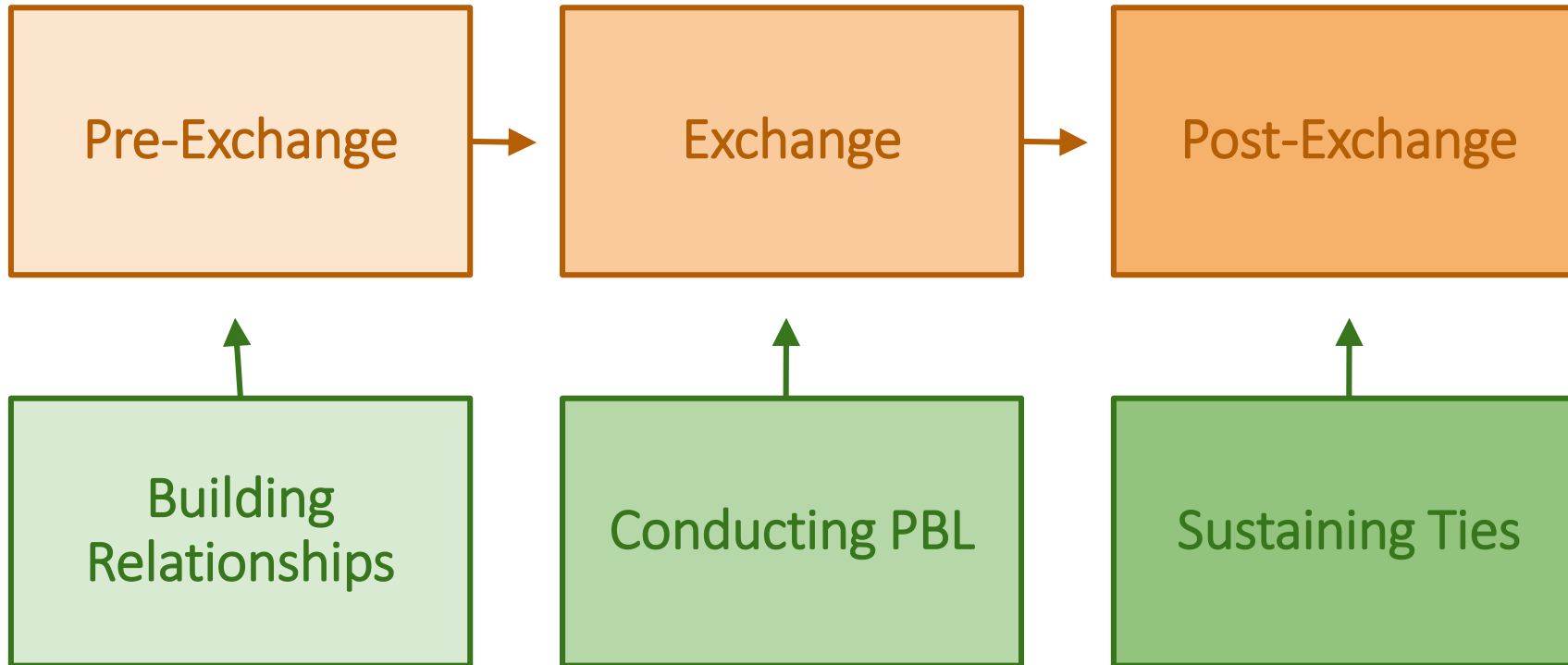
KU-COIL Enhanced  
“4-6 weeks exchange”

The standard COIL  
practice, consist of **4-6  
weeks** of collaborative  
learning activities.

KU-COIL Extended  
“Entire semester”

COIL is incorporated  
into the course for **the  
whole semester**.

# KU COIL Options



**PBL (Problem/Project Based Learning)**

# Skill Acquisition

Intercultural  
Communication

Cultural Awareness

Problem-Solving

Analysis  
(critical thinking)

Planning

Teamwork

Digital Literacy

Media Production



# KU-COIL Network 2014-2018

21 Universities

11 Countries



# KU-COIL Network 2014-2018



The background is a world map with several pink location pins. Pins are located in the United States (two), Mexico (two), Scotland (one), Netherlands (one), Taiwan (one), India (one), China (one), South Korea (one), and Japan (one). The map also shows various countries and oceans labeled.

U.S.	SUNY Oswego SUNY Ulster University of Guam Nassau Community College Fashion Institute of Technology
Scotland	Glasgow Caledonian University
Netherlands	The Hague University of Applied Sciences (new)
Taiwan	Cheng Shiu University National Taiwan University Asia University National Ilan University

# KU-COIL Network 2014-2018

Malaysia	International Islamic University Malaysia University of Malaysia Pahang
South Korea	Solbridge International School of Business SangMyung University
Mexico	University of Monterrey Monterrey Institute of Technology
Indonesia	Al Azhar Indonesia University
Thailand	Panyapiwat Institute of Management
China	Tianjin Normal University
Tanzania	University of Dar es Salaam



# Symposium and workshop in Dec 2014



Workshop Dec. 7<sup>th</sup>



Symposium Dec. 8<sup>th</sup>



テクノロジーを活用し、国境を越えたコミュニケーション力を

## COIL国際シンポジウム＆ワークショップを開催



最近を以て、バーチャルに海外の教育機関のクラスと交流学習を行う最先端の教授法、COIL(Collaborative Online International Learning/オンライン国際連携学習)。この点、関西大学はそのグローバルリーダーであるニューヨーク州立大学COILセンターと提携し、日本の大学として初めて正式にCOILグローバルパートナーネットワークに加盟した。

これにより、関西大学は2014年春季学期から「EIL-COIL」をスタート。最新のテクノロジーを応用して世界中の大学で授業しているクラスと連携することで、学生は日本に在りながら世界の授業の一環として遠隔国際交流を行うことが可能となったほか、SNSやスミイズ等を活用して各国の学生とグループワークやディスカッションを行い、実践的コミュニケーションスキルや国際感覚を磨くことができる。

2014年12月6日・7日には、千原キャンパスで国際シンポジウムとワークショップを開催。出席者には、ニューヨーク州立大学COILセンターのDr. Jon Rubin氏、京都府立大学COILセンターのDr. Jun Kubota氏、



▲千原キャンパスで実施されたワークショップの様子



ニューヨーク州立大学COILセンター  
Dr. Jon Rubin氏

京都府立大学COILセンター  
Dr. Jun Kubota氏



## 「KU-COIL ワークショップ・シンポジウム2015」を開催しました。

12月4日・5日、関西大学千里山キャンパスにて「KU-COIL ワークショップ・シンポジウム2015」を開催しました。  
台湾、マレーシア、メキシコ、ブラジル、ドバイなどの海外パートナー大学をはじめ、国内の大学からも多数の教育関係者に参加いただきました。

Kansai University hosted KU-COIL Workshop & Conference on December 4th- 5th, 2015, at the Senriyama campus. KU-COIL overseas partner universities from Taiwan, Malaysia, Mexico, Brazil, Dubai, and universities in Japan attended the event.



Workshop Dec. 4<sup>th</sup>



Symposium Dec. 5<sup>th</sup>

## Symposium and workshop in Dec 2015

# OVERSEAS COIL WORKSHOP

## Malaysia



2016.01.25 University of Malaysia Pahang



**Partnership building and Infrastructure  
check at the major KU-COIL partner  
institutions (Wifi availability, student access, etc.)**

2016. 01.26 International Islamic University, Malaysia



3rd KU-COIL Workshops and International Symposium 2017

# CONTEMPORAL PEDAGOGY AND ASSESSMENT METHODS IN INTERNATIONAL EDUCATION

1-3 December 2017

Senriyama Campus - KANSAI UNIVERSITY  
Osaka, JAPAN







# KU-COIL EXAMPLE

COIL with a wide range of disciplines



**Collaborative lectures  
exchange with overseas  
partner universities and  
discussion online**



*Photo: Science and technology  
class with University  
Malaysia Pahang (Fall Semester 2016)*

# LIVE COMMUNICATION WITH INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

[ASEAN STUDIES] TOPIC OF DISCUSSION:  
RELIGION AND BELIEFS IN MALAYSIA & JAPAN



# WORKING ASYNCHRONOUSLY

## KANSAI UNIVERSITY & FASHION INSTITUTE OF TECHNOLOGY (US)

### FACEBOOK GROUP AS COIL PLATFORM

※13 HOURS TIME DIFFERENCE

#### Ice-breaking activities: Self introduction



Like Comment

You, Shoko Nagata and 4 others

Seen by 40

View 4 more comments



Taylor Arielle Sarah Hey group one!! Can't wait to work with you!!

-FIT group 1

Like · Reply · April 30 at 11:46am

Hi guys, we're group one!! Julia, Sean and I are Illustration majors and Adam is an Accessories Design major.



#### COIL project submission

Team 1 - Yuzen Dyeing



KUFITTEAM1YUZENDYEING.pdf

PDF

Download

Preview

Like

Comment

You and Shoko Nagata

Seen by 30



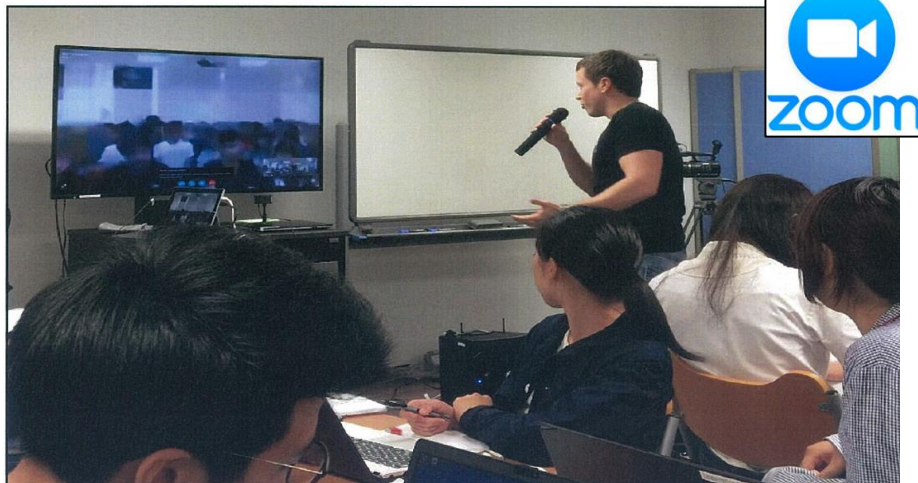
Well written essay. Yuzen dyeing is one of exquisite techniques of Japanese crafts. Kyoto has the famous Nishijin Ori, textile market including yuzen-dyed cloths.

Like · Reply · May 24 at 9:19am

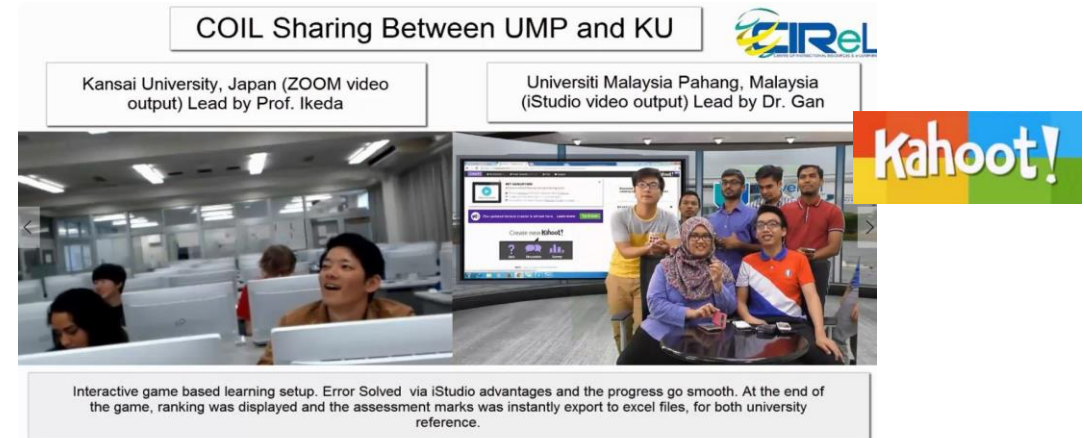


# EXAMPLES OF ICT TOOLS USED IN KU-COIL CLASS

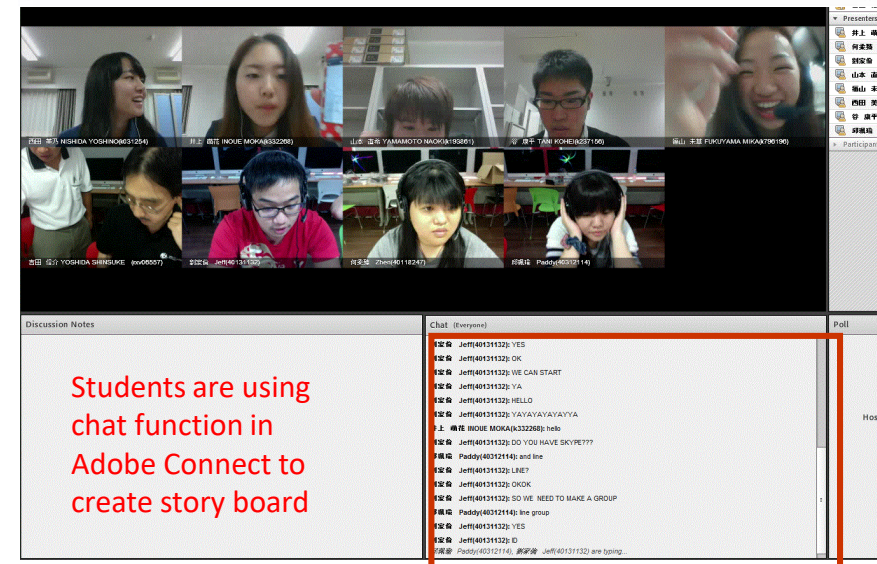
## FOR LIVE COMMUNICATIONS



## FOR COLLABORATIVE COMMUNICATIONS



## FOR ASNYCHRONOUS COMMUNICATIONS



# KU-COIL TASKS

## FOR LIVE COMMUNICATIONS



Q & A after watching video posted by their partners

## FOR ASYNCHRONOUS COMMUNICATIONS



Self introduction using video message between KU and Nassau Community College

## FOR COLLABORATIVE COMMUNICATIONS





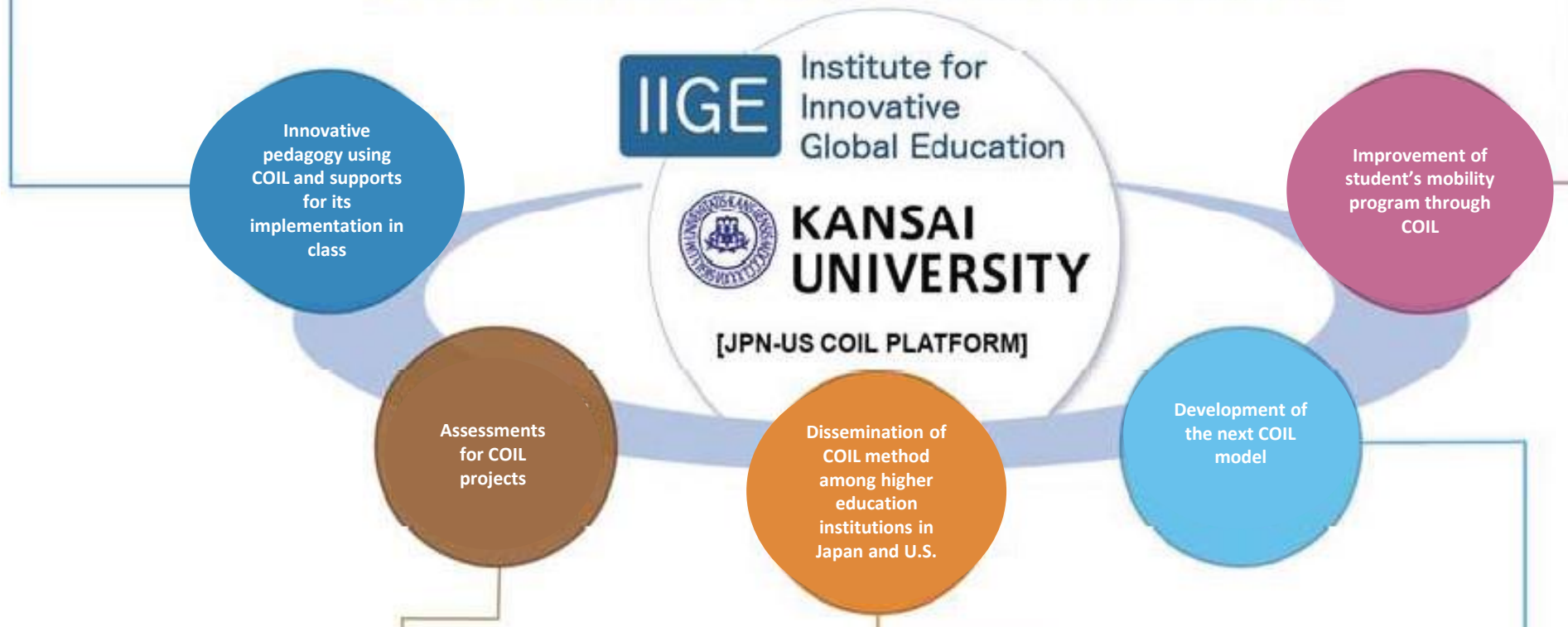
# Institute for Innovative Global Education @ KU

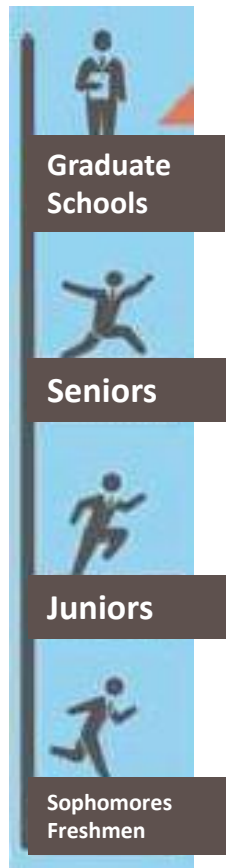




Cross-Border Education

## Contemporary International Education Without Borders Through COIL Practice





Each track has a set of learning outcomes. COIL courses are available from first year.

### Track 1

Language and cross-cultural understanding focused.  
Nurturing cross-cultural competence, negotiation skills, practical foreign language skills, and team work skills.

Collaborating Institution	Topic
	Task
	COIL Course

#### Fashion Institute of Technology (FIT)

**Cultural Diversity in Workplace**  
Comparative study of mass media portrayal of multicultural community and the actual workplace.  
**Introduction to World Affairs (FIT)**  
x  
**Global PBL (KU)**

#### University of Hawaii at Hilo (UH Hilo)

**Sustainable Development Goals**  
Exploring the commonality between Japanese SDGs and Hawaiian's Aloha+  
**International Conflict Management (UH Hilo)**  
x  
**Japanese War and Conflicts through Films (KU)**

#### Kapi'olani Community College (KCC)

**Japan through the Outsiders and Insiders Lens**  
Japanese values and cultures as seen in the Japanese literatures.  
**Japanese Literature (KCC)**  
x  
**Japanese Philosophy and Thoughts (KU)**

COIL courses are offered to all students and available in a wide variety of courses from general to specialized subjects.

### Track 2

Expertise focused.  
Task based learning in an international virtual team in the students' area of specialization.

#### Clemson University (CU)

**Surveys in Medical Equipment Production and Approval Process in Japan and U.S.**  
Students will study the process to commercialization in this project.  
**International Special Research Topics in Bioengineering (CU)**  
x  
**Mentored Research in Bioengineering (KU)**

#### University of California, Berkeley (UC Berkeley)

**Marketing Project in Japan**  
Innovation & Entrepreneurship & Marketing in Japan and U.S.  
**Innovation & Entrepreneurship in the San Francisco Bay Area (UC Berkeley)**  
x  
**Special lecture in Faculty of Business and Commerce Japanese Industries and Companies (The Global Competition) (KU)**

#### North Arizona University (NAU)

**Diversity and Business**  
Changes in awareness towards "Diversity" in the internationalized Japan and U.S. organizations.  
**Anthropology 215, Crossing Cultures (NAU)**  
x  
**Field Based Learning (KU)**

More challenging COIL courses are available as elective courses in the next tracks for all enrolling students.

### Track 3

Expertise focused (advance level)  
Aiming for certification in inter-faculty program at the U.S. institution through advanced learning skill.

#### University at Albany (SUNY Albany)

**International Issues in the Modern Society**  
Critically analyzing international problems occur in the U.S. and other country or region that strongly affecting the U.S., and bring to light the main cause of the intercultural friction and suggest solutions to these issues.  
**Launched as part of Global Distinction Program for Albany's students. Start in 2019.**  
**Comparative Asian Culture Studies Japanese Society**  
**Certified Program begin in 2021**

#### James Madison University (JMU)

**Cross-cultural and Language Studies**  
Japanese and English tandem language learning.  
Investigating the communication difference in business communication between Japan and the U.S. through sociolinguistic view.  
**Joint project between JMU and KU.**  
**Establishment of JMU-KU Joint Certificate Program. Start in 2021.**  
**Cultural Diversity (temp.)**  
**Contemporary Gender Studies (temp.)**  
To be enrolled prior to U.S. visit → equivalent to 6 credits that available in level system. After enrolling in JMU for one semester, students enroll in courses for the rest of the credits required for the qualification.

# <https://summitx.org>

The Summit Series Virtual Extension





# Summitx.org

The vision for this virtual extension of the "Summit Series: Cultivating the Globally Sustainable Self" initiative is to foster ongoing, collaborative activities while also sharing information, media and curricular materials with the public, in support of the sustainable self.



[Log in](#) [Register](#)



 English



# Register

## Create an Account

Registering for this site is easy. Just fill in the fields below, and we'll get a new account set up for you in no time.

### Account Details

**Username (required)**

**Email Address (required)**

**Choose a Password (required)**

**Confirm Password (required)**

### Profile Details

**Name (required)**

*This field can be seen by:* **Everyone**

[Change](#)



# *Activate Account*

## **Summit Extension**

**Hi cairneullom,**

---

Thanks for registering!

To complete the activation of your account, go to the following link:

<https://summitx.org/activate/G8bZHlvPfYfBM2OVdnVVE4n1KJv7Kq8W/>

# *Login*



Log in with WordPress.com

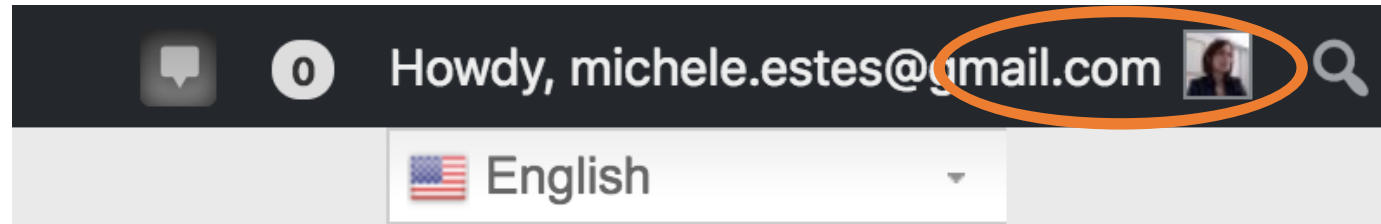
You can now save time spent logging in by connecting your WordPress.com account to Summit Extension.

OR

[Log in with username and password](#)

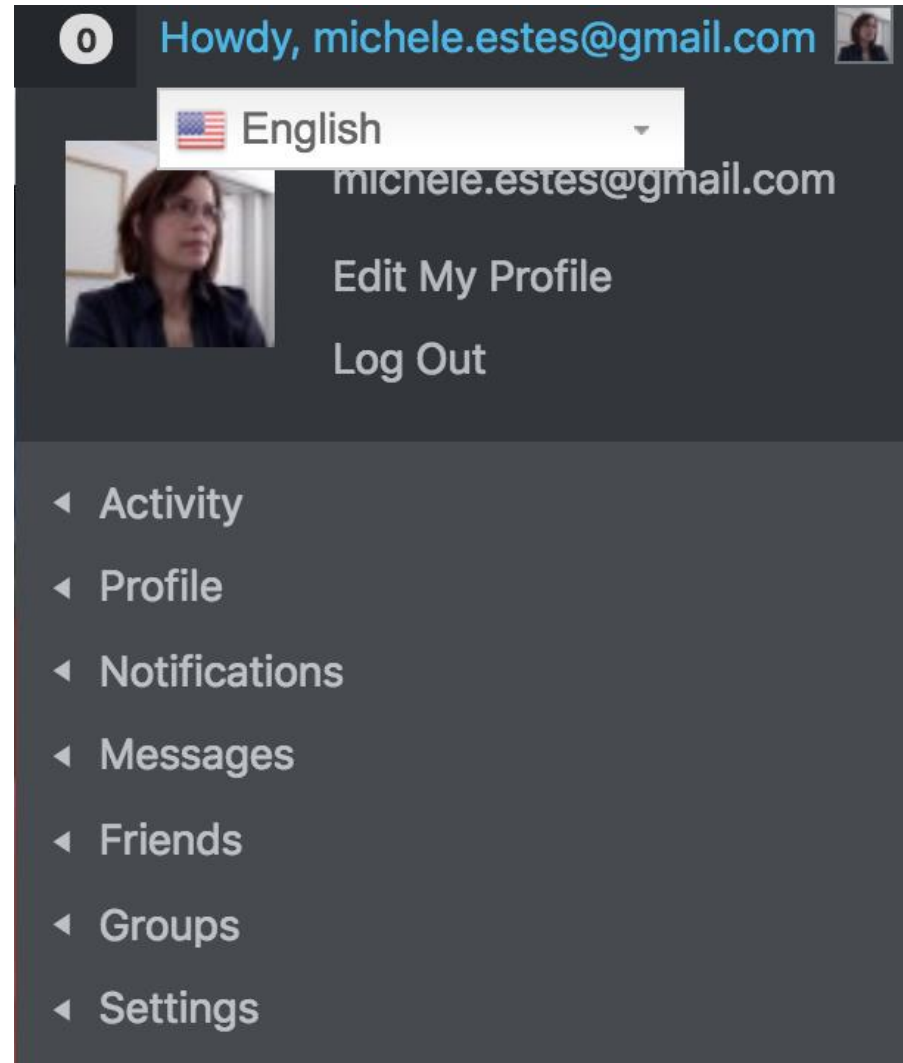
[← Back to Summit Extension](#)

# *Log-in View*





# *Access Once Logged In*



# *Notifications*



@michele-estesgmail-com

4 minutes ago

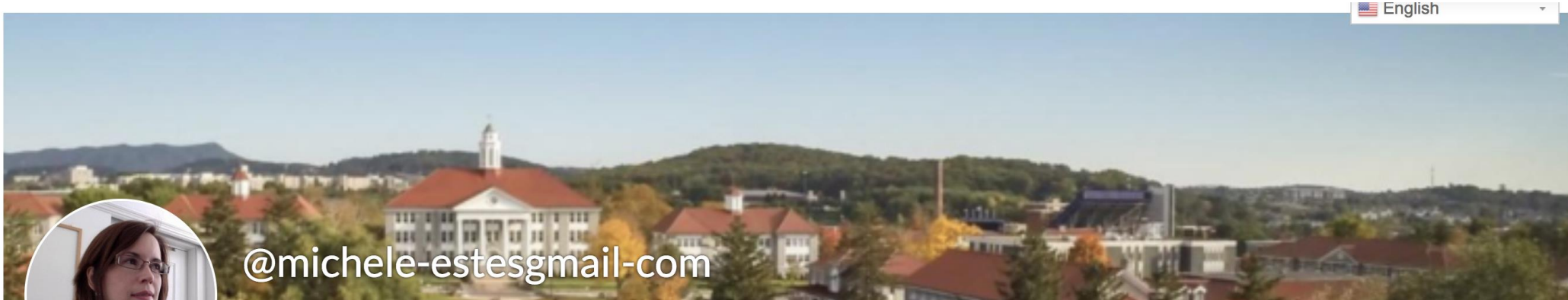
[Activity](#) [Profile](#) [Notifications](#) 0 [Messages](#) 0 [Friends](#) 0 [Groups](#) 2 [Settings](#)

[Unread](#) [Read](#)

Order By: [Newest First](#) ▼

You have no unread notifications.

# Groups



@michele-estesgmail-com

4 minutes ago

[Activity](#) [Profile](#) [Notifications](#) 0 [Messages](#) 0 [Friends](#) 0 [Groups](#) 2 [Settings](#)

[Memberships](#) [Invitations](#)

Order By: [Last Active](#) ▾

Viewing 1 - 2 of 2 groups



[Curriculum Group](#)

2 days ago

This group is for those developing curricular materials for the Summit Series.

Private Group / 1 member



[Book Chapter Group](#)

8 days ago

This is a test book chapter group.

Public Group / 1 member



## RSS



What's new in Curriculum Group, michele.estes@gmail.com?



michele.estes@gmail.com posted an update in the group Curriculum Group a few seconds ago

Let's develop some curriculum today.

Comment 0

Favorite

Delete



michele.estes@gmail.com created the group Curriculum Group a year ago

Comment 0

Favorite

Delete

# Groups

## Privacy Options

- ☐ This is a public group
  - Any site member can join this group.
  - This group will be listed in the groups directory and in search results.
  - Group content and activity will be visible to any site member.
- ☒ This is a private group
  - Only users who request membership and are accepted can join the group.
  - This group will be listed in the groups directory and in search results.
  - Group content and activity will only be visible to members of the group.
- ☐ This is a hidden group
  - Only users who are invited can join the group.
  - This group will not be listed in the groups directory or search results.
  - Group content and activity will only be visible to members of the group.

# *Groups*

## Group Invitations

Which members of this group are allowed to invite others?

- ☒ All group members
- ☐ Group admins and mods only
- ☐ Group admins only



# Summit Extension

Our vision for this virtual extension of the "Summit Series: Cultivating the Globally Sustainable Self" initiative is to foster ongoing, collaborative activities while also sharing information, media and curricular materials with the public, in support of the sustainable self.

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[Resources](#)
[Press](#)
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## "Cultivating the Globally Sustainable Self: How the Human Species Might Fulfill its Potential"

The Summit Series has brought together approximately 80 leading and interdisciplinary scholars, educators, and practitioners from around the world to confront urgent global issues. In the fall of 2015, Summit leadership presented these projects as part of a book



## Media Package

The film project is directed by Arnd Wächter, Founder and Managing Director of Crossing Borders Education ([crossingborders.education/films/](http://crossingborders.education/films/)) in partnership with the Summit Series Steering Committee and the three conveners of the Summit Series, which include the College of Education ([www.coe.edu](http://www.coe.edu)).

[Read more](#)



## Web-based Curricula and Materials

Alongside the Summit Media Package, the "fourth leg of the stool" consists of online resources that complement and further explain film concepts, including educator manuals, awareness exercises, curricular strategies, models of learning, growth, and change, assessment methods, and other educational

[Read more](#)

# *Access Member Pages Using a Password*

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Register

Announcements

Groups

Collaboration Tools

Photos Archive

Videos Archive

Password:  
summitextension

# *Collaboration Tools Information & “How To”*



# *Other Collaboration “Integration Solutions”*

Solutions often include videoconferencing, chat, screen and/or file sharing, storage, and social media features.

- Google Suite Apps
- #slack, Skype or Zoom, Dropbox
- Stride (<https://www.stride.com/how-it-works>)
- WebEx Teams (<https://www.webex.com/products/teams/index.html>)
- Zoom, Google Calendar, Google Drive



# *See Handout for Summit Series Technology Survey Link*

Please report on the functions and usability of the site, suggestions for improving the site, and for what purposes you would like to use it. Ex.

- Online learning
- Online meetings
- Scholarly portal
- Webinars
- Other

Thoughts about GCTL, COIL, Summitx.org?

# Contact Information



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## ***Materials***

[bit.ly/coilsummitxfiles](https://bit.ly/coilsummitxfiles)



## **Dr. Keiko Ikeda**

Collaborative Online International Learning  
Vice-Director, Center for International Education  
Professor, Division of International Affairs  
Kansai University, Osaka, Japan  
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## ***Technology Survey***

[bit.ly/summitxsurvey](https://bit.ly/summitxsurvey)



## **Dr. Michele Estes**

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## ***Summitx Website***

<https://summitx.org>