

COIL : A NEW APPROACH TO TEACHING & LEARNING

ELTAM

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Presented by:

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Overview of our talk today

- **Introduction>**

- About COIL –What, Who, Where, When? EXCHANGE OF STUDENTS + PROFESSORS
- About our micro-project between USA and MNE
- **Details about the project:**
- The goals and objectives: The importance of team work in 21st century
- A happy marriage of content and skills development + teamwork –synchronous and asynchronous collaboration + building a community of USA and MNE students
- Skills the students shall gain (pre – and post- surveys)
- **How of the project: technological tools used**
- Intro to new technological tools – enable learning: Slack and Flipgrid and YouTube?
- What is Slack? And what role does it have for our project? How will students collaborate?
- **Conclusion:**
- What does this project mean to our students? What innovations does it bring to our students?
- What does this project mean to our institutions?
- And our final aim accomplished: Students's Happy faces ☺

Today's speakers

- Speaker 1: “The first part: COIL, teachers’ micro-project and students’ skills ”
- Milena Luksic Djurovic, MA, University Mediterranean, Podgorica, Montenegro
- &
- Speaker 2: “The second part: COIL Technology and previous experience of the proposed apps and tools ”
- By Olivera Stankovic, MA, LaGuardia Community College, New York City, USA
- And yes!!! We miss Ilona Maslova very much today!

ABOUT COIL 1

- About **COIL** –What, Who, Where, When?
- Conceived in 2004 – a pioneer and visionary – Professor Jon Rubin and his colleagues at SUNY.
- EXCHANGE OF STUDENTS + PROFESSORS, but ONLINE
- Collaborative Online International Learning (COIL) connects students and professors in different countries for collaborative projects and discussions as part of their coursework.
- COIL Collaborations between students and professors provide meaningful, significant opportunities for global experiences built into programs of study.
- COIL enhances intercultural student interaction through proven approaches to meaningful online engagement, while providing universities a cost-effective way to ensure that their students are globally engaged.
- It was conceived as an ONLINE INTERCULTURAL EXCHANGE OF students and professors, **much before the covid-19 pandemic started.**

COIL 2

IT INTEGRATES :

- **DUAL EDUCATION** *(**CLIL** – CONTENT AND LANGUAGE INTEGRATED LEARNING)+ **TBT** (TASK-BASED TEACHING)

+

- **CALL** (COMPUTER-ASSISTED LANGUAGE LEARNING) AND **NBTL** (NETWORK-BASED LANGUAGE TEACHING)

IT OFFERS:

- INTERNATIONAL PERSPECTIVE TO COURSE SYLLABUS + WORKS ON DEVELOPMENT OF DIGITAL AND INTERCULTURAL COMPETENCE + DEVELOPS a “SHARED SYLLABUS” BETWEEN FACULTY MEMBERS OF PARTNERING INSTITUTIONS,
- RICH PARTICIPATION OF ALL PARTICIPANTS (FACULTY + STUDENTS)
- PROJECT-BASED LEARNING SUPPORTED BY PROFESSORS AS FACILITATORS AND MODERATORS
- STUDENT -LED LEARNING

Our micro-project between USA and MNE

WHO?

- This is the third year during which the collaboration between the two-partner institution takes place.
- This year, the project brings together 3 Faculties from 2 Universities:
- Faculty of Tourism, University Mediterranean, Podgorica, Montenegro represented by **Milena Luksic Djurovic**
- Faculty of Tourism, LaGuardia Community College, CUNY, represented by **Iлона Maskova**
- Faculty of English, LaGuardia Community College, CUNY, represented by **Olivera**

WHERE will this exchange happen?

- –virtually/online by using different technological tools both, in synchronous and asynchronous classroom context

WHEN?

- Anytime during an academic year (either in the spring or fall semester, or both)

HOW?

- By utilizing technological tools such as SLACK, Microsoft TEAM, ZOOM, or others in **4 to 6 weeks**.



LaGuardia Community College, New York, USA



University Mediterranean, Podgorica, MNE

The goals and objectives of our COIL

GOAL- EMPHASIS IS PUT ON EXAMINING DIFFERENT CULTURAL AND NATIONAL EXPERIENCES OR THEIR INTERPRETATIONS OF the SUBJECT CONTENT.

- Students will master the content by exploring, investigating, and discovering themselves and their international peers and their cultures and in due process
- Students will develop soft and collaborative skills + inquiry/problem/solving skills
- Students will experience simulation of real-life corporate world business operations.
- How will it be implemented? Using Slack and Flipgrid, YouTube, emails, and instant messaging apps like Viber and WhatsUp . *(Olivera will explain how it is envisaged in more details).

Pre-exchange training and input

HOW did it all begin?

- Dr Olga Aksakalova and her team acted as a middleman between partner institutions and tried to find the perfect match in order to maximize the learning process.
- Teacher who were selected to be facilitators of telecollaboration received an intensive training from January – February 2021.
- Individual projects were presented before and approved by the COIL COMMITTEE for each teachers' team.
- We had a **full freedom to choose the topics** we would like to cover in our project with our students and implemented inside our student teams – but we decided that topic should be relevant to the current situation the whole world is in, but the topics are still related to and touch upon what we already must and will cover in our OWN classroom.

Our micro-project between USA and MNE

- What will our students learn about in our micro-project?
- **“Tourism marketing in post-pandemic market: Re-Establishing consumers’ trust and revitalizing tourism business under the pandemic pressure”**
- A pressing topic for Montenegro and USA in particular and tourism as industry globally.
- **Students** will need to engage with their peers in their own groups to answer the questions and do the tasks/ pre-established assignments and present them in the medium of their choice on Slack platform for others to read or watch and comment on their work.
- **We as teachers** need to make sure the communication flows smoothly and promptly provide the feedback to our students in due process but give them freedom how they will do the task, how they will present it, when they would meet... within the set deadlines for each week.
- **-The tasks** won't be just linguistically challenging for Montenegrin students; they would present a challenge to find the evidence and support for their claims using not only the teaching material suggested but also do the research by themselves.

Our micro-project between USA and MNE

- **What would our students learn – by the topic?**
- The current pandemic affected customers' behavior and priorities while traveling. Tourism organizations across the world must reinvent and redesign their marketing strategies in response to these new demands. In order to regain consumers' confidence, emphasis on safety, hygiene, cleanliness and other measures must not only be implemented but also effectively communicated to future travelers. **In collaboration with global partners, you will conduct research around these new travel sentiments and based on your findings design a durable marketing strategy that would foster future business success.**
- Topic is a **general tourism-related theme** that is being both relevant to the students (part of their course curriculum) and pressing in terms of the current covid-19 situation.
- **Week 1 – Introduction** – face-to-face meet-up and Students' intros, fun facts, still pictures of their favorite places in MNE or NY, funny memes, videos of their lives in both countries, etc. – to build a sense of a community.
- **Week 2/3/4 – Tourism-related topics** – like a puzzle – each topic adds new info about the previous one and makes an intro to the next – different ways of expressing ideas.
- **Week 5 – final presentation preparation** – teams meet and discuss the main points, develop the marketing campaign for hotels in MNE and NY, film the videos, write an accompanying essays and presentations –
- **Week 6 – synchronous meet-up** – a showcase of their work, topic knowledge, skills they gained / **NEW 1:** students as facilitators of the sessions – and Teachers and Students offer their **final remarks and feedback.**
- **NEW 2:** Pre-survey + post-survey – how to improve the whole students' experience of virtual education and training.
- **NEW 3:** WEEK 2/3/4 - task-based teaching

What do students need to do in order to participate successfully?

- How will each weekly assignment be tackled by the students?
- Receive and think of Research question(s)
- + brainstorming phase (teams)
- + research phase (each member of the team has its role)
- + formulate- the- answer phase (team together)
- + present - the findings - phase (in any mode they choose and deem acceptable (text, picture, video or a combination of all the ones - already mentioned))

THE PROJECT OUTCOMES and SKILLS

- What do we plan to instill in them?
- What skills and why are they important for this moment in history?
- Is it just a content we would like them to learn, or maybe sth else?
- Definitely, it is a combination of content + ESP language (from MNE perspective) + Soft skills necessary for business + intercultural awareness and conflict solving practices

But THE STUDENTS WILL DEVELOP OVER TIME:

(sought-after skills needed to successfully enter a job market in the 21st century such as –)

- critical thinking,
- inquiry and problem-solving skills,
- communicating knowledge in global contexts,
- global self-awareness,
- integrative learning addressing real-life problems,
- and reflection and self-assessment.

Global learning value and skill

- 21st century skills RUBRICS developed by Association of American Colleges and Universities Value Rubrics:
- 1. Global learning – enables Students to analyze and explore /investigate / examine complex global challenges (pandemics in this case), communicate respectfully in diverse environments, apply learning to take responsible ethical actions in contemporary global contexts. –acquired cumulatively across the whole project and beyond.
- It has 3 dimensions:
 - 1. Understanding global issues and events
 - 2. Communicating Knowledge in Global Contexts
 - 3. Ethical engagement and Global self-awareness.
- Students can get 4 different grades under each dimension rubric – from Novice, Developing, Competent and Proficient.

Inquiry and problem-solving values and skills

- Inquiry and problem-solving
- - Inquiry - to explore the issues and questions through the collection and analysis of evidence that results in informed conclusions and judgments.
- Problem-solving – refers to the ability to design, evaluate and implement the strategy to answer an open-ended question, overcome and obstacle or achieve a desired goal.
- 4 dimensions:
 - 1. Framing the issue
 - 2. Evidence gathering
 - 3. Analysis
 - 4. Conclusions
- -novice user, developing, competent and proficient user

Integrative learning value and skills

- It takes place as learners address real-world problems.
- It aims to instill change in the student, who becomes more confident and a life-long learner
- Students pull together their experiences inside and outside the classroom making connections between theory and practice.
- Involves making connections, reflecting on the work, self-assessing diverse information.
- The assignments should include – reflective thinking, supporting and providing evidence and connections students make to their personal and professional lives.
- The capacity to integrate and apply learning is not just a beneficial skill, but a necessary one. – in a complex, rapidly changing and increasingly connected /globalized world
- 1. Connections between and Among academic disciplines
- 2. Connections to Experience
- 3. Ability to apply learning across diverse contexts
- 4. Reflection and self-assessment -how to respond to new and challenging contexts.
- Novice, Developing, Competent or Proficient user

So, what is innovative about the COIL?

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- 1. TIME AND PLACE - Telecollaboration that is going to happen both synchronously and asynchronously by using tech apps – never done before between US and MNE tourism and communication students.
 - 2. CLIL – content and language –integrated learning – between two teams – as one TEAM originates from the country which speaks a target language for MNE TEAM- the language is learned as it is used.
 - 3. COIL teaching – 3 teachers, experts in different domains, come together as facilitators and mediators of the content to support skills-building process.
 - 4. Skills for 21st century – to effectively participate in more-than ever connected world *(intercultural competence, critical thinking, negotiating meaning, conflict-avoiding or resolving).
 - 5. Methodology used – pre-/post-surveys, videos as a mode of expressing our students' ideas& instruction & assessment & evaluation, reading as just prompts leading to students-led research, etc...
 - 6. Technology used – Zoom meetings, Slack, Flipgrid, and YouTube – both as a content instruction media and place to post their research via/using videos, messages, essays, memes, pictures.
 - 7. Multi-layered communication involved – traditional face-to-face, not-so-traditional text-messaging apps and e-mails, but also through videos and pictures and memes (as semiotic signs).



Technological Tools and Students digital literacies

- SLACK
- WORDPRESS
- CANVAS
- PADLET
- FACEBOOK
- WHATSAPP
- PADLET
- VIBER

Our COIL project in Slack (in progress)

The screenshot displays a Slack interface within a web browser. The browser's address bar shows the URL `app.slack.com/client/T01NNT14ZC4/C01NVCJRJ56V`. The Slack workspace is titled "Tourism Marketing in Post-Pandemic Market (USA- Montenegro, Spring...". The channel being viewed is "#make-your-introduction-ice-breaker".

The channel header includes a search bar with the text "Search Tourism Marketing in Post-Pandemic Market (USA- Montenegro, Spring...". The channel name is "#make-your-introduction-ice-breaker" with a star icon and a user count of 4. The date is "Wednesday, February 17th".

The main content of the channel shows a message from "Professor Olivera Stankovic" at 9:46 PM. The message text is:

Optional questions and ideas to chat with your peers – You do not have record this info:

1. How has the pandemic affected your life?
2. Have you traveled outside of America?
3. Both, NYC and Montenegro are attractive tourist destinations. How did COVID-19 bring changes in tourism? Give some examples that you have noticed.

Recording Instructions: Please make a video on YouTube

1. When you start recording your video, don't have background noise. However, you can be creative and go to a park and make a video. It will be fine.
2. Try to have good eye contact by looking at the camera from time to time.
3. Don't be too close to the camera.
4. Don't look down if you read your outline in front of you. Be yourself and be casual like you are talking to your friend in class.
5. Keep looking at the camera like a TV reporter.
6. If you prefer, you can have a few flashcards or a sheet of paper with bullet points, so that you can take a short look down and then straight up, while you are sitting or standing in front of your camera.
7. Your video should be about 2-3 minutes. (please do not go over)
8. Please Do NOT upload your video directly to SLACK - Create a YouTube link for your video - because of SLACK storage space. YouTube guide will be provided by your instructor as an extra attachment.
9. Technically, you can make it in 2 minutes, but you need to be clear and explicit.
10. Paste your YouTube video link in SLACK/Channel 1 (Introduce Yourself).

Note: YouTube guide will be uploaded in Browser on Slack. Check it out before you make a video. (edited)

A second message from "Ilona" at 10:15 PM follows, stating: "joined #make-your-introduction-ice-breaker along with Professor Milena Luksic Djurovic."

The bottom of the screenshot shows the Windows taskbar with the system clock at 7:17 AM on 3/12/2021.

Students' reflections

1. Which ideas revealed by your international peers about the topic were familiar to you? Which were new?

"It would have to be the situation in other countries. I realized that most of them dealt with the effects and consequences in a similar way to the one in my country. However, we had a detailed insight into the daily life of those who were dealing with it in a somewhat different way."

2. Did your perspective on the topic change as a result of participating in the COIL collaboration? Please use specific examples to illustrate your point(s).

"It most definitely did. Before interacting with other students, I wasn't completely aware of the situation in other countries. It also helped me realize that we were all dealing with the situation in our own ways, while still managing to stay disciplined and patient."

3. Did the COIL collaboration illuminate anything new about your culture? About the culture of your international peers?

"In a certain way, it did. I was able to see that our country worked hard to keep everyone around us safe. It also portrays the people of our country as disciplined, calm and collected."

Final remarks

The COIL benefits for students:

- a) advanced learning by collaborating with their international peers and utilizing innovative digital tools
- c) upgrading critical thinking and problem/inquiry/solving skills
- d) enhancing emotional intelligence such as empathy

The COIL benefits for faculty:

- a) professional development opportunities (participating and attending various symposiums, seminars, webinars, and conferences on virtual exchange and new pedagogical approaches that necessary to be practiced and applied in these uncertain times.
- b) many publication opportunities (we will share with you a few links to be informed further on virtual exchange conferences and academic journals where you can send your future project in this field for publication).
- c) making connections, collaborating, and publishing with our international partners worldwide.
- d) learning about teaching styles and curricula in other countries.

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The end of the presentation, but not
the project 😊



Thank you!

Q&A – Your questions are more than welcome.

As you can see, we will have fun this semester.

For more info, please send your questions to:

milenaluksicdjurovic1@gmail.com or ostank1974@gmail.com