Internationalization Through Technology Award Program

AIEA Annual Conference

February 18, 2014

Historical Perspective

- 2001 – AT&T Award Program

- 2009/2010 – Internally Funded Program; focus on faculty led initiatives
  - SUNY COIL Center received award

- 2013/2014- Current initiative

Overview

- **Goal:** To recognize institutions with established or emerging initiatives that utilize technology to enhance internationalization and global student learning.

- An award program presented by ACE in collaboration with the SUNY Center for Collaborative Online International Learning (COIL)

- Made possible by generous sponsorship by Asahi Net International (ANI)

Award Categories

Category 1 - Leaders in Internationalization through Technology

- Cash prize

- Recognition at ACE's Annual Meeting in San Diego, CA (March 8-11, 2014)

Category 2 - Advancing Internationalization through Collaborative Online International Learning

- Up to 14 months of training and support from SUNY COIL to implement two pilot courses

- Recognition at 2014 COIL Conference (NYC, March 20-21, 2014)

Award Criteria-
Category 1 / Leaders

- Articulated commitment
- Senior leadership support
- Administrative structures
- Allocation of resources
- Faculty Involvement
- Measuring global student learning
- Sustainability
- Scalability

What is the SUNY COIL Center?

- Started in 2006 as faculty-led initiative at SUNY Purchase

- Moved to SUNY System Administration in 2010

- COIL's Mission includes:
  - Encouraging and supporting the development and implementation of collaborative online international courses around SUNY, across the US and around the world
  - Building bridges between study abroad, instructional design and teaching faculty communities, thereby integrating and enhancing international education experiences across the curriculum

- Hosts leading annual international conference in field

The COIL Bridge
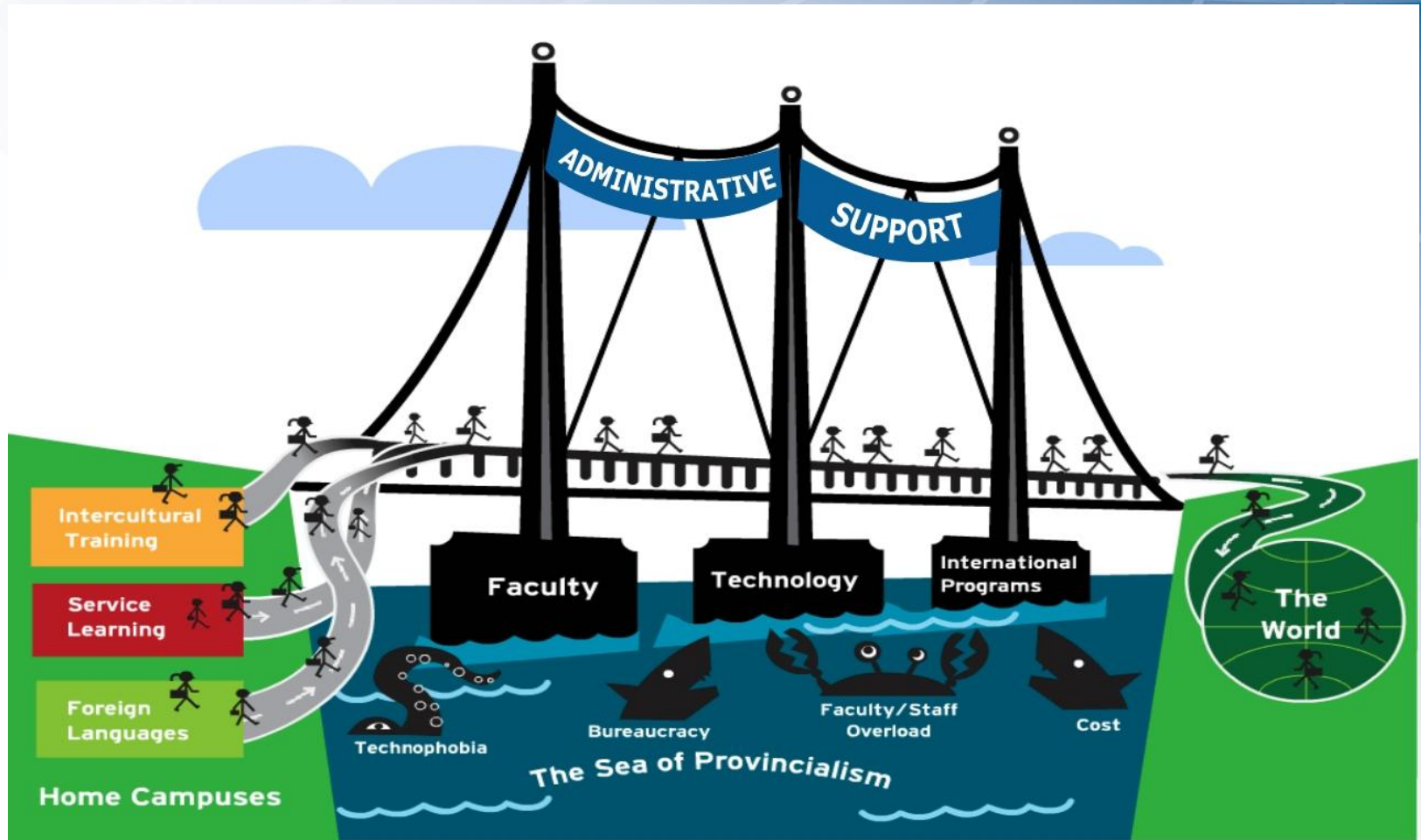
What is Collaborative Online International Learning?

- Teaching modality that develops **cross-cultural awareness** in multi-cultural **online/blended learning environments**

- Involves **partnered faculty based in two or more countries** connecting their students through engaged coursework

- Faculty work together to develop a shared syllabus creating a **team-taught** networked learning space **active for four to fifteen weeks**

- **Uses technology** to bridge the distance between students

- Emphasizes **experiential & collaborative learning**

- Is a **cost-effective internationalization vector** for institutions to meet strategic goals and internationalize curricula

Award Criteria –
Category 2 / Advancing Intlz

- Institutional vision
- Institutional commitment
- Senior leadership support
- Faculty involvement
- Support (Technology, instructional design, international programs)
- Existing or incipient international partnership

Review Process

External Review Team comprised of experts in the field

Hans de Witt, Professor, Amsterdam University of Applied Sciences of Netherlands

Darla Deardorff, Executive Director, AIEA

Julie Little, Vice President, Educause

Ann Doyle, Director (Global), Internet 2

Lorrie Clemo, Provost, SUNY Oswego

Alexandra Schultheis Moore, Associate Professor, UNC Greensboro

Applicant Pool

- 24 applicants; 12 in each category
- Mix of institutions, BUT no community colleges
- Category 1:
  – Majority masters/doctoral; evenly split private/public
  – Diverse programs: curricular/co-curricular, consortium
- Category 2:
  – Majority baccalaureate/masters; evenly split private/public
  – strong submissions; demonstrated commitment (potentially a result of application requirements)
  – Variety of academic fields and partner countries

RFP

PROCESS

- Two categories with very different rewards for those selected

- More detailed proposal required than prior years

- Required an institution-wide effort – less responsive to one-off proposals/projects

IMPACT

- Fewer applications

- Generated future interest

- Instigated developmental activity

- Higher quality, more in-depth proposals

- Better prepared to advance efforts

Category 1- Submission Summary

- Collaborative online international learning programs w/resources to support & enhance
- Consortial approach – pooling expertise and resources
- Co-curricular approaches – connecting with students outside of the classroom
- Leveraging strengths/opportunities in online/distance education

Category 2 – Submission Summary

Areas of Study

- Business
- History
- Language
- Global Issues
- Literature
- Archaeology
- Computer Science
- Information Technology
- Math
- Environmental Studies

Partner Countries

- Kyrgyzstan
- Cameroon
- UK
- Mongolia
- China
- Jordan
- Spain
- Palestine
- Germany
- Thailand
- Namibia
- Peru

Lessons Learned

- Evolving field; leaders are just emerging

- From our limited sampling, it appears that COIL-type models seem to offer the greatest potential to engage faculty and impact student learning

- Look outside of academia for successful models/approaches

An Expert's Perspective

- Number of quality applications illustrate the increased relevance of collaborative online learning and use of technology in internationalization, beyond the fashionable MOOCs

- Although understandable, these are only US submissions partnering with institutions abroad.

An Expert's Perspective

- Outside the US, also initiatives are taken in this area. See for instance: http://uni-collaboration.eu/

"This platform is aimed at supporting university educators and mobility coordinators to organize 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."

An Expert's Perspective

Interesting to see how projects increase the global diversity of cooperation in comparison to study abroad and exchange

Crucial in this 'third dimension of internationalization': abroad, at home **and virtual**, is the shift from reactive and passive mode to interactive collaboration between students and faculty across borders

Are there questions before we break into groups to consider how technology can enhance internationalization at your institutions?

Breakout Exercise

Guiding questions:

1. Does your institution currently use technology to enhance internationalization? In what ways? If not, where do you see readiness and potential?

    a. Do you have a vision statement guiding the use of technology for internationalization or is there reference to technology in an existing campus internationalization plan?

    b. Would these efforts have senior leader support? Could you get support?

    c. Who else/is or must be involved to make these efforts successful?

2. Does your institution currently have an international partner institution with which a COIL-type project would be appropriate? How would you introduce this concept to them?