Transcript for FLO Friday: Collaborative Online International Learning (COIL)
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Host: Helena Prins

HELENA PRINS:
Good morning, everyone. Welcome to our FLO Friday on Collaborative Online International Learning. We are very happy that you chose to spend this morning with us. My name is Helena Prins. I'm an advisor on the BCcampus Teaching and Learning Team, and my colleague, Kelsey Kilby is here for tech support. Kelsey is our coordinator. Then of course, we have the fabulous FLO facilitator, Alison Foo with us, who's going to lead us through the session. Want to just remind you that we are recording the session. If you don't want to be recorded, then you should keep your camera off, please. You can also change your name, but otherwise, feel free to participate through the chat today. You can unmute when invited to do so as well. We will send you the recording as well as the slides in the coming two weeks or so. The slides will also be sent to you this morning as part of the reminder. So I want to start up in a good way. I am zooming in from the unceded territories of the Lekwungen people, which includes the Songhees and Esquimalt Nations. I've lived here on this beautiful island for about 16 years now, and I am committed to continue my learning towards reconciliation and decolonizing practices. What that means for me is I have to continue learning and reading. Right now I'm diving into this book. I've been a little bit into this book already *Decolonizing Educational Relationships*. One of the authors from the local university that I'm affiliated with Royal Roads. I'm just going to read two very short pieces from here. "One of the key aspects of decolonial work is to understand the importance of revealing the often hidden or silenced histories that lie behind how the world works today." Then they say on page 21, "Education," and this is one of those things that sometimes we try to hide, that we want to surface. "Education has been a core tool used to colonize people's minds. Through its process of coercion, domination, and elimination, it has murdered, dehumanized, enslaved, subjugated and oppressed Indigenous lives, families, and communities. In some cases, for many generations." Then the authors also argue that "All students who have been minoritized and marginalized continue to be forced to assimilate into dominant ways of thinking, being, viewing, and doing in the world through the colonial, modern form of education, that is, colonializing their ways of viewing the world. The issues present in education systems are therefore deeply connected to the social, cultural, geopolitical, economic, and environmental issues facing the world today. That is to say, the coloniality of educational relationships mirrors the coloniality of global relationships." So I thought I'll just read those two pieces as a reminder of why we do territorial acknowledgments and our responsibility to continue to learn and surface these issues.

 Today we are touching on our global relationships. So we are very fortunate to have Alison Foo with us, who's going to take you through the next hour on collaborative online international learning. Thank you for being here, Alison, so excited.

ALISON FOO:
Thank you so much for having me, and thank you for that introduction. Hello, everyone. I'm Alison Foo, and I'm really excited to share my experience with COIL with you, but also to facilitate discussions for group learning because I'm hoping to learn perspectives and strategies from you as well. I'm calling in from where we now call North York, Ontario right now, and I'll start by sharing my positionality, so you'll know where I'm coming from. I am Chinese, born in Canada to immigrant parents. I'm the eldest sibling and ci-gender woman and an old millennial. I have short, shoulder-length black hair. I'm wearing gold-rimmed glasses, a white-coloured shirt, a yellow cardigan, and my backdrop is an old school green chalkboard. And the colour scheme for the slides are matching with the BCcampus logo colours, which are dark blue and turquoise. I have experience as part-time faculty teaching COIL capstone courses at McMaster University Continuing Education. I also teach remote capstone courses at Seneca College that were not intending to be COIL, but it just so happens that sometimes our local domestic students often end up taking that class internationally. Other positionalities that you'll see come up today in my suggestions and in my perspectives include my industry experience working on and managing international remote teams, my career communication and leadership coaching, and my equity, diversity, inclusion, accessibility, and dignity advocacy work.

We have five main learning goals today, and to cover those, we'll be talking about things like what is COIL? Examples of COIL assignments. What are the advantages of COIL? Challenges of COIL. You're going to be hearing the word COIL a lot today. [laugh Suggestions for COIL, design and facilitation, and very briefly, online tools that might be helpful.

COIL stands for collaborative online international learning. It's a term coined by the State University New York, and it has the following characteristics. Traditionally, the definition of COIL included having the syllabus design being done collaboratively by educators from different countries. But the main focus is on collaborative learning. In other words, multicultural, remote student teams that are doing group projects together to either create something, solve a problem, or complete a task. The teacher's role is really to just facilitate because the goal is for the students to learn from each other through social interaction. The purpose of COIL is to develop subject knowledge as well as intercultural competence, which can be defined as the ability to communicate effectively and appropriately in intercultural situations using intercultural knowledge, skills, and attitudes. One paper reviewed 56 different COIL studies across 30 different countries and saw that they were performed at universities or other types of higher-education institutions. 91% of them used English as their language of instruction. The second most popular was Spanish at just 4%, and the remaining didn't list language of instruction.

There were lots of different study disciplines that were included. The most common ones were biology, biochemistry, various language studies, education, health, and business.

Here are some examples of COIL student projects that I found in the literature. The first one is nursing clinical simulations. The second one was cultural differences in food and nutrition. The third one is teaching a motor skill in occupational therapy. Marketing products in one country or the other or in both countries, and analysis of media habits and culture.

My experience with COIL is in a post-graduate certificate program at the McMaster University's Continuing Education Department, and I teach the clinical research capstone course. Now, I need to disclose that this course was not developed through international collaboration, but it meets all of the other COIL requirements. It's completely done online with very diverse student population. That includes Canadian local students, which also includes newcomers, but the majority of the classes are international students. It runs for 12 weeks with seven group projects, also self-reflections, team evaluations, and peer evaluations. Our projects are very technical, where the students are working in teams of four or five to create documents for real world clinical study protocols. My positionality might be a little bit different if you're teaching courses that are less technical. This course includes synchronous lectures, as well as team communications that are synchronous and asynchronous.

And so now I'm going to pull up a poll because I would love for you to tell me. And please select all that apply. If you have experience with COIL as a learner, facilitator, syllabus designer, other type of administrator, or not yet applicable. Okay. Thank you so much for participating in that poll. I'm so excited to see that we have people across the board. I'm going to share the results. As you can see, we have learners, facilitators, at least two syllabus designers, which makes me very excited to see because we're going to have discussions later on about that. One other type of administrator and the majority of you that are here to learn because you have not yet experienced COIL. Thank you so much for being here. Now, I'd love for you to use your microphone or the chat to share which courses have you had COIL experience with, and what were the students' assignments?

Okay, someone shared in the chat that they're currently supporting faculty across various disciplines to develop COIL projects. That's very exciting. Thank you so much for sharing. And I hope you find something helpful today. Thank you. I'll give everyone a little bit more time in case they're gathering their thoughts or typing. Okay, great. Someone shared that they have experience with leadership courses and team projects. I'm so excited to see that because you'll see some of my leadership and project experience show up today as well in the suggestions that are coming soon. Okay. Thank you so much, everyone. And someone else mentioned BCCIE COIL training workshop. Great. I love that you were interested enough to learn more about it after completing the workshop already. Okay.

Lots of different papers have cited advantages of COIL. Some of the most common ones include increasing intercultural competencies and openness to learning other cultures. In fact, many studies have shown that students finishing their COIL experiences have intentions and goals of learning more about other religions and cultures. One study even showed that their students increased confidence and communication skills by 80%. My favourite advantage of

COIL is that it makes internationalized education accessible or more accessible because really a very small minority of students actually get to study abroad, and the majority of participants find COIL to be positive and rewarding. Oh, I noticed in the chat. One thing that I found was interesting though is that one study showed that the benefits of COIL learning experiences don't seem to be additive. Now, I should point out that the sample size for this study was about 108 students, divided over two experimental groups and two control groups. There are significant limitations to the research on COIL. Not only is there not much, but the ones that are available are mostly case studies with mixed analysis of data such as survey and interview data, and there aren't any true uncontrolled studies that I could find, and the conclusions are often correlations and not causations.

But from my experience and also validated from the literature, the advantages that I've seen in COIL, I broke them up based on international students, local students, and facilitators. I see that international students are learning about Canadian culture, language, academic expectations, and work processes, because many of our students are taking our course in our program with the intentions and hopes of moving to Canada or finding new work. For the local domestic students, I've noticed that they have a wonderful opportunity to practice leadership, team building, problem-solving, conflict management skills, negotiation, and collaborative teamwork. For my end, as a facilitator, the greatest advantage of COIL is that it has diversified my perspectives. It has diversified my teaching methods and my problem-solving approaches as well. Now I'd love to hear from you in the chat or using your microphone. What have you enjoyed about your COIL experiences in the past? And if for whatever reason you didn't enjoy your COIL experience, that's okay. We're going to talk about that soon.

One person shared that they enjoyed the experiential learning component because it feels real. Yes, I completely agree. COIL learning experiences are best when they are based on real-world skills or scenarios, and experiential learning as opposed to theoretical learning. I completely agree. Someone else mentioned they loved seeing students learn from and about each other. I love that. Someone else shared that they like that it's allowed them to expand the ways in which they meet students in various regions. That's great. Thank you so much. Okay. Feel free to keep the comments coming.

I want to move to challenges in COIL. The majority of intercultural learning objective outcomes are positive, at least 62%. But 24% of them had no change and 14.5% of them were actually negative. This review paper looked into that a bit more. Even from my personal experience, I noticed significant conflict within my student teams. I spent a lot of time mediating them through that. One paper wrote that without facilitator guidance, group conflict can actually have long-term negative effects to open mindedness. And so common sources of conflict that I've seen amongst the teamwork was about uneven workload, meeting attendance, different levels of commitment, and different ways of inputting to decision-making. This is all reflective of the literature as well. From my observations, it did seem like the geographical language and intercultural differences may have exacerbated the typical team conflict that you see in group work. One study pointed out that all of their nine student participants found the group work

challenging and frustrating because of what they perceived to be language or cultural differences. Most of the international students on that COIL experience reported feeling excluded. Some of their students also reported a lot of extra work, sometimes hours to rewrite, reword, and re-reference their team members' work. This is also a complaint that I've heard a lot from my student teams as well.

Someone in the chat wrote, two classes collaborating from Canada in the Philippines, means that students don't need to spend money to travel, yet still experience cultural exchange, international, networking, etc. A great example of one of the advantages of COIL. Someone else wrote, very excited to hear about how you mitigate or mediate these challenges because this is something that many faculty are worried about. Yes, I'm excited too, and I can't wait to hear your feedback and your thoughts and ideas as well.

I broke up the most common challenges in COIL from my experience into three different types of communication challenges. The first one being technical difficulties, which is just differing technological proficiency, especially when new tools or new platforms are used for the COIL experience, and of course, very common online connectivity issues when we have countries with different infrastructures. One thing that I want to add to the literature here is that I had many students talk about how having cameras off in their meetings inhibited their team bonding. But sometimes because of online connectivity issues, even in our synchronous lectures, we had to turn cameras off. For logistical communication issues, many, many teams had trouble scheduling meetings that accommodated from time zone differences and other personal or work commitments. In fact, one study showed that even a one-hour time difference had negative impacts to the students' experiences. A lot of students also struggled with the delayed and response time because of time zone differences and other commitments. Lastly, for intercultural differences, there's lots of language diversity, and I observed some academic integrity issues, and what I'm phrasing as differing conventions of respect. For example, in some cultures, respect means not expressing disagreement with someone if they're older or if they hold a higher position. In some cultures, punctuality means a sign of respect. Whereas in others, it's not taken as seriously.

This perspective is in line with intercultural COIL factors that were examined in this paper. They used Hofstede's Cultural Dimensions framework to look at the impact of intercultural differences on conflict within COIL teams. Hofstede has six cultural dimensions in their framework. This is a very over-simplified explanation, so please forgive me. I've adapted it slightly to reflect the impact specific to teamwork. The first one is power distance index, which is basically the extent to which they feel that inequity in power is normal or accepted. Individualism versus collectivism is where individualism prioritizes self-expression. Someone from this culture might be more open to debate, for example, or sharing their individual perspectives if they disagree with the group. Whereas collectivism tends to prioritize group consensus. Someone from a collectivist culture might be less likely to disagree if the majority of the group feels a certain way. And for masculinity versus femininity, it explains masculinity as portraying assertiveness, competition, and achievement focus with femininity as portraying

cooperation, nurturing, and prioritizing quality of life. Or in other words, how gender fluid the roles are in those societies. The uncertainty avoidance index is the tolerance for uncertainty, ambiguity, or social change. It described cultures that will attempt to minimize the unknown by having more rules and regulations and structure if they have a low tolerance for uncertainty. Whereas other cultures might have a higher tolerance, and so have fewer rules and regulations. The next one is short-term versus long-term orientation, where the short-term focuses on short-term success or gratification, and the long-term focuses on growth and emphasizes persistence and perseverance for delayed gratification. The last cultural dimension is indulgence versus restraint, which is a tendency to achieve desires or to restrain and suppress gratification regulated by social norms. Now, I do want to point out that there are limitations to Hofstede's framework. First of all, it's comparing nations against nations. It really oversimplifies cultural complexities and does not take into account regional differences, societal differences, like class, religion, profession, socioeconomic status. It really is just focusing on location. It does not take into consideration that cultures change over time or individual differences or people's ability to adapt to the situation. Someone in the chat brought up a really good point that it obscures Indigenous perspectives as well. Thank you for adding that.

Now, I'd love to hear from you, what challenges you've personally observed or experienced in COIL environments? Feel free to use the microphone or the chat. We have some very fast typers. Someone mentioned that I summarized them all pretty well. Okay, I'm sorry to hear that you experienced all of those difficulties. Someone wrote IT connectivity issues? Yes, that's a huge one. And that was common in every paper that I read. Someone asked might age matter? That's a very good question. I would say that it would in relation if we're using Hofstede's framework, I would say that we can see it in the power distance index in terms of hierarchy if based on age. It could also be intersected with masculinity versus femininity. But yes, I think it would have an impact as well for sure. Someone asked to talk more about conventions of respect. Great. One thing that I noticed in terms of the COIL experience is that a lot of the students, and it actually ties into the other comment about age will tend to naturally follow the leader and that leadership position naturally falls to people that are older or people that tend to have higher positions in their current roles, even if they're not even related to the subject matter at hand. And I think that that has to do with how people see hierarchy or how they feel that they should give respect to someone or give someone the leadership position because of what they deem to be respectful behaviour or etiquette. Someone wrote, they can also see how the framework might not recognize intergenerational differences as well. Very good point. Because I think this was first written in the 80s, if not even earlier than that, that might relate to age as well. Absolutely. Another thing that I noticed in terms of power dynamics, just in terms of team dynamics and conflict related to respect conventions is often about whether or not they can express their displeasure or whether or not they can give feedback, but also whether or not the leader feels comfortable receiving feedback and being receptive of it. Especially if they come from a culture where you're not supposed to criticize or disagree with someone in a position of power. In teams that are supposed to be on equal footing, where you're all students learning together, that can come up with huge conflicts, where someone's trying to share

feedback to work better together or to problem-solve, but some people might not be able to receive it.

Someone wrote a lack of facilitator involvement when conflict arose within the team. Yes, I've also noticed this. All of my teams have conflict, but very few of them will reach out for help. Someone wrote based on the data collected from IBM employees, and someone shared that IT issues need to be troubleshot in advance and with the input of IT services. I couldn't agree more. It needs to be taken into consideration before people choose the tools that they want to use. We'll talk more about that briefly today as well.

This person also wrote in the chat that some regions that have expressed interest in collaborating with us via COIL programs have lower IT budgets or poor internet service. Yes. This makes digital accessibility really difficult. They also mentioned that it's essential for a successful COIL program, that internet connectivity is solid. It's got to be non-negotiable and sorted out well before the COIL program ensues. Someone mentioned that that's an equity issue as well.

Someone wrote, what happens for neurodiverse students in COIL courses? I love that you asked this question. I wish I could tell you that I found papers studying this. But to my knowledge, and I hope someone proves me wrong, to my knowledge, there isn't a focus on this in the research currently. I suspect that neurodiverse students can actually do better in COIL environments because sometimes that remote environment can make it more accessible for some neurodivergent people. I also feel like people that are neurodivergent tend to, from my personal experience, I'm neurodivergent. I find that some of them tend to like really real-world-based projects and really experiential learning over theoretical learning. I personally really like COIL. But that's a great question, and I wish there was more research on it. Okay. I'm so excited to see so much discussion.

Moving on to their recommendations for COIL design and facilitation. I'm going to start by reading this quote from one of the papers that I've cited today. "Mere exposure to diversity does not ensure the development of intercultural competencies, and in fact, virtual visits may even result in professional ethnocentrism. COILs need to take into consideration the complicated social dynamics between students to support learning in relation to intercultural encounters at all stages of the COIL. Teachers must, therefore, encourage critical intercultural reflection to ensure that the learning experience becomes meaningful for the students."

Before we move forward, I just want to address that question again about asking about examples of different conventions for respect. And so this may not have as much application in COIL environments, but a big one is in many cultures, it's considered disrespectful to look someone in the eyes, especially if they're older or if they have a higher position than you. Whereas in another culture, it's disrespectful to not look someone in the eyes. Whenever we have different conventions like this that aren't openly discussed or shared, where people aren't even aware that there are differences like this, a conflict can arise for misunderstandings.

Back to recommendations for design. These COIL design components that I'm going to share came from a review paper of the 56 different COIL studies published 2010–2022. But I've just picked out the ones that I thought were most impactful based on my experience. It's broken up into preparation, execution phase, and evaluation phase for the COIL experience. And so for the preparation, I love that two studies recommended pairing students based on preferences beforehand. Now, I realize this would cause a lot of administrative work, but I can definitely see it giving the students a chance of reducing conflict right off the bat. The average duration for these different COIL learning experiences were 8.6 weeks long with groups of three to five members, and recommendations included teaching software that's going to be used, in-depth knowledge of the countries that are participating and about what intercultural awareness means. Now, I really want to point out the software part because I have been part of COL programs where they teach the software, and I'm using error quotes here either by sending videos or screenshots and text instructions. But I really want to emphasize that the only way for this to be truly helpful is if you are doing step-by-step video tutorials of the exact system and version that they're going to be using. That can help with digital accessibility sometimes as well. A lot of papers warned against using superficial cultural discussions such as musical tastes or sports or travel. Some examples that I really liked were studies that used photographs to initiate discussions. Studies that encourage the students to introduce themselves asynchronously on social platforms and include virtual tours to give a glimpse of their life and their culture and their towns or their cities or their homes. I really want to emphasize the photographs, because in research, there's a type of study called photo voice where you ask participants to use photographs to express who they are, or the lived experience with the condition or the health problem that they have or the neurodiversity, for example. Those are incredibly effective at stimulating meaningful and deep discussion and for building connection. Other studies also recommended moderated ice breakers and guided reflections. Multiple studies talked about the importance of open discussion over just disseminating facts. As we mentioned already today through the comments to focus on experiential learning and not theoretical learning. In terms of evaluations, there are lots of different tests that we can do and assignments we can do. Of most importance, most of the literature agreed, self-reflections. Self and peer evaluations are really helpful too. I rely heavily on the peer evaluations in my COIL courses, so I can figure out whether their displeasure with the experience was because of the COIL or if it was because of just typical group work conflict. They recommended gamifying your group activities or your meetings or lectures. You can use things like online quizzes or tests, discussion forums, essays, presentations, questionnaires. I saw multiple that included assignments like creating e-portfolios.

Now I'd love to hear from you, what's worked well for you and COIL so far? Yes, please feel free to unmute yourself. You don't have to raise your hand. Did we lose them? I'm a faculty, I'm having trouble hearing you.

PARTICIPANT:

That's the reason. There we go, great. I'm a faculty developer. I'm not an instructor myself, but I'm an intercultural specialist. So I can say that I can share maybe a little bit about the intercultural aspects that have worked well for me in the past, in terms of supporting those. I think in recent work, talking about the danger of a single story. That has been really really helpful because often students come in with quite stereotyped ideas about what the other culture will be or that they'll be monolithic, if they're all Moroccan or they're... Then those classes as well, often think that classes in Canada are going to be all white students that speak English as the first language. Yeah, so unpacking that a bit. Doing some exercises around listening and how to do good listening. That's the foundation and the starting point and centring humility and gratitude. I think those are for me, anyway, three ways to prepare students to go into those interactions and to ensure that there's enough of that connection community building piece at the beginning before you launch into the tasks.

ALISON:
That's wonderful. Thank you so much for sharing. That was fantastic. Especially the humility piece. I love that. I'm already trying to figure out how I can incorporate that moving forward. Okay. Someone wrote.... Someone shared a powerful Ted Talk about the danger of a single story. Thank you so much. That link is in the chat now for anyone interested in the YouTube video.

Some wrote, Tell us more about how you resolve conflict in teams. I would love to. It's going to be part of my recommendations coming up, and hopefully we'll have time during the Q&A, so you can remind me so I can go into more detail about conflict management. Okay. Wonderful. Any other comments? I'm so grateful that we had someone here with experience, not only intercultural specialist, but also experience designing COIL. Because as I mentioned in the beginning, that's one of the positionalities that I don't have. That was absolutely wonderful. Thank you.

Okay. I'll share some of my recommendations for COIL curriculum development. The first one is echoing the commenter who shared to set students up for success. My approach would be to add to everything that was suggested by teaching step-by-step conflict resolution strategies. And that includes explaining the difference between conflict prevention, versus avoiding conflict. Because there are many ways we can prevent conflict, but we cannot avoid it. Simply by tolerating our team members, we actually make conflict worse. Also that includes teaching the difference between negotiation and compromise. Because with compromise, everyone loses. But with negotiation, you can find a way so that everyone's needs are met, and this is where that collaborative problem-solving skills can really be built. Next, my recommendation is to support self-understanding. Of course, from my career coaching lens, my recommendation is to use a personality test. But I don't mean the typical MBTI or True Colours test, where it really is just focusing on personality traits. I mean the personality tests that can give you insight into what types of tasks you might enjoy and how your strengths might be leveraged or might impact a team dynamic. The one that I'd like to recommend is not as commonly known. It's called How to Fascinate. I just love that test. I hope you'll all take a look because it really

showcases not just your strengths, but how you're different and how others perceive you to be. It ties into the types of work tasks or group work that you may or may not like, and also gives you some sense into how others might relate to you when working together on teams. When we give the students personality tests like this one and then do facilitated discussions on what that means for them in terms of working with each other then we equip them with the terminologies they need to communicate their needs. I think this is so important. Be especially on multicultural teams, where they don't even recognize the differences in their positionality or intersectionality. They may not even know to say, Oh, I prefer to communicate this way, and it seems to be different from the way that you are communicating. Can we negotiate a different approach? But when you give them the personality test reports, then they all have the same language to be able to say, Well, remember, I'm this personality, so that doesn't work for me. I know it doesn't work for some because they're the same personality type as me. I'm seeing wonderful messages in the chat. Someone wrote, they remember from their time as a student they felt unnecessary pressure from their professor to address him by his first name. And this approach was not helpful and did not facilitate bridging your differences or co-creating the intended new original knowledge. I think this also highlights an example of different conventions for respect. Thank you so much for sharing that. When I was a master student, my supervisor wanted me to refer to him by his first name, and I too felt uncomfortable with that, because even though I was born in Canada, in my culture, that's not a sign of respect. This person goes on to say that I think as educators, we must remain open to cultural sensitivities and make sure that no single code of ethics is placed above others. In order to recognize diverse perspectives and create an inclusive academic environment that we can all thrive in. I talk about my positionality to my students and will tell them that I prefer to be called by my title and first name, but feel free to go with your preference as well. That's lovely. It's a great way to be inclusive and to make students feel comfortable. Thank you so much for sharing that.

I really want to echo what you mentioned about not holding a single code of ethics above others. Because I think one of the biggest problems about unconscious bias or unconscious assumptions that we make, not just when working on multicultural teams and not just when we're working with other people in groups, is that a lot of the times that unconscious assumption is tied to morality, and we'll talk more about that soon about how to tackle that a little bit.

The next recommendation for curriculum development is right on time, tackling unconscious bias by teaching the students what that means, teaching them about intersectionality and how that affects our positionality. But one thing I really want to add. This is my personal advocacy background, is to teach them dignity in terms of equity, diversity, inclusion, and accessibility. Because I think one of the issues with the practice of improving EDIA is that people approach it where they think if we have EDIA met, then people will have dignity. But I think one thing that's forgotten is that if you don't include dignity, you cannot have equity. If you don't include dignity in the way that you create diversity, you cannot have EDIA. I think dignity needs to come first sometimes when we're trying to tackle each of these components. Of course, one thing I want to add is I think we should be teaching empathy. And so that sounds harder than it is. For

example, I teach clinical research courses. When you ask case scenarios about problems and problem-solving, the students are very quick to protect the validity of the data. They are very quick to protect the study objectives and the sponsor's needs and regulations and financial interests, even. But they always forget about the participants or the patients. And so the impact on those patients. And so it's as simple as teaching why do we have Health Canada regulations? For these reasons, but also to protect the participants. Why do we have clinical monitoring? For these reasons, but also to protect the participants. If we can introduce empathy at every level of the course, I think that can help indirectly as well.

The next one is to use real-world scenarios. In one paper, they recommended creating situations for students to question the norms and to begin identifying their differences and diversity. One example of a project that I would love to see put into use is to design a project, especially if you come from a technical industry or field, where it's the student's job to figure out a work process that's different between the two regions. And then analyze that process to figure out the strengths of doing it that way. The reasons behind those differences in the context of societal or cultural reasons. For example, is it a difference in resources? Are there different government regulations? Are there other limitations or barriers? To figure out how each of those processes solves problems differently. And to take that further to analyze how each of those regions address the risks of each of those processes and propose different scenarios in which each of those strategies would be advantageous. I would love to see something like that. In fact, one study that was doing the nursing clinical simulations show that the students' favourite new knowledge that they acquired was in realizing that nursing is not done the same everywhere.

Then the last recommendation for COIL curriculum development is to focus on the process and not the grades. Now I need to be very clear, this is my dream, this is my wish list. I realize logistically it may never happen. But if I put it out there, maybe one of you will figure out how to make it happen. That is, can we make the COIL courses pass/fail? I realize there's accreditation, institutional requirements, graduate school requirements, to transfer credit requirements. I would say, absolutely not. But I'm just putting my wish out there. Because when the students are focused on their grades, and this is documented in literature as well, they feel anxious and the conflict escalates tremendously. Then it's not about the learning process, and then they lose focus on the intercultural awareness, and it becomes fixated on performance.

I was so grateful someone had shared their experience with designing COIL earlier, so I'm going to move forward to my recommendations for COIL facilitation. The first one is several different strategies to try to overcome language diversity or incorporate language diversity is to start better, not overcome. The first one is, I always teach my students an enunciation trick, and it's helpful for local students as well. That strategy is to emphasize the first and the last sounds of each word. You'd be amazed at how much it helps and so simple to remember. The other thing is, I highly recommend normalizing using translation apps, using closed captionings or subtitles, even better if it's subtitles in the non-dominant language of instruction, and pauses. And

recordings and providing transcripts in all lectures and team meetings. Because a lot of students told me privately after their COIL course had ended that their team members were not happy that they were not participating or contributing to discussions or decisions in team meetings. But they only told me in confidence that it's because they were trying to use translation apps during those meetings, and by the time they figured out what they wanted to say, the team had moved on. They didn't feel comfortable interrupting or bringing the team back to a former topic that the rest of the group had moved on or decided on. And if as the facilitator, we can normalize these pauses for people to process to confirm understanding, and we can normalize the use of these types of devices, then the students will model that. And also to allow participation by email or instant messaging after the meetings, after the lectures. One thing that I do in my classes now is, if for any reason, you didn't or weren't able to share something, a thought or a question during class, email it to me. That means that for the group work, I also recommend encouraging the students to delay making group decisions until at least a couple of hours after their meetings so that the students have time to watch the recording, process what they want to say. Then the team can asynchronously message each other or email each other before making decisions. The last suggestion for this area is when I give feedback for assignments that are a bit more complex in nature, I use a video of their actual document, and I showcase my thought process and also provide the recording and the transcript. Students have expressed how helpful that's been towards their learning and understanding. To encourage remote participation, I always encourage people to use microphones, emojis and chat at any time. I encourage them to bring me back to a previous slide if I've moved on but they want to share about something that we talked about earlier. To increase anonymity so that we can reduce the fear of failure or embarrassment, I try to rely more on polls and hand raises. So let's see by hand emojis or if your cameras are on, your hand. Hands up if you think it's this, Hands up if you think it's that. I find they're much more willing to interact that way than if you ask them to say yes or no or option one, two, or three in the chat. I always ask students to wait 15 seconds before answering again if they have already shared that day in the class. Because what happens with remote learning is you tend to have a handful of students that are very quick to answer, and then the rest are either waiting or thinking, Oh they already covered it. I don't need to say it too. That's how I try to build a pause in so that people know, you've got answer if someone's going to jump in in 15 seconds. Or you need to wait to give someone else a chance. To support academic integrity, again, use step-by-step videos to teach the reference styles and the importance of in-text citations. Just having text instructions or screenshots is often not enough. I think it's really important that we teach our students how to use generative AI effectively and how to verify the output that they're getting. In a couple of the papers, students were asking facilitators to choose leaders among the student teams. My recommendation is to allow students to decide internally what they define as the leader role and have them choose collaboratively who they want to lead. For my COIL experiences, where they have multiple projects, I have my students take turns and switch being leaders. Then to tackle unconscious bias is to facilitate group learning, which is to make it clear that it's not me disseminating information to you. It's me learning from you as well and all of us learning from each other. I encourage you that if an international student is sharing a process or sharing a solution or a way to do something that's different from what you've been taught or trained. I encourage you

to take this perspective of, I don't understand that as opposed to, that's not the correct way to do it. It's a very big change for a very simple difference. Then we're going to talk more about how to turn deficit-based narrative to an asset based narrative as well. I'm so sorry. I'm going to jump forward.

I would have liked for you to self-reflect on which of these suggestions might have worked for your courses. I would love to hear from you in the chat or by email afterwards, what barriers do you anticipate with those suggestions? Because I really want to jump quickly into the asset-based narrative.

The community cultural wealth model was designed for understanding international students and persons of colour, really. We can apply it in the education model as well. It really just highlights all of the different assets and capital or wealth that persons of colour and international students bring with them. For example, familial capital, social capital, navigational capital, resistant capital, linguistic capital, cultural capital, and aspirational capital. If we incorporate this into our narratives, we might have an observation such as some international students aren't participating in class. A deficit-based narrative might be an unconscious assumption that international students are shy, or they're just not paying attention. They're not engaged. If we were to reframe that using an asset-based narrative, it might be that international students could be listening to understand Canadian classroom etiquette before they participate. If we tie that into the community cultural wealth, we can respect that it's actually a sign of their navigational capital, which is their skill set of being able to figure out how to navigate different systems and barriers. What can we do as educators? We can explain the classroom guidelines and tailor our facilitation strategies to their strengths and to support their needs.

I'll give you another example. One observation might be that some international students are submitting assignments containing a lot of AI generated text. And here's what we were talking about earlier about how sometimes our unconscious assumptions are rooted in morality. A deficit-based narrative might be that international students take shortcuts or don't know how to complete the assignments. But an asset-based narrative might be that they're leveraging new tools the same way that our local domestic students are. The international students are navigating language barriers and trying to meet academic expectations because they have linguistic capital and navigational capital, because they're learning more than one language, and they are trying to navigate how to do well. And so we can teach limitations and effective use of AI and how to cite properly. I was hoping to do an activity, but I don't think we have enough time. I'll just ask you to self-reflect or come back to the recording. If the observation was that some international students' assignments are missing in-text citations, what might a deficit-based narrative be? How might you reframe that using an asset-based narrative? I'll give you a hint. The community cultural wealth could be their aspirational capital where they have dreams and goals and they're working towards their future or navigational capital. As I mentioned earlier, we can provide step-by-step videos to teach them how to reference properly.

I just want to point out in terms of tools for supporting COIL. There is so much focus and so much advancement in terms of tools for increasing engagement, collaboration for international teams. But I really recommend keeping it simple. As simple as you possibly can. Here's a list of some of the ones that I've used and that I recommend. I just wanted to show that I have purchased recently, a handheld translation device, not as high tech as the earbud ones that are now available, but there are AI-powered translation and transcription at simultaneously as well. But again, online connectivity could be an issue. Please share in the chat and by email, what tools you recommend. And I don't think we have time for Q&A, but I would have loved to hear your comments, thoughts and feelings and questions in the chat.

And just very quickly, here are some of the references. And thank you so much to BCcampus for having me. And thank you to everyone for being here.

HELENA:
Thank you, Alison. Yes, I wish we had 30 minutes for discussing some of these wonderful recommendations, some of our challenges that we've all experienced in those settings. So thank you for tackling this topic. Really thankful for your expertise and sharing, as well as the small cover that was here, really engaged in the chat. Thank you for that. Kelsey is going to put a survey in the chat for us. We invite you to give us feedback. We'll also email the survey out to you if you didn't grab it now. We really take a look at the feedback that we get. We consider one of the questions about future topics, we consider that in our planning. We share the feedback with our facilitator so that they can also either feel more confident or identify areas for growth. But I just also want to mention that we have a fantastic February coming up. I actually think you should check in with me at the end of February if we're still standing because it's going to be so busy. But one of you has asked about neurodivergent students, and we have a big focus this coming month. There's actually four events on how to support neurodivergent students in the post-secondary environment, and I'm really excited about all four of those sessions. We're starting with the panel of students talking to us on Tuesday. That's just the kick off to that. I've put the link to events in there. You're always welcome, reach out, Helena Prins at bccampus.ca. Now it is the start of the weekend for many of you, I hope. So enjoy the weekend if you're here on the island or Vancouver, stay safe from the snow coming, and we hope to see you in the coming month in many Zoom rooms. Thank you, everyone. Thank you.