

Name: Engaged Learning Practice for Online International Education: Sharing Good Practices from IIGE Kansai University COIL/VE Programs

Time: 14:40-16:00, August 27, 2022

Venue: Hybrid-Flexible (Kansai University)

Speakers (chronological order):

Dr. Keiko Ikeda, Dr. Sajjad Pouromoid, Dr. Eko Heru Prasetyo, Dr. Don Bysouth, Dr. Randall Martin

Timetable:

1. Opening remarks

1.1 Break out groups- 3 minutes #Ice-breaking: To find three things in common

2. Blended mobility

2.1 Break out groups- 5 minutes #How are you working on blended mobility programs in your university?

3. Language learning focused COIL(LLC)

4. How does Virtual Team Facilitation Differ from Face-to-Face?

5. Accrediting Learning Gain via COIL/VE creating a survey rubric tool together

5.1 Break out groups- 3 minutes #Group Evaluation Experience

Prof. Keiko Ikeda

1. Brief introduction of IIGE and the team members.

2. Warm-up session #Ice-breaking: To find three things in common among group members, Prof. Ikeda asks representatives of each group to conclude the findings.

3. Introduction to the background of COIL: Online International Education: emerged as a rapid response to the pandemic. Still, it will remain for the following reasons: **a. MORE INCLUSIVE:** It has created access to a broader range of students at HEIs and more. **b. TRANSFORMING:** It has the potential to provide a further enriched design of international education by combining online and on-site learning modalities in the program. **c. DIGITALLY MADE SUSTAINABLE for QA:** It has brought highlighted attention to address how to assure the quality of education because it is not traditionally done. **d. BETTER SERVING:** It brings learning on demand for learners to become future-ready for a matured society in Society 5.0 world.

4. Introduction of “Blended mobility”: The notion of “blended mobility” refers to the possibility of combining periods of learning mobility in another country with learning activities taking place synchronously with peers in a virtual environment (Virtual Exchange/COIL). These online activities can be organized before or after the physical mobility activities.

5. Group discussion on personal experience about Blended mobility #If there is already blended mobility in your university, please share your experience; if there isn't one, what are your thoughts? What are your plans? What do you think would happen?

6. Five types of COIL/VE programs that Kansai University (KU) IIGE is offering for students include: KU Language Learning COIL/LLC, KU Multilateral COIL-collaboration, KU Multilateral

COIL-IIGE Outbound, KU-Engaged/Exchange Online Learning, and KU VIS-COIL.

Dr. Sajjad Pouromoid

- 1. Why LLC? The current problem lies in overreliance on published materials(textbooks)** in the EFL classroom, including a. authenticity of input, b. inclusivity, c. strategic language use, which does not correspond with the realities of language use. This is problematic for learners who are studying an additional language in contexts in which the language is not officially used.
- 2. Key assumptions of Task-Based Language Teaching (TBLT):** a. Focus on process b. Emphasis on communication and meaning c. Learning through goal-oriented interaction d. Tasks that feature both real-life and pedagogic values e. Tasks that are sequenced according to difficulty
- 3. What LLC can offer:** a. Tasks used in LLC are collaborative and goal-oriented, prioritizing meaning and fluency over form accuracy. b. Learning a language through using it for carrying out collaborative tasks is the primary concern in LLC.
- 4. What accounts for learning in LLC?**

Usage-based acquisition: Usage-based approaches focus on learning language through engaging in interpersonal communicative and cognitive processes. They consider language the best accomplishment of our social and cognitive competencies, which bridges society and cognition.

Incidental learning: Incidental learning refers to any learning that is unplanned or unintended. It develops while engaging in a task or activity and may arise as a by-product of planned learning—**form-focused tasks:** Any pedagogical practice aimed at drawing learners' attention to language form.

Dr. Eko Heru Prasetyo

- 1. Introduction of Example** of Khan Academy-free education course online, to draw the importance of Team Facilitation during COIL: the Khan Academy provides a free, world-class education to anyone and anywhere. Does COIL compete with this kind of virtual education, which anyone can access for free?
- 2. Four Communication Challenges during COIL** due to the diversity, distance, and time zones.
 - a. **Nonverbal Quality:** It is not easy to listen to the speakers as clearly as attending the class.
 - b. **Information Loss:** How do you promote inclusivity to them to show empathy? And then, how can we optimize technology and diversity? Because students come from different backgrounds, cultures, languages, and locations.
 - c. **Distance and Time Zones:** it can be physically exhausting for people from all over the world to get together for a synchronous session.
 - d. **Familiarity with Digital devices:** Are we, as a facilitator, digitally literate enough? And then what about students?

Dr. Don Bysouth

- 1. Two essential questions to be Solved:** When running a COIL program, how do we know if it is effective? How do we evaluate group performance?

2. Purpose of Group Evaluation:

- a. Ensure that groups know how each member is doing by integrating assessment throughout the project.
- b. Allow students to evaluate the effectiveness of their group.
- c. Allow students to evaluate themselves.
- d. Decide and share how to grade members of the group.

3. Tips when designing Group Evaluation:

- a. Create a rubric to set evaluation standards and communicate expectations to students. b. Assess the performance of the group and its members.
- c. Give regular feedback so group members can gauge their progress both as a group and individually.
- d. Decide what criteria to base final evaluations on.

4. Example: when designing group evaluation, how a student/group would prepare to aim for a good score and the Backwash Effect for assessment should be considered. The **Backwash Effect** refers to the influence or reaction of testing on teaching (including teaching and learning) in education.

5. Group discussion on two interesting real-life problems #1. if you were dealing with groups, working on collaborative projects, what kinds of rubrics could you come up with? What do you think is essential? 2. what do you do with the "free rider problem" during COIL? What do you do with social loafing? How can you alleviate this problem?

Dr. Randall Martin

1. Brief Reflection of the Session:

- 1.1 COIL as another modality of teaching appeared before the pandemic hit. COIL will outlive the pandemic and will emerge stronger. Because of the pandemic, COIL proliferated and will now become part of the future.
- 1.2 COIL is inclusive and transforming but tailor-made for quality assurance and learning on demand.
- 1.3 On the back end, progress had been accomplished with access to technology and steady streams of electricity.

2. One of the biggest questions COIL has to address in the long term is motivation: Why do students study abroad? Many of them want to get away from their parents. Many want their first year abroad, living away from people, eating new food, and finding their first girlfriend or boyfriend while abroad.

3. How will COIL embrace some of that motivation for experiential learning? This may end up not only experiential learning but also **life experience** as part of a study abroad program. And this may be the answer to this might be in blended mobility.

4. Future Directions:

- 4.1 How do you ensure that your faculty are getting the same support, credit, and recognition for delivering COIL as they are for face-to-face instruction?
- 4.2 Are the institutions embracing this in the same way or realizing that?

4.3 How can we ensure that we don't lose that aspect of international mobility or international learning outcomes as we further embrace the technology?