

Request for Proposals

Enhancing Student Multicultural Experience with COIL

The UD School of Engineering's Strategic Plan identifies the goal of incorporating a *multi-faceted approach to provide an international/intercultural experience for all students*. There are many distinct opportunities for students to achieve this goal, but the program that has the potential for impacting the greatest number of students is Collaborative Online International Learning (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.*¹

COIL projects are embedded with existing courses, and typically have a duration of 2-8 weeks. Additional information on COIL can be found in the attached document on [Developing Coil Courses](#), and links provided under [Coil Resources](#).

To move this initiative forward, the SoE dean's office will make a significant investment in development of COIL projects. This request invites departments or programs to submit proposals that will support COIL projects in existing courses.

Deadline

Proposals should be sent to the SoE Associate Dean for Experiential Learning and Student Success and must be received by **4:00 pm Friday, March 23, 2018**

Eligibility and Requirements

- Open to School of Engineering Departments and Programs, including minors.
- Proposal will be for projects within credit-bearing courses that are required or may be applied to SoE students' undergraduate academic programs.
- Priority will be given to projects in junior and senior level courses that are required for SoE majors. However, first and second year courses, and courses that fulfill elective requirements may also be considered.
- Faculty receiving support for COIL projects agree to participate in a UD COIL Orientation Workshop

Proposal Assessment Criteria

- Potential for impact in expanding students' global perspectives
- For elective courses, likelihood of success in attracting students
- Capacity to maintain this program on an ongoing basis
- Potential to serve as a model for other departments to emulate
- Demonstrated assessment plan

¹ de Wit, Hans. 2013. "COIL—Virtual Mobility Without Commercialisation." *University World News*, June 1.

Proposal Format

- **Cover sheet**
 - Title of course and project
 - Name of department or program
 - Name of faculty proposer
 - Name of chair or program director supporting the proposal
 - Executive summary of the proposal, including purpose and brief overview
- **Proposal narrative** (no more than 3 pages)
 - Description of proposed project, and how it relates to the course learning outcomes
 - Statement of anticipated impact
 - Statement of anticipated ongoing enrollment, including explanation of how that figure was derived
 - For elective courses, recruitment plan for student enrollment
 - Articulation of assessment plan
 - Identification of potential international partner(s), if known²
 - Timeframe for development and implementation of the project³
- **Budget** (approximately 1 page)
 - Projected costs needed for initial program development⁴
 - Projected costs for implementation of the project and ongoing expenses
 - Narrative explaining how costs were projected and how the elements in the proposal contribute toward the goals of this initiative

COIL Resources

- Connecting Classrooms: Using Online Technology to Deliver Global Learning from the American Council on Education (ACE). <http://www.acenet.edu/news-room/Documents/Connecting-Classrooms-Using-Online-Technology-to-Deliver-Global-Learning.pdf>
- Course models from the SUNY COIL site <http://coil.suny.edu/page/course-models>
- Coventry University Online International Learning (OIL). <http://onlineinternationallearning.org/>

² Consultation on potential international partners is available from the UD Center for international Programs (CIP), the SoE Associate Dean for Experiential Learning & Student Success, or the ETHOS Center Director

³ Project could launch as soon as 2018-19 academic year, but proposed timing should reflect realistic development and implementation time

⁴ Development costs may include a two to three day face-to-face visit to take place at one of the participating schools. In addition to accelerating the development of the course syllabus, this visit will also facilitate a better understanding of one faculty member's working environment by the other, which is an important aspect of the cultural context in which all the course work will take place.

Developing COIL Courses. From SUNY <http://coil.suny.edu/page/getting-started>

Curricular Alignment

Usually one faculty member will define a subject area, typically based on a course that is already existent, that seems ripe for internationalization. Through one of many possible search processes - a suitable colleague at a partner country and institution is identified. In some cases this collegial connection is longstanding and precedes the development of the course, but by working through a university office of international programs or through a listserv based at the relevant disciplinary association partners can readily be found and prior personal knowledge of one's collaborating partner is not a pre-requisite. Once the team has been tentatively established, it is important to set some clear goals for the course. Critical areas to focus on at this stage include:

- The scope of content and material to be covered in the course.
- The likely class size at each school and any potential recruitment issues that could lie ahead.
- The appropriate division of online versus classroom instruction (if the course will be hybrid in form).
- An approach to examining and analyzing the cross-cultural aspects of the course interactions.
- Support from key administrators at each institution.

Typically the discussion of these issues will begin via email, but it is important to also establish telephone contact, and once some initial level of agreement has been reached it is desirable to arrange a two to three day face-to-face visit to take place at one of the participating schools. In addition to accelerating the development of the course syllabus, this visit will also facilitate a better understanding of one faculty member's working environment by the other, which is an important aspect of the cultural context in which all the course work will take place.

Logistical Alignment

As the content and cross-cultural foci are being developed, other aspects of the course infrastructure need to be worked through. These include but are not limited to:

- What educational software platform will be used to deliver and manage the course?
- What training may be necessary for faculty and students to navigate this software?
- What language problems are likely to be encountered and will only English be used?
- Will both classrooms share identical syllabi or will complementary syllabi be developed?
- Are the academic calendars of the two schools similar and are there major school holidays that must be accounted for? If the calendars are significantly different, how will these disparities be dealt with?
- Will a teaching assistant or other staff support be needed to implement the course - especially if either faculty member is not very experienced in the use of educational software?
- A schedule for online partner faculty meetings needs to be established. Although it is possible to use email for this purpose, we do not recommend it as the sole mode of discussion. A bi-weekly chat by phone or Skype will prove more satisfactory for this purpose.
- Might it be possible for some students and faculty to visit each other's campuses at the end of the course for a final presentation? This can give some level of closure to the course and it can act as a carrot to motivate quality work along the way, even if only a select group will make the trip.
- What broader socio-political context may inform or limit each student group's ability to collaborate with the other? How can such potentially divergent perspectives be drawn out through careful implementation of the course structure?

Once the time comes for the course to get underway, do not underestimate the time it may take to solve problems. Take special care with email, as cross-cultural misunderstandings can sometimes develop in this virtual space. Consider making a phone call if you sense that such a problem is developing.