CGEI Events

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Webinar: A Faculty Perspective on COIL: A Sheridan Experience!

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Monday, November 1st, 2021 * * * * * * * * Good afternoon, good morning, and good evening everyone welcome to our first of a series of webinars.... that Sheridan College will be hosting during this November to celebrate the International Education Week. Each of these webinars will address a timely topic such as the role international education can and should play in advancing equity, diversity, inclusion and decolonization, international education and refugee education and sustainable development. Also, one of the upcoming webinars will host four of our international students' alumni sharing their rich experiences during and post graduation. To learn more details on these webinars and to register, please see the link shared in the comments section on your screen.

>> Amira El Masri: This is Amira El Masri - Director of the Center for Global Education and Internationalization at Sheridan. And I will be your moderator today. Before we delve into today's webinar, I'd like to acknowledge the land for sustaining us and for providing us with the necessities of life. This territory is covered by the Dish with One Spoon treaty and the Two Row Wampum treaty which emphasize the importance

of joint stewardship, peace, and respectful relationships. As we reflect on land acknowledgements, let us remember that we are all stewards of the land and of each other. We recognize the land on which we gather has been and still is the traditional territory of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. Since time immemorial, numerous Indigenous nations and Indigenous peoples have lived and passed through this territory. Sheridan affirms it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be learning, working, and thriving on this land. The last 18 months were like no other, we were challenged in so many ways and our ability to flex, envision, and reimagine international education in the face of a global pandemic was tested. With the closure of physical borders, internationalization at home became an imperative. Therefore, Sheridan's recent Internationalization and Global Connectivity Strategy set the goal of offering our students and faculty with access to a wide range of inclusive

and accessible global transformative learning experiences. One tool we identified to support this is Collaborative Online International Learning (COIL). COIL is a pedagogical tool that virtually connects two or more classrooms across the globe where students, and faculty, engage in meaningful intercultural experiences and interactions with international peers.

To help introduce COIL at Sheridan, we had to ensure that we provide our community with the infrastructure needed for its success. We developed hosted webinars and training sessions conducted by renowned COIL experts, we initiated a COIL channel on Source which includes a selection of COIL resources, we initiated a COIL Community of Practice, and we will soon be releasing a comprehensive module for faculty members interested in introducing COIL to their courses walking them through the process step by step. Today's webinar builds on those efforts as we host members of our Faculty of Humanities and Social Sciences (FHASS) and Pilon School of Business (PSB) along with one of our international partners who oversaw the development and delivery of two COIL projects during the winter of 2021. Our first speaker today is Peter Galambos- Peter is a Professor at the

Faculty of Humanities and Social Sciences at Sheridan College. Our second speaker is Stan Kamzol. Stan is a senior professor at Sheridan's Pilon School of Business as well as the School's International Academic Exchange Coordinator. Mark Weaver is a Professor at Sheridan's Pilon School of Business and is currently the Coordinator of the Bachelor of Finance degree program.

and all the way from the Netherlands, we are very delighted to welcome Edwin van den Berg- Edwin is a senior lecturer of several Financial Management courses at Saxion University of Applied Sciences and a mentor for its International Finance & Accounting students Peter, Stan, Mark and Edwin will share with us their experience with COIL, their success, and lessons learned. Important knowledge as we expand our COIL offerings across the Sheridan. While the speakers are presenting, please feel free to type any questions you might have in the Q&A section on the right of your screen. Once the presentations are over, we will dedicate some time to answer your questions. Let's get started with Peter, who will talk about a COIL project at the Faculty of Humanities and Social Sciences which facilitated meaningful collaborations

between our students in Canada and their peers in Russia. Over to you, Peter! >> Peter Galambos: Thank you, very much, Amira. So welcome, everyone, thank you for joining us this morning this afternoon or this evening, depending on where you are, it's really a great joy to be a part of this panel. First, because, I'm extremely proud of the work that we've done at Sheridan, at COIL efficient in the faculty of humanities and social sciences, also as Sheridan and if you're from other institutions as we expand and try to incorporate more COIL projects into our classes, I think my story can be helpful one, because my experience is -- faculty member, who, think about a year ago, I probably had never heard of COIL before, kind of was thrown into the fire to learn about COIL, to learn about how to integrate COIL projects into classrooms. And to be now sitting on a Panel trying to advertise it to others, hopefully, if you are someone who is interested in COIL maybe a little bit wary about how to do it. Hopefully, I can help inspire you or maybe just give you a little bit of the extra push of inspiration to, you know, take that plunge. So to start with the -- bit of a brief introduction about who I am. For those who don't know me which I assume is most. I'm aspirin who likes to think of themselves, as,

having their head in the humanities, and social sciences, but maybe their heart in the arts, so, my degrees and Ph. D. Were in politics, specializing in urban politics, political theory, history of political thought I very much found of home teaching in institutions like Sheridan that embrace creativity interdisciplinearity, and the arts and design. >> Sorry I couldn't quite hear you! (Siri). >> Sorry, Siri is listening to my speech, one of the classes I've been teaching creative city and culture, loosely defined a course that explores how we can use the arts culture and creativity more generally to build communities, right? So, we look at -- Toronto and the GTA's efforts to, you know, build a creative city but it also focuses on, the way that we, as students, as -- as designers, as citizens as people, can kind of utilize aeroown creativity to, improve our environments create more accessible more inclusive spaces more lively, livable spaces. So as I participated in the COIL project, the COIL pilot, I I had two real challenges I saw, the first is the general challenge of how do we integrate a COIL project, collaboration into this course existing curriculum? The second is how do we do this amidst this great experiment in the shift of remote learning we are all a part of and I would say one of the more

difficult semesters I've ever taught and I mention this also partly because I think the experience of the pandemic has really, was a great, way, shaped the way we looked at our COIL project but also, again, as a means of encouragement, right? If we were able to pull this off, in the winter semester of 2021, it's going to be far easier to do afterwards. >> Peter Galambos: So our COIL project, our COIL collaboration I was partnered with an institution or a professor, coincidentally also named Peter at an institution called the school of advanced studies at the university of Tyumen a city in Russia, in Siberia, as far away from Toronto Oakville, you could possibly get and Peter was also teaching a course on cities and culture. Those perhaps, similar but a little bit different. It was a course that was focusing on the role of cities or the imagery of cities and Russian culture and literature. Really a lovely class, one that I would love to take that culminated in a great trip to St. Petersburg, to walk the streets, and look at the places Dostoevsky wrote about and so forth. We got together and talked about how we can integrate a coproject in a course like this and in the context of the pandemic where our students were all scattered we had different types of

learning environments. We thought, that, what we had been doing wouldn't work, right?

It was very difficult to talk about a design or a project a trip to any city was sort of out of -- off the table, right? So we decided to kind of, embrace, the challenge of the pandemic, and try to use our COIL project almost as an antidote to that. So we decided on the theme of exploration, a theme that would allow us to kind of get out of our, you know, social distance. And get out of our homes, explore the world, of course, in a mindful way and share our explorations, with each other as a way to increase intercultural learning. So we designed this 7 week curriculum that was really getting into the world, experimenting with a variety of different types of, techniques for exploration, and culminate in the creation of these interpretive maps that would really shape or try to map our experience of our local communities. So we did was we broke our students in groups, groups combined with students from different institutions, Canadian and Russian students brogue them up by themes, themes distinct enough to differentiate the groups but abstract enough the students could interpret them as they saw fit and through a series of experiments with various techniques for exploring their environments, some which were I

would say more traditionally designed oriented public life studies going out and sketching and mapping and counting the investments in which people were doing in our communities and perhaps some that were a little bit more experimental more artistic, audio sound walks, videotaped --
where deries, and go out into the world and record our experiences and culminating in the creation of these interpretive maps, maps that were not designed to necessarily help with navigation but really were designed to -- display our experience of our communities in relation to the themes that each group were given so I wanted to focus on a couple of examples of these to really highlight, how this experiment, I think showcases the strength of COIL, and also how COIL was allowed to maybe push our students a little bit further than we might in other circumstances. >> Peter Galambos: So, (drinking water). The first group I wanted to talk about had their theme as boundaries and thresholds and, again, I will admit as someone who's generally skeptical about things, you know, the worry I've been going into a project like this is that you might have a fairly superficial type of collaboration exchange where, you know, one group might say,

you know, my Canadian community has a Chinatown, my Russian community as a Chinatown, oh, look, they're similar but different very interesting. What is interesting we saw on the surface level collaboration exchange really broke down down and immediately gave way to a deeper much more critical analysis of the differences and similarities between the communities of the students, so in this group, boundaries and thresholds, the students, initially began on again this easy track of thinking about the different ways their communities were broken down looking at various cultural enclaves, but also the regions of poverty and wealth and sort of what the students quickly realized was they disagreed about what was perhaps the strengths and weaknesses of these types of divisions, my Canadian students at Sheridan were very, very happy to embrace a mosaic, city, of various kinds of different kinds of cultural enclaves but the Russian students were a little bit more skeptical about this what we ended up having a shift of ways of identifying the various regions to really thinking about how we perceive them. What are they? How do they shape our lives? These new elements new deeper layer of perception, not only the wider collective perception of what unity

versus diversity meant. But also the group's perception and the individual students' perception of how they could navigate these and how these, various boundaries and thresholds affected them. Another group I want to talk to, about, again, just being a bit mindful for time had as their topic recreation and leisure, again, a topic that you might think of producing, very -- sorry, the topic that the groups when they came together kind of progressed very easily initially where they would start talking about and exploring the various times of amenities of their local communities, the things they like to do, the highlights, if you think of it this way, but really interestingly very quickly with the discussions and group explorations, the students started to realize that, you know, things are maybe not as they seem. And they started to sort of registering a lot of these disagreements about, tid they actually enjoy going to these sites? Or these attractions that were sort of the official draws of their local communities? And so the students kind of working together, decided to incorporate another layer on their mapping exercise, that would look at -- um... again, their perception but in the -- against a theme of deception, right? We saw this idea that feeling of being let down by the official narratives of their

communities of what they had to offer for them --
a feeling of being maybe isolated or a little bit
disconnected, although officially, the places that
they were meant to go to, to experience this
connectedness, you know, they weren't quite
getting. So, again, fascinating we saw how the
students, ended up actually becoming a little bit,
closer, bonding, over the theme of, you know, sort
of negative emotion interestingly but a theme of
deception of kind of being let down by, the
amenities given to them. >> Peter Galambos:
And so in this sense I want to, again, being a bit
mindful of time, I want to talk about some of the
benefits that I saw as part of this project. And
listed a few here, but I think there are two, that I
think are the most important that for my
experience, the first is that, the collaborations
were not always easy. Quite difficult and they
often bumped up against each other in ways very
much unexpected and I think this really
challenged, the group's approach to what they
thought of as a successful partnership. As a
successful collaboration. Many of them entered
the class like this with the idea that a beautiful
looking collection of maps would very clear focus,
is what counts as a successful collaboration, and
what's going to score them a great grade. But

very quickly what they started to realize, is that, you know, agreeing on the themes, agreeing on the way they understood and interpret their communities and these themes themselves, was really the heart of their disagreements. So in this sense they had to reframe their expectations, in the sense that a successful collaboration was not necessarily one that necessarily looked pretty, and, you know, seamless, but really one that was able to dig deep, and identify the sources of these, you know, disagreements, agreements, these tensions or conflicts between their interpretations or expectations, for this work. >> Peter Galambos, Professor, Faculty of Humanities and Social Sciences: And the second one I wanted to highlight, again, was this, idea, that what we saw here is the collaboration allowed them to go a little bit further than I've experienced in some of the classes that I've done previously. In a sense, this force, present their interpretations or ideas, about their communities to, what is essentially an outsider, someone who doesn't share their cultural reference points or assumptions about the locations -- actually, forced them to maybe think a little bit more deeply a little bit more critical about some of the ideas that they helped to be implicit.

And I think this -- forced them to almost go a little bit deeper, in their critical reflections on the world around them. >> Peter Galambos, Professor, Faculty of Humanities and Social Sciences: And the one thing I also want to add to this, again, being mindful of time the -- benefit -- one more opportunity to plug COIL what I want our faculty training module we're lunching, one other thing I want to at to this from my experience one of the most fascinating about a collaboration like this in a lot of ways the challenges the tensions the difficulties that arose as part of this collaboration were all ones I never would have expect, right? There were surprising, kind of shocked myself, and my partner Peter as well. And one of the benefits for me being part of COIL's 101 project has allowed me to you know, you know, share the surprising elements, the things I learned along the way, because, again, I think the hardest part about integrating a COIL project is really doing it the 1st time. Once you do it it becomes clearer, easier, the monumental is gained and by allowing myself to participate in COIL 101 and hopefully have gone more faculty members like myself like Stan also participate in COIL 101 you can kind of lower the bar of entry for anyone else who is interested at Sheridan or, of course, around the

world. So, again, COIL 101 is launching soon, one more chance to plug it! But I look forward to talking to you more in the questions. (Amira El Masri): Thank you, so much, Peter! And very exciting experience, and some very important insights there, thank you, I'm sure our audience will have some questions for you. As we move on. So for now, let me, move on to our colleagues at, the Business -- Pilon School of Business. And ask the question of how would COIL experience differ if you have multiple international partners? Mark, Stan, and Edwin will shed some light on a COIL project that connected students from seven different institutions located in the Netherlands, United Kingdom, Germany, Romania India and Canada, over to you stan >> Stan Kamzol: Thank you, very much, Amira, and thank you, good afternoon, good morning, buenas tardes, (in various languages) to all of our colleagues, and, friends that are part of our community internationally. >> Next slide, please. >> Stan Kamzol: I would like to take the opportunity to remind everyone, that, my role, was to really facilitate, the pilot, and as -- was mentioned earlier, by Peter, and Amira, we found that the introduction to COIL was. Opportunistic, as we struggled through, the COVID time; and needed

to be creative, and imaginative, to find new opportunities. And it's that opportunity, at Pilon, in the winter of 201 that both Edwin and Mark will talk about. Next slide, please? So, COIL is really, just, another leg to the stool. That we have found at Pilon, that brings together another international opportunity for our students. We find that it complements what's been a traditional mobility exchange program, where our bachelors students get a chance to study abroad; we have expanded both our faculty, our community of learners to be increasingly more internationally-aware.

So COIL, collaborative online learning, was a natural in terms of connecting with our ambitions at Pilon. Next slide, please. So, what we've found is with Amira's work, introducing the opportunity for COIL plus the fact that it invites, an opportunity for learning, to communities of learners that typically wouldn't get a mobility exchange opportunity. We saw, it as a win-win proposition. Thank you. Next slide, please, So, by design we found that one of our mobility partners, SAXION and another in the Netherlands reached out to us and Edwin brought to my office, the opportunity for us to work on a simulation, together, six months later, so, in the fall of 2020, we, explored courses that could possibly fit in and we matched,

the work that Saxion was putting forward in a simulation, with one of Mark Weaver's courses, and we looked at it from the point of view of not only the simulation, because every COIL can use a variety of platforms. So we knew that this platform was a gateway for a student experience and the student experience that we were looking forward to do, was one that not only did the discipline, the academic discipline, but also, the cross-cultural awareness, The ability for students to work together with a peer, in another country. And so, as we explored this, we have started to build out an opportunity for our very first pilot. Next sloyd, please, So, with Mark's work, in redesigning his course outline to accommodate this, Working with Edwin's timing and the partners that he had recruited to be part of larger program, we embarked on our pilot, in January of 2021. And, at that time, my role was to help Mark introduce the concept of COIL to his students, and, to bring a background to the COIL opportunity to not only the colleagues internationally, but to the students around the world. At this point in time, I would like to invite both Mark and Edwin to pick up a presentation on the experience that they enjoyed, this past year. Next slide, please, >> So, in 2017, welcome

everyone thank you for the invitation. Greetings from Netherlands. In 2019 we started with the COIL project but at that time we only started with one partner university Coventry University in Great Britain, and later on we expanded our cooperation with 7 partner universities across the world, it was the first time that we are -- we would run this simulation, completely remote. >> Edwin Van den Berg, Professor - Saxion University of Applied Sciences: And I have to tell you it was challenging, especially since the -- we expanded our amount of partners from one to 7. So, it was more complicated but we also learned from the experience. As you can see, we had 7 partner universities from across the world, and I got nothing to add on this slide, next slide, please >> Edwin Van den Berg: (Continuing), >> Mark Weaver: I'll take this, thanks very much Stan, the opportunity to implement COIL as part of our course and design was very attractive and welcome experience! A lot of our students often wonder, you know, what kind of education, they -- eventually develop and experience beyond the four walls of a classroom. So to be in this kind of a context, where you're partnered up, with, uh, you know, students in the third and fourth, year of a similar program, in different parts of the world was

a very welcome experience. At the end of this, we asked the students to put together a reflective paper, just to comment on their experience, both with the program, and, the collaboration that they were involved with. With the other students, and, you'll see some of these student testimonies later on in -- in the presentation. But overall we definitely had a very positive experience and -- and, we're looking forward to continuing this again, and winter 2022. Next slide. (Pause), Next slide, please! (Edwin Van den Berg), (Pause), Mark Weaver: Things we could consider take-aways and we've identified a few for you on the screen here, and a large part of this, was, being able to give the students that opportunity to collaborate and work in a fast-paced decision-making environment. And there were some challenges with that. There was -- a little moving around of student and student partners, for the first couple of weeks and an opportunity for students, to use ice-breaking techniques to get to know each other a little bit better and we found the students that were more successful in creating relationships, and -- establishing, you know, ways of being able to work together were much more successful in this overall experience. (Pause), Next slide. (A pause), >> Edwin Van den Berg,

Professor - Saxion University of Applied Sciences: So when we did this pilot 2019 or this projectads I mentioned before we had one partner so it was easy to communicate and make arrangements for our students, later on, then we added three partners, so we had a group of four, that was still manageable and then after let's say four weeks before, we would start the simulation we added another three partners. Two from Romania and one from India and that made things a bit more complicated. One, we did not have a central platform where we could discuss -- basically what we -- expect from our students and what we -- well, how we could discuss the learning objectives.

So that's something that we should change for the future. We should have a central learning platform, where we can share all the information, where we can, discuss learning outcomes, and basically, have a central place, where we can meet each other, and exchange information, so that's one thing that we, from the instructioner perspective, should change, and, that's what we're going to do! And going forward, we should also have, a bit more, introduction to one, the instructors and two, to the students, so that they are better up to date on what to prepare for and

what they will be -- I would say tested on, but what they are graded on. Mark, do you have anything to add regarding this slide? >> Mark: I would definitely endorse all of that! I mean, you know, the more interaction we can have, you know, the richer the conversations, that will develop both in the collaborative format as well as, after that, with -- with our students. >> Edwin Van den Berg: True, I agree. So that's something that we need to pick up for our next session.
So if anyone has an idea on how we have a central platform online, that we can use, feel free to share it in the comments section! We're hope for suggestions. Next slide, >> Edwin Van den Berg: Yeah, one of the things that we, did not take into account when we started this simulation or this cooperation, is, that, the trading platform that we used, it wasn't -- it put for, the amount of students that we -- that participated in this program. In the beginning, we had 40 students participating, and it was 2019 so the platform had no issues dealing with all the traffic. When we expanded our partners to 7 partner universities and 200 students in total -- we experienced some technical issues that a lot of students were not able to well, connect to the service so that gave a lot of -- annoyance with the students that they

were not able to log in to the system or communicate with their partners; we communicated, that one with the business organization that was responsible for the simulation platform and should be solveed for the next session.... Mark, I think the third bullet point is from your side, could you start that one? >> Mark Weaver: Yeah, absolutely! I mean, one of the concerns that we had at the outicate was how our students would fare with respect to their collaboration, and, and analysis. With some of the other students who were a little more senior in their programs. And, one of the things that this simulation played up well was the behavioral finance elements, in making trading decisions, and, our students -- grasped that very, very quickly and we found they were excited about being in a position where they had to analyze -- SKAUMENT and at least make trading decisions based on fast-paced changing news environments and our students were definitely not at a disadvantage, in this situation they performed very well, so we're proud of them&the results they were able to achieve. Next slide. >> Edwin Van den Berg: Next slide, yeah. >> Mark Weaver.
 If I can start this one off, one of the things that becomes very important in making this kind of a

COIL experience work was being able to coordinate the semester and to be able to coordinate the time of day in which, this takes place, we've got time zone differences but we also have semester length differences and for us, being able to do something in March or April, really helps. The progress of our course outlines and, the learning experience of our students. Next slide. As we -- one of the things that we wanted to give the students an opportunity to discuss, or to provide some feedback on, was at the end of this, experience, in the form of a critical or reflective paper, students were asked to address how they felt about the challenges the collaboration the experiential learning, being able to work within this environment and work on the trading platform. Each of our students provide adshort reflective paper and you're seeing feedback on the screen from two of them and I would add these 2 are indicative of the vast majority of the students in the class. >> Edwin Van den Berg: Yeah, thank you. >> Mark Weaver: I can speak to this on my behalf, I guess and in doing so certainly thank Edwin and his team for doing a nice job to organize and manage the experience, I know their hands were full and we certainly appreciated the time and the attention that they were able to

provide to us, and the troubleshooting, that they offered to some of our students, and definitely we look forward to doing this again! >> Edwin Van den Berg: I agree, I agree, I'm also looking forward to do it again but this time I would like to discuss several changes we discussed. We could make the project a lot a lot bigger and it doesn't mean bigger is always better but what I mean is we can put more content into it. Make it more like a general assignment instead of only trading on a financial platform.

I got a lot of ideas, we already discussed that one behind the scenes but I think that we are ready for the future, and to make this project even more attractive for students. And, instructors, of course, but mainly for students. >> Mark Weaver: Definitely excited and we're certainly on board for that. >> Edwin Van den Berg: Yeah. >> Mark Weaver: Next slide. >> I think I'll pick this up at this point. Thank you, very much, thank you to Edwin, and I continue to practice my Dutch! On a regular basis. >> Two of the themes that have come out of the COIL project we had at Pilon, were growth, and flexibility. >> Stan Kamzol: Growth. >>Not not only in how faculty evolved during the exercise but also growth in our students, flexibility, not only in the academic, you

know, the professors understanding the need to be able to work in tandem with a Partner; adjusting things, both at the beginning, and throughout the process. But also the flexibility in our students. To handle duress, to be able to respond to something unexpected.

These are the key ingredients of any international experience. And as I look at our COIL project, we now see it as a fundamental beginning. It's something that we want to replicate, build on, and expand.

We see this as an opportunity from many dimensions. We have students that have given us feedback, the academics with whom we partnered, giving us feedback. We surveyed them, we built bridges to them. Through things like the.... Ice-breaker exercise that we introduced at the start of the COIL project. Getting students familiar with each other. And then importantly -- as both Edwin and Mark have said at the end of the presentation -- the ability for us to be able to gauge their growth. Their growth, not only in the discipline that they're learning, because COIL can be cross-disciplinary. You know, we can have students in the humanities working with students in business. But it's also, the important cultural awareness that we work on. students in our

classroom that will not have the international travel opportunity, embrace COIL. It is, an introduction to a world that they need to understand, and so, we at Pilon, are expanding our COIL commitment. This past semester, we're completing a COIL project with a partner in Switzerland, that deals with ethics, and sustainability. We're building pilots with colleagues in Europe, on supply chain finance. Next semester. We're adding more and more discussions. Because we believe our curriculum will benefit from this growth. We believe that our faculty will benefit from this growth. So we embrace it, we believe that it will be the key positive that's come out of the COVID environment we've lived in. So, I celebrate the work that Mark and Edwin have done, and celebrate all of the colleagues that are embracing COIL, and we look forward to being a -- reservoir of experiences -- working with Amira's team, we hope to expand both the faculty commitments but also the student awareness of COIL being another part of our internationalization. Added to our mobility program, and our growth interculturally in terms of faculty, and student base. We welcome your questions. (Concludes remarks), (A pause), Amira El Masri: Thank you,

so much, Stan, Mark, and Edwin, very interesting perspective from Pilon, and from the Saxion University. And, as Stan mentioned, there are plans at Sheridan to expand the COIL offerings, across different faculties, so in the winter semester, the upcoming winter semester we are expecting a few more courses within the Pilon School of Business, within Faculty of Humanities and Social Sciences, Our teaching English as a second language (TSOL) and afterwards with our faculty of arts and animation, and design, as well as FAST, faculty of applied sciences and technology -- so more and more of our students, will be able to have access, to those very rich experiences, So, maybe, I'll start with a few questions... and, I'll ask them to the group as a whole and please, feel free, to indicate who would like to take -- you know, -- start with answering them. >> Amira El Masri: And I think this is something that, Stan you alluded to a little bit, when you spoke about the borders now are starting to reopen, international travel is -- coming up, and picking up, as we go. And, there will -- the chances for students, to travel, internationally, whether through exchange programs, or study abroad programs, would resume. How do you see the relationship between physical travel? And

virtual travel? Is it one or the other? Or is it both? And, how would they support each other? >> Stan Kamzol: Thank you, Amira, I'll take that question. I believe they'll complement each other, and supplement each other. I think that, there's been a shock to the conventional international learning world. I think that there's clearly, pent-up demand to return to it. But I do think the successes that we've embraced in things like COIL will become a foundation of our learning going forward. There are students who do not have either the financial or the comfortable levels to go physically abroad, and so, therefore, things like COIL and work among institutions that allows, an electronic exchange, is going to be a part of our future going forward. So I can't statistically tell you one way or the other as to how it's going to settle out, but I do believe we have seen a growth in, you know, remote-learning, collaborative, online learning. >> Amira El Masri: Thank you. I would -- would any of the other speakers like to add anything to this? Or.... >> Edwin Van den Berg: I completely agree with Stan, got nothing to add on that point but I think it's complementary, I agree. >> Stan Kamzol: I might add that speaking with our national partners, Amira, we're finding much more in the way of openness, to embrace, you know,

this as part of our international community. And I think that, that is a theme, that we're going to see grow, so I think that, it's not only Sheridan's perspective but our colleagues around the world. (A pause) >>> Amira El Masri. Definitely. >> Peter Galambos: One thing that I would add as well, is the accessibility in general, Stan I think mentioned students not being able to commit the time or financial resources to travel but also there increasingly are classes our students people with, other kinds of commitments, sometimes are working full-time jobs, sometimes they're raising small children, they work in different kinds of hours, so I think, it's -- is not necessarily a great idea to think of COIL collaborations virtual exchanges as a replacement, for going abroad but actually a way of sort of supplementing and creating students for this kind of sharing that allow us to navigate all the other kind of life commitments we might actually have, it's -- exactly what Stan was saying, it's good, the flexibility it allows for can really be beneficial. >> Stan Kamzol: One thing to add to that is I think we should never underestimate our student capacity to work with online learning. We've seen a growth in this last two years, that needs to be recognized. And, integrated, in our options as we

look at international education. >> Amira El Masri: And I think it also adds to the fact that, our workplaces also is shifting to the online and virtual space, so probably, COIL would provide students with the opportunities to develop those skills to work, collaboratively, with -- teams from across the world, across different cultures; and deliver on whatever tasks they have to do so there is that link as well. Thank you, so much! So, a question that we have is about managing students. Expectations. Anxieties. As well as.... You know, -- >> Amira El Masri...: The whole experience, I would say within COIL, how do you manage students' expectations and anxiety before COIL, before they start COIL throughout COIL, with -- with different challenges they might face with their international peers and then, we saw some very positive reflections from students afterwards, but I'm sure you did not land those positive feedback that easily. There was some kind of work that was done before COIL, and during the COIL project. So we would love to hear more about that. >> Mark Weaver: Well, I can start this one. We -- communicated the idea of COIL, and the expectations related to it in our course 33005D, right from day one. We worked through the weekly schedule, and, introduced this as a

separate module, that would be used to discuss and extend concepts, related to behavioral finance in the course. And, it was a matter of engaging the students, like in the very beginning, no surprises, or rather as few surprises as possible. And providing them with some ice-breaking tools or techniques, so they could get to know on a more, individual level, those that they would be partnered with. You know, throughout the duration of this experience. And, that really helped a lot. We had -- a number of students express some anxieties, which would be common to working together in team work, and that is, how well will the other person work as -- as my characteristics a reasonable fit for them? What do they want to get out of this experience? Those sort of concerns and we had some technological ones as well. Many of our students, you know, --

.... Experienced the online portion of our courses, Through everything from phones to tablets to, you know, laptops. And so the issue really became well, will this platform work on this system that I have? How do I adjust or accommodate? And what happens if there's an outage? How to I get back in? That sort of thing and so there was a lot of front--end work to be able to coach the students through this, and alleviate some of their

concerns. (A pause) >> Amira El Masri: Uh-huh.
>> Edwin Van den Berg: Can I add something on that one? >> Amira El Masri: Yes, please!
>> Edwin Van den Berg: So some of our students they said in the beginning when they were connected to a partner student, they asked me how should I contact the student from my partner university? What should I ask? What way should I communicate first? And, that's basically -- exactly the question that I had, when I just started working for a bank, when I was -- what? 20 years ago my manager said to me could you please contact that client and ask several things and I was frightened. I started sweating! Because I never did something like that before. So, now I think it's very beneficial that our students will experience that -- well, situation, when they are still in high school or in university.
So, hopefully, they will learn, that skill before they start working in real-life, so I think that's -- one of the biggest advantages that we -- could get out of this call is that they will remove some of the barriers that they might encounter in real-life, a couple of years, before, while I experienced it in real-life, so I think that's -- not the biggest advantage, but a big advantage from COIL, that they should reach out to other people, and

sometimes, the students don't react so that's something that they have to -- well, deal with and find a solution, so, I see a lot of things that, will improve their skills. Although it's not always fun, or not fun in the beginning, but it's a process that you have to go through, and the sooner you go through the process the better you will become; so, that's something I wanted to add. Peter Galambos: One thing I mentioned in my presentation briefly was how, I mean, flexibility was one of the keys to making it work, but I think, also, sort of trying to reframe, what counts as success, what makes a successful collaboration, because, again, I mentioned I think a lot of the students intuitively felt they would go off into their groups and do a lot of that work in private and not even in the classroom setting, so even creating their own communication channels outside of the official ones, and that a success was so they get at the very end kind of come forth with a beautiful, attractive, nice-looking, nice reading final assignment but, of course, that was really not the experience most students even the groups that did the best experience quite a lot of tensions and conflict. You know, not major conflict but conflict in terms of disagreements, in terms of the style they wanted. The ideas they wanted to pursue.

But we had to -- we had to constantly reiterate, myself and my partner was how, our goal is really, to not make this a Black box, right? The collaboration is really about opening up the process of collaboration, and reflecting on it. So you could have, a project that really ends in, you know, might think of as, like, a failure, kind of falls apart. But if you really think deeply about what are the tensions and the conflicts and disagreements that kind of cause this problem, very --? Why do we have them, what's producing them? Are they purely technological, are they organizational? Do we have fundamental disagreements in how we want to approach the ideas that are revealing this? This, itself, I think -- both my partner and I tend to stress this, this can be a successful result of a collaboration like this, even if you don't produce, like, the prettiest assignment in the end, right? So, like, really collaboration, it's about, the process, as much as the endpoint. >> Amira El Masri: I guess one of the challenges, might have been time zones, you've been working across so many different time zones, so how did, students manage that? And how did professors as well manage that? >> Mark Weaver: Probably a question better for Edwin because he coordinated all of this, the seven different institutions, and

some 200 students. On our part it was very simple. We simply, blocked the time in, in a way that would integrate with them -- schedule. And had our students, participate within that time frame. But, the lion's share of the work was certainly carried by Edwin. >> Edwin Van den Berg: Yeah, and the main problem we encountered. We had three different time zones, we had Canada, well, the Netherlands, and we had India. So, the challenge was if we needed to make quick decisions then what didn't get a quick reply from everyone, because well, they were sleeping or doing other stuff so that was one of the challenges that we had. Luckily, for this next session we only have two time zones so that problem will be solved but in the end I would say the problem wasn't that big. It was manageable. You just had to be a little bit more patient, and you -- not to expect a reply within a couple of minutes like we are, like we are used to, or a couple of hours, so to say; It's just something that we have to adjust in our mindset, that, not everything will go as quickly as we want to and we need to have patience, and if you have that one, then everything will work out. Maybe not as perfect as we all want it to, but in the end it will work out >> Amira El Masri: Perfect. so, also, focusing on

students as well. And, one of the main, outcomes of a COIL experience, is developing students' incultural competencies, and ability to work, across cultures and nations, so how did you measure students' intercultural awareness and competencies throughout the COIL project? >> Stan Kamzol: Well, I can begin with that one, in that we built into, Mark's experience, a couple of surveys. Surveys that were done at the front end, where students were asked to comment on their awareness, their -- knowledge about international circumstances. And behavior. And then at the end of the COIL experience, we had a very similar survey completed. Whereby we could measure the change in the answers. And, the response rates suggested growth in intercultural awareness, you know, one can get right into the details of the question. But in the main, what we found is that students said, "it helped me", "It enlightened me" and I think it was that measuring that helped us feel that there was progress and growth; and the second thing, that we saw, was the reflections that were done at the end. Where students would capture their overall experience, in a packaged, information, submission, to Mark -- that highlighted the fact that, I didn't know this. I didn't think that they would react this way, but now

I understand. So there was a measure of change. So those were some of the things that we did do. >> (A pause) Amira El Masri: I don't know, if Peter, from your perspective. >> Peter Galambos: I mean, so we built in -- so, I mean, this is, actually, a question that, like, as a thinking of course design and COIL design and something that's still on my mind, because we had a few approaches, we built-in reflection to basically every type of assessment activity and final project that we offered, so there were always opportunities for students to give feedback, not only about the content of what they were working on, but also the process, with, you know, challenges they were facing and so forth. But on top of that we also had, the student questionnaires at the beginning and at the end, in addition to a number of learning reflections that I usually assign as part of the course as well, so we had a lot of channels through feedback, but interestingly, I think that this was a positive approach, but there's always the challenge of I think, the questionnaire fatigue for students of getting too many opportunities of filling out forms and this -- where I would say I'm still trying to figure out on a personal level as an educator what is the right perfect amount where you're getting

the highest quality of responses? And I don't know the total answer to that yet but I think this is how we've been -- how we tried to gauge this. >> Amira El Masri: Uh-huh. >> Stan Kamzol: Amira, if you don't mind, I would like to extend that question to include, faculty. What we took is the opportunity as well -- I sent out a questionnaire, to the faculty involved in Edwin and Mark's COIL activity, to also get some feedback, because faculty are the key ingredient, that make COIL work. You know, they set the table for the experience, and I also, was curious, as to what they went through. Because, that's part of the best practices, that we want to share, and build upon, at Pilon.

And so as much as we -- elicited from the students, their changes, we also looked at it from a faculty perspective as well. >> Amira El Masri: Wonderful, talking about faculty, we have a question over here from one of our faculty members, saying that they expect to be part of a COIL project soon. Amazing news! And asking whether it's up to the professors to raise their hands and ask or is there an organizationwide plan? And maybe, I'll take a stab at this answer, at answering this question. So, faculty members who are interested in introducing COIL to their courses

are, encouraged to connect directly with their associate Deans; or Deans, to indicate which course, and what their plan is. However, we also have a huge support, services available, for you. I say "huge" compared to last year but, of course, we still have to work more on that. So, for finding, an international partner you can always connect with the Center for Global Education and Internationalization, where we would support you find a partner for your course. You could also connect with the Center for Teaching and Learning to support you in terms of the platforms that can be used, so to answer one of the points that Edwin mentioned about, you know, finding the right platform, to communicate with your international partner, so the center for Teaching and Learning can support with that. We also, have, a flowchart that is available on our Center for Global Education and Internationalization that walks you through the steps, so maybe one of my colleagues now will post a link to that flowchart here that would tell you exactly.... What steps to follow, from the first idea of, I want to develop a COIL course or introduce COIL to my course; up until the evaluation, and -- decision whether to renew that COIL offering, or not. So -- we also have, our COIL@Sheridancollege.CA e-mail,

where you can always share any questions or ideas you might have. We also have our COIL community of practice, which I mentioned, early on, which is a -- a mail list for now, that we have where -- professors that are interested in COIL can pose questions and people can share the experiences. Over there. So, I don't know, Stan, also you might have another perspective, because, as a coordinator, a faculty member who comes up with I want to introduce COIL into a course. >> Stan Kamzol: Thank you, very much, Amira, and thank you for the question. It really is up to the professors to bring forward the enthusiasm, to want to do this, because, it is a journey. It requires both the commitment, but also the planning, and, the -- the time that needs to be invested. Working within the Pilon School of Business, you know, through Karen Booth who is the associate design responsible for international activities, and myself, we have familiarity with current mobility partners, expanding COIL partners, so, probably, reaching out to one of us early on in the process, helps -- you know, set the tone for what might be happening quickly, or might it take, longer? And then there is the Center for Global Education, through Amira's group that brings other resources into play, that can match

up. But I do believe, expressing the interest is the start and we encourage that to start as early as possible in order to allow the time necessary for it to germinate, because the relationship with your partner is one that requires shepherding and design, and then also ensuring that you get your course outlines, completed to match what you plan to do. I hope that helps you, whoever asked the question >> Amira El Masri: Yeah, thank you. So, since we moved on to the discussion about faculty members -- as you mentioned -- all of you, during your presentations -- Is that, faculty members -- you know, the -- the expectation of a COIL, introducing COIL to a course -- you would require lots of flexibility, as you do that. You know,? It's not a straightforward kind of a process, so, how would a faculty member prepare themselves to their COIL journey? >> Peter Galambos: Well, the easy answer is that we fortunately, the experience of myself, and Mark and Stan as well is that we've been trying to -- like, I think, almost that we had the harder job because we kind of jumped into it without knowing a lot, thankfully we had, really wonderful COIL advisors, to kind of get myself and my partner up to speed, but we were kind of going in blind in a

lot of ways not really knowing what we're doing, but I think at Sheridan, one of the --
I think the best parts of this project is, sort of roll-out of COIL schoolwide, has been to try to, like, -- you know, use the -- our own experience to kind of create this learning module, like, COIL 101, to help sort of share our experience, to kind of give back, and as part of COIL 101, one of the things that we're trying to design as part of it is create forums and venues, for faculty members to kind of share their own experiences, what has worked? What has not worked? So that we can slowly grow a larger body of knowledge that, new faculty members experimenting with COIL, are trying out COIL for the first time, will have a growing wealth of knowledge and experience to kind of draw upon, I think -- in that sense I was mentioning earlier a lot of the challenges I faced were complete surprises I never would have expected and I think that comes naturally with international collaborations like this, like, you just can't plan for certain things to happen but the more we can kind of institutionalize and create venues where faculty members can share these experiences I think, like, the -- it only becomes easier for people to try COIL experiments and COIL collaborations. >>
Mark Weaver: Absolutely, I think in my case -- let

me answer -- let me answer the question, in the chat from Mardy. In my case, it was difficult to imagine how a course could be --
it could incorporate a longer COIL experience, we decided that it would be good not to bite off too much at this point and so our COIL experience was, built on a three-week model. Three weeks. And, that gave our students a --
that gave us, as a class, me as the faculty member, a couple of weeks to introduce the idea of the -- of the COIL experience, and how that would -- you know, contribute to the overall learning, and, course outcomes, and, then to do the three-week process with the students, and provide time for reflection, and, further integration in with the -- with the course learning outcomes; so in answer to your question, although, it would be interesting to put this over 14 or 15 weeks, I was very glad that we did this over three. (A pause).... >> Stan Kamzol: And I would add that a typical COIL runs between four and six weeks. Because what it does is it is being fit into, or supplement, an existing course delivery; and I think that, four to six weeks, or three to five weeks, allows the -- The host professors, the opportunity to ensure that their delivery, is fulfilled; while, at the same time, building in the COIL

experience, And, I -- I think that, you know, who knows what the future has in store? There could be 14-week courses down the road? That are totally collaborative, and online between institutions, But in the main, as we move in to more and more COIL, I think that what we're seeing, is this -- you know, three, four, to 6-week window. >> Peter Galambos: I would -- add to that as well, but I think a course -- there are a lot of, you know, participating in this pilot, kind of opens, your mind to the possibilities of other kinds of international virtual exchanges, but I think the benefit of COIL specific as a form of virtual exchange is that it does come with a sort of a philosophy, and a set of best practices to pursue for making a four-to 6-week-long, collaboration work, right? So there's usually a timeline you can kind of follow of what makes the best, collaborations in terms of creating opportunities for ice-breakers, getting to know each other, getting comfortable with each other, slowly building up the stakes on activities and kind of working towards that greater goal; so, I think that is the benefit of COIL. As a specific version of this. Is that it does help you along so you're not kind of coming in blind. >> Amira El Masri: Uh-huh. >> Stan Kamzol: The analogy I always like

is we're cooks in the kitchen, and I think that, many of us, get recipes, handed down from our ancestors. And sometimes, the quick-and-dirty works quite well. Sometimes, we might want to build something into a recipe that takes more time, so flexibility, cooperation, imagination -- That's what we need. Amira El Masri: Amazing! So -- you mentioned that the COIL project ideally would be --

you know, anywhere between four to six or eight weeks of your course, however, building the relationship with your international faculty peer, would require more than that. So, if I am a faculty member, who is willing, or who is interested in introducing COIL to one of my courses, when is the right time to connect with my international peer? And how long would it approximately, need for both of us, to collaborate on developing our COIL project? So when is the right time to start planning? I would say... >> Stan Kamzol: Well, again, I'll put my ore in the water on this one. I know that with Edwin's invitation -- that was in late October of last year. It took probably six or eight weeks for Edwin and Mark to sort of firm something up. Then, there was Mark's work in preparing his course outline. And, Edwin would prepare how Sheridan would be a part of

something during his spring semester. So, probably about six months in advance of launch date. Seems to be a reasonable profile of time, because there's a lot of internal discussion, and then, the relationship-building with the partners that needs to unfold. So if I was to put a stake in the ground, I would say, professors that are keen on this probably would not be able to achieve a winter 2022 delivery. But, certainly, spring, or fall of '22, are about what seems to make sense, because you have to take into account, different semesters at different partners, holiday breaks, you know, Making sure that, course outlines are modified if necessary. There's quite a bit of pre-work.

>> Amira El Masri: And that's the case with the course that you had with seven institutions -- how similar or different, that is from your experience, Peter? >> Peter Galambos: I mean, so we -- like I said I think we -- were fortunate to have a really great working relationship with my partner, so we kind of dove in very enthusiastically and I think we managed to -- I think we basically had November, December, to get all of our course design ready, for the winter semester so we kind of did the fast track version, so I guess -- proof it can be done but I would probably say it ought not be done

quite as quickly under better circumstances but I think the other thing that's tricky is that there are just so many factors, like, it depends is probably the best answer, because there's so many answers, some institutional, some personal that, kind of govern how quickly you can come together. Sometimes institutions need more time to approve curriculum or changes to curriculum, depending on how large the -- the COIL collaboration is, the COIL project is; how many weeks it takes. We were fortunate to be in a situation, where, I think in my partner's case, the course that, he usually teaches, I mentioned a bit in the presentation, just could not run as it typically would because of COVID so they couldn't -- usually culminated in this big drip the class takes together St. Petersburg, Siberia is not close to St. Petersburg, ending in a big hurrah for the course, so it just could not happen so they were given to redesign a significant portion of their course, without maybe the same time frame, they usually need to do such a thing, so we had some benefits. I think, yeah, maybe -- it depends is really the best answer for that because you can have a really wonderful personal relationship with your partner that makes things work easier but you can also envision COIL collaborations that

happen between programs and institutions, year after year, where the faculty change over time, and that could become far more institutionalized where it's not maybe as dependent on the faculty themselves to get it running. And it's just kind of more organized. In that case you may be able to do it quicker. Yeah. >> Amira El Masri: Which is fair enough, you know, it differs on so many different variables that, take a role in deciding how long you would need. To what extent you are -- you have a working relationship with your partner, is it a new partner? Is it an already-existing one? And as you mentioned the -- the duration of the courses, the -- how, and to what extent the calendars sync together. So there are different variables that we need to look at. So, moving on, we talked about students' perspective. We talked about faculty perspective. Let me move on to the coordinator or the administrator perspective; and -- what advice would you give other coordinators, associate Deans, Deans, and, you know, in terms of support they need to provide to their faculty members? And students, to facilitate their COIL experience? (A pause).... Stan Kamzol: No one seems to be jumping into this one. Is it because they had an abundance of support? I'm hoping, if that's what Mark and Edwin experienced but I do

believe the center Of Global education education facilitates an abundance of resources, we need to be sure the faculty has easy access, opportunity for Q&A, as well as a growing community internally that is experiencing COIL to be available. I think more and more investment in terms of best practices continues, that's important. I think also what I'm finding is that, amongst institutions, There is a growth in working relationships... speaking to our experience with our colleagues at Saxion, subsequent to Edwin opening the door, with the first pilot. We've had, an abundance of discussions, in other disciplines, so I think that we also have opened the door, to our resources, to our partners. So I think that there's a -- combination of initiatives, but I think that it all begins with a curiosity of the faculty member. And what they feel that they don't know, or need to know. So they need to ask the questions. And I believe that, we at Pilon, and what I'm experiencing, at Sheridan -- We have a growing available resource base, and, we certainly have enthusiasm developing. So I think that, abundance of resources, is in place. And I think that what we have to do is just make sure that people can open those doors. >> Peter Galambos: The one thing I would add as well is,

again, my experience, as participating in the pilot, is I think slightly unique, in the sense that, we have this great support from Genevieve, the associate dean but Peter and I as we learned about COIL and designed our curriculum and planned our curriculum, had the support of our COIL consultants, and many lovely people who were able to give us, years and years and years of experience, to help us along the way. And this is fortunately, an experience that we can't reproduce, for everyone who is involved or are interested in COIL so, again, part of our COIL 101 program and I think the institutionalization of this at Sheridan is to try to, you know, systemize or institutionalize this knowledge and experiences in a way that can be passed on for faculty in the future, my experience, again, won't be shared by other people but we're really hoping through these programs that future faculty members interested in -- COVID -- sorry, COIL, will learn from this.
>>> Amira El Masri: Thank you, Peter. Edwin, from your perspective, are there any -- things to add in terms of support for faculty?
>> Edwin Van den Berg. Well, I did everything myself.... (Laughing), it's possible, but I -- I wouldn't advise it. I -- honestly, I don't have anything to add to that the answers that Stan and

Peter gave >> Amira El Masri: Thank you, and, as Peter mentioned, Peter had the opportunity to work with COIL consultants that we had, at the beginning. Helping us introduce COIL. And we wanted to make sure that our faculty members across Sheridan have a similar experience so this is why, our -- which we talked about a little bit, during the course of the presentations that COIL 101 slate, module on slate. Which will be released very soon, during the month of November. Which is, I would say, the summary, or the outcomes of all the knowledge, the important knowledge that we got from our consultants, from our COIL experiences here at Sheridan; and, with our international partners. That would walk us from the inception of I have an idea; how can I do it? Up to developing a full COIL project plan. Looking at the learning outcomes -- how to ensure that my learning outcomes or COIL serves the learning outcomes of the course, in general; but also what are the learning outcomes of this COIL project? How to develop best ice breaker activities? How to develop the main activity and then the final reflection piece? Of the course. So, I think -- I'm very excited about this COIL 101 module, and the feedback that we received during the pilot stage was very positive. So, I -- I also look forward to

our communities' feedback, as soon as aughts released. It's released. So in terms of one question that we have is in terms of finding the international partner, How do you go about locating, or identifying the right partner for my course? That's one thing. And, the other question, is, about, should that COIL partner be in the same discipline? And I know that you kind of hinted to that during your presentations, so, if I am a business HR professor, should it be within that discipline or can I partner with someone from a totally different discipline? And how would that work? >> Stan Kamzol: Well, it certainly doesn't preclude cross-disciplinary education. You know, even just listening to Peter's experience, you know, you can almost look for something that could connect between something creative, and artistic, engineering, You know, commerce, and economics. I think that it straddles all of the disciplines, I think that finding partners, is, a combination of networks that are in place already. Using the resources, within the Center of Global Education; but, also, networking on your own. A lot of professors bring with them a network that's been self-cultivated through, conferences, through online symposium, I think that finding the one that matches your learning outcomes, is critical. But,

at the same time, it shouldn't say, how imaginative can I get with my course? While preserving my outcomes -- that I can sort of straddle another discipline, and we're finding that with things like supply chain finance, we're finding it with ethics and sustainability, where you've got a variety of disciplines that are available. But we're opening the doors with common ones now, but we're very open-minded about going across disciplines. >> (A pause). >> Peter Galambos: Yeah, I totally agree. I think there are -- all sorts of wonderful possibilities of taking courses that -- on their face would seem radically different but actually creating incredible opportunities for exchange, interdisciplinary exchanges but also inculturally, I can imagine a wonderful design based course as being mixed with business courses and kind of working on piloting projects of all sorts of ventures, it would be really, really interesting, and I think Stan's,stance, I would just agree, I think there are a lot of different venues for making the connections sometimes it's personal, sometimes you're relying, on the networks that we're trying to create also what Sheridan -- may make it easier for you to sort of publicize your interest in doing COIL collaborations, so that, other international partners might need to see you and reach out to

you, but also I think one of the benefits of this is that, the -- the connections we make and the partnerships we make, tend to multiply, right? Once you've dup the hard work of introducing COIL to an institution, maybe doing it once, having it twice, having the administrations become familiar with it it just becomes far easier to do it again and again in the future so there's a great value to that. >> Stan Kamzol: And hopefully they're representative and sustainable because speaking to what all of us have said, you know, it's, like, a joint venture: The -- the founding members of the joint venture help ensure creativity and success. And I do believe that that's one of the -- you know, the elements of your due diligence, as you look for a partner. Is it sustainable? Will it be around for two, three, five, semesters? Because, when you go through this learning curve, you will find that what you did in the first iteration, becomes a foundation for something better in the second, third, and beyond; so I think that, that's a really important part. You know, partnering is just, like, in its conventional way: Something that requires preparation and due diligence, understanding, and commitment. >> Mark Weaver: Yeah, well-said. >> Amira El Masri: Thank you. So, maybe, our last question,

given the time, time passed so quickly -- Is, looking or reflecting on your COIL experience. Those two pilot courses that you had in the winter. How similar, or different, were they from the other iterations of the same course that was offered without COIL? >> Peter Galambos: So I would say that, in -- I mentioned this bit in my presentation that, we really were fortunate to be incredibly consistent with the learning outcomes for both, the course I had been teaching at Sheridan but also the course my partner had been teaching at the school of advanced studies in Tyumen, we just kind of changed the orientation, right? So I think our goal was to utilize creative practices, arts, and culture, for improving our communities, and while usually, we would -- the course prior to the COIL collaboration, kind of culminate in this practical design oriented, arts intervention into our community spaces both on Sheridan campus and publicly, public spaces -- because this was kind of impossible anyway so even regardless of the COIL collaboration we would have had to kind of change our orientation, we were able to kind of translate this into a more exploration based type of activity which I think fulfilled the same learning outcomes, the same goals for the students to really critically interact

with their communities and do so in a way that utilizes arts and culture and creativity. Yeah, so I was really happy with -- on the face, they looked very different, but I think interestingly the goals that were behind them, are very consistent with the original goals. >> Mark Weaver: I could speak to my course, too, with respect to -- winter 2021, this was the first time that we had a chance to work and coordinate the experience into the course and so we looked at it as a supplementary activity and integrated in so that it became, the middle part in the course. So, a lot of the introductory pieces, a lot of the contextualization was done upfront and then the students had for lack of a better term a laboratory experience, and -- to work through to put in practice, and then, in the remainder of the course, we could flesh that out, and -- and in much more depth but how did this work? Why did this work? What other measurements could you use et cetera? So it was a great experience, it closely tied to learning outcomes in the course itself. With definitely look forward to doing it again, and would say that on the whole, the students really enjoyed the experience. (A pause), >> Amira El Masri: Stan, do you want to add to this? >> Stan Kamzol: Nothing but positives. I believe that, I'm thrilled to

have been a part of the one that, Saxion and Pilon experienced. And I'm thrilled to be a part of our growth at PSB, in terms of other COIL initiatives. I just see that, you know, we've got a bright future ahead of us with a lot of opportunity. (Pause), >> Amira El Masri: Thank you. So, we will end, maybe, with one advice, from each one of you, to instructors, who are debating whether they want to include or they would include COIL in their upcoming courses. Maybe, I'll start with anyone -- would anyone want to volunteer? >> Mark Weaver: I'll just add the point that experiential learning makes all the difference, and, it allows you to understand the portability of what you're teaching and what you're learning, and it allows you to understand that education itself takes place, in an environment, which is -- which exceeds the walls of your classroom, and my advice or my suggestion is do it. >> Edwin Van den Berg: Yeah. I agree on that one. I also would like to add, start early. Stan already mentioned this. And be flexible. When I look at myself, I'm a control freak. I like to be in control, I like to annal everything, and I like to cross away all the insecurities that might happen, or the bad things that might happen. But it's completely impossible. You cannot control everything so sometimes you

have to simply accept that something did not go as planned and then look at the outcome and then still value the outcome, and then move on to the next. -- well, together, or challenge.
So I would say, start early. And be flexible. >> Peter Galambos: I think flexibility is I think, one of the key words to this, because, again, even if you put a lot of planning into it in advance, things don't go as planned. The challenges that arise are ones that you can't expect. But also, like Edwin was saying I'm also very similar going into it I was a bit wary and fearful certain things wouldn't work, it would become too complicated. It is sort of a situation where you kind of just dump into the deep end and it's incredibly surprising to see how, when things start rolling when the students start interacting and start producing work, and, you know, coming together, and it really -- that part of the experience makes it worth it. Even if you're not quite sure and you're a little bit wary of some of the extra work or some of the extra commitments that goes into it it's, like, Mark was saying: Kind of just do it, jump in and the results are quite enjoyable. >> Stan Kamzol: Open the door. Open the door for yourself, open the door for your students. >> Amira El Masri: Thank you, so much. Stan, Mark, Edwin, and Peter for joining

us today, and thank you to all our audience, who tuned in. I hope that we were able to shed some light on the two COIL experiences, that we had, and encouraged people to look further into COIL. Again, we are open to any questions, suggestions our community might have at the Center for Global Education, and Internationalization. Feel free to reach out any moment. The recording of this webinar will be uploaded on our source channel for future viewing, along with the other webinars that we held in the past. And, please keep your eyes open, for the announcement on the COIL 101 for faculty members, coming up soon. So, thank you, so much, and, have a wonderful rest of your day >> Stan Kamzol. Thank you very much!