

# Similarities between College Students and Eusocial Insects



# Introduction

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# Developing the Project

01

Exchange of Ideas

- Comparing two ways of seeing nature
- Human behaviors are not so different from those of other animals

02

Common Themes

- Approached the challenge of collaborating across areas of knowledge from behavioral point of view
- Forms of communication against stressors and the response to stressors were similar

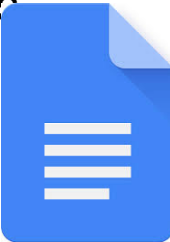
03

Content first, then Structure

- Natesha's course, compulsory Master's level course for Student Affairs degree
- Solange's course, elective for the undergraduate Biology degree
- BU term = 16 weeks, USB term = 12 weeks

# Facilitating COIL Connections

- Faculty to Student Interaction
  - Created WhatsApp group for each class
  - [FaceBook for COIL content](#), including rubrics and faculty introduction videos
- Student to Student Interaction
  - [Padlet](#) for student introductions (Icebreakers)
  - FaceBook for formal discussions
  - WhatsApp and Google Docs for collaboration and informal discussions
- Co-Teaching Course Material
  - Created lectures using VoiceThread and TED-Ed
  - Identified supplemental reading material



# COIL Syllabus

- Nested within our class syllabi
- 9 sections: instructor information, COIL description, student learning outcomes, attendance policy, assessment and grading, online environment, resources, and calendar
- Calendar included weeks, SLOs, tasks, assignment instructions, and tools; second calendar outlined faculty deliverables
- Assignments: introductions and community builders, group discussions, knowledge grid, video infographic, and reflections



# Impact & Student Takeaways (S mon Bol var University)

**Novelty:** Exchange culturally with other students from another country, with a different language and within a course of their own. It was a challenge to reach concessions to make the assignments but interesting to know how other people work.

**Limitations:** Those related to connectivity, schedule synchronized classes; Consider response times between groups.

**Suggestions:** Related to the use of technologies, for example, using WhatsApp and Facebook for informal communications and platforms like Google classroom, Edmodo, Virtual classroom, for classes and assignments.

## Student Feedback

*I really liked the cultural and academic exchange of this module. It was a challenge to reach a consensus between the issues, but we succeeded. Perhaps, in the future, modules could be made between more similar branches of knowledge. However, I recommend it as it is, because it is an opportunity to meet students from another country, with different ways of working.*

*The challenge of interacting and working with students from different cultures and careers is something fun and stimulating. I feel that the program would benefit if it had a designated platform for all work and communication (say Facebook, Padlet or other web page), switching to different networks and media can be confusing and not always accessible to all students.*

# Impact & Student Takeaways (Binghamton)

Content - more challenging course material and include additional lessons specifically on culture (taught by students)

Peer to Peer - increase opportunities for more informal and formal interactions

Length - add 2 to 3 more weeks or an entire semester

## Student Feedback

*Working with someone from another country can pose challenges due to political climate or cultural differences: Internet access, daylight savings/time differences, language, intercultural communication styles (e.g. storytelling). Most importantly, it was fun connecting with someone from another country!*

*I would like to see the partnership extended with more challenging material. I would have liked to have the chance to teach the students more about student affairs and the chance to learn from them about social insects.*

# Moving Forward

The experience with COIL has been transmitted to other professors at the University, given the novelty. Due to the pandemic and quarantine, the different platforms and technologies learned were used during the distance classes. I would like to dictate the COIL module in my ***Biological Diversity*** course where students from different careers enroll.

Dr. Solange Issa (sissa@usb.ve)

I am determining how best to facilitate COIL connections in my new position as course director for the ***Critical Thinking and Information Literacy*** course design.

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