

Collaborative Online International Learning
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BMCC – UBN COIL Projects Fall '19 - Spring '20



- Borough of Manhattan Community College (BMCC)
- Deniz Gokcora
- University of the Bahamas
- (UBN) Sally Everson

Who are the professors and why were they interested in COIL?

ENG 119 (UBN)

ESL 95 (BMCC)

- First-year English composition courses
 - Literature courses
 - Interest in using digital tools,
 - Has an M.A. in ESL (taught ESL in Puerto Rico)
 - Interested online collaboration
 - Wanted her students to get international exposure
 - Students will get to know other students with different cultural background
 - Supports project-based type of learning
- Developmental ESL
 - Linguistics classes
 - Interested in getting students to establish a global perspective
 - Establish collaboration with native English speakers
 - Some ESL/immigrants do not get a chance to speak English outside their home environment

Students at BMCC and UBN

- BMCC

	ESL 95 (Fall'19)	ESL 94 (Spr. '20)
	10 students 5 Female 5 Male	2 sections 20 students 14 Female 6 Male

- UB-North

	ENG 119 (Fall '19)	ENG 119 (Spr. '20)
	6 students (After Hurricane Dorian)	11 students 7 Female 4 Male

Course/Projects/LMS Preparation - Summer 2019 – Two professors

- Spring 2019 (COIL workshops for BMCC faculty; partner available to discuss logistics and COIL ideas)
- July (meet online for detailed planning on collaboration)
- August (Decide on a Learning Management System)
- July – August (Negotiate on COIL projects and establish a timeline to complete the COIL projects; Build the Learning Management Platform (CUNY Academic Commons – CBox Open Lab))

Selected Two COIL Projects

- An **Education Essay** based on interviews and R. Rodriguez's "The Achievement of Desire." Expository Essay.
- An **oral presentation** based on a digital picture of a **global social justice** topic in students' environment.

Project 1: Education Essay

- COIL Project Week 1 - September 30-Oct 6, 2019
 - Join, create membership, short intro, availability/technology tool
- COIL Project Week 2 - October 7-11, 2019
 - Student partners conduct 1st face-to-face interview using selected technology
 - Read selected essay (Richard Rodriguez – “The Achievement of Desire”)
 - Analysis activities in class
 - Free-writing about the essay
 - In classes: develop ideas and formulate questions for 2nd interviews based on concepts and ideas about education from the selected essay.
- COIL Project Week 3 - October 14-18, 2019
 - 2nd face-to-face interview of COIL partner about education experience using selected technology
 - Post summary / response to prompt on Course Home Discussion forum.
- COIL Project Week 4 - October 21-25, 2019
 - Write first draft of essay in Word document
 - Share with COIL partner
 - Peer reviews of COIL partner’s essay drafts

Example Peer Review

- College Experience Response

- *I am writing this to respond to my partner XXXXX “College Experience” Education essay about my college experience. What I really like about the essay is the fact how XXXX states what my struggle is and then tops it off with me not settling but fighting to do better. The focus is not only on my weaknesses but also my strengths and there’s a balance. I’ve seen this throughout the essay, and I love that.*

Project 2: Oral Presentations on Global Social Justice Topics

Six Zoom meetings were offered for both groups to learn how to discuss global social justice topics using rhetorical appeals. Students selected one meeting based on availability. In breakout rooms, students each shared a digital image to practice discussing. They then posted a summary of the discussion meeting.

Examples of topics:

- Child Marriages in Morocco
- Child Sexual Abuse in El Salvador
- Islamophobia in the U.S.
- Gender Inequality Compensation in The Bahamas
- Female Genital Mutilation in West Africa-Guinea-Bissau
- Traffic Jam in Bangladesh
- School Bullying in China
- LGBT Rights in The Bahamas
- Boko Haram Violence in Nigeria

Oral Presentation Rubric

Time (5 minutes)	10%
Introduction (hook) ask a question to the audience to get their attention.	10%
Explanation of ethos/logos/pathos	30%
Speed/volume	10%
Pronunciation	10%
Fluency	10%
Grammar	10%
Zoom Meeting summary (Discussion on COIL Website)	10%
Total	100%

Human Rights Against Homeless in The Bahamas.

Analysis of a Social Justice Text in The Bahamas: Human Rights



Pathos: There is a bit of emotion in here, they both look upset and even annoyed in their situation. It gives the viewer a feeling of remorse toward the men because the way that they can be treated could have been more

humane.

Logos: These two gentlemen right here are homeless and unemployed and are getting arrested and fined during lockdown.

Ethos: Credibility recently came from a known and trusted outlet in the Bahamas called The Nassau Guardian.

Cultural Values: In the Bahamas officers do not bother the homeless for any reasons but, now that they are required to follow this temporary law they are treating the homeless as if they are breaking the law intentionally.

Example Feedback on Zoom meetings

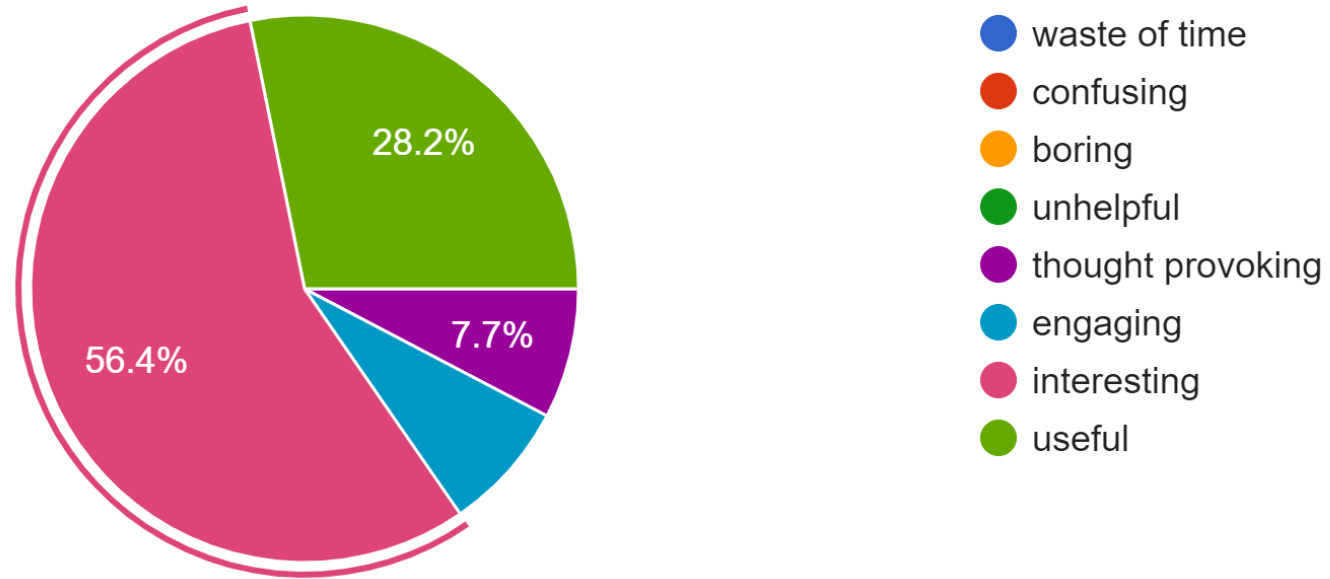
- *Social justice is a huge problem in many countries and I really appreciated having zoom meetings about it seeing that there are students from different parts of the world in this course. I learned a lot from my professors and also from my classmates. The sessions were very informative and it made me realize problems around the world that I would not normally think about. Every country has its up and down but it was mixed emotions thinking about what others go through. I thank my classmates for bringing up these issues and I thank my professors for bringing this topic to our attention and making us aware.*
- *What's more important than being aware of world issues? Believe me, it is very important!!! I've learned from my Zoom meeting that there are as many social issues as in my country Brazil, our meeting was very informative and helpful, this makes me want to know how the Government supports the people in their hard times.*

Peer comment on genital mutilation issue in Africa (The Ivory Coast)

- *I found this presentation **extremely informative**. This was informative for me because I had no knowledge of this issue happening in Africa. The analysis of statistics was enlightening. I gained sympathy for this presentation after seeing the picture of the tools used for genital mutilation. I am a female myself and this is something I would definitely not approve of to take place on my body, this is pathetic. Something must be done to cease this issue in Africa. Females should not have to go through this.*
- *Hi XXX, I understand how you feel about this issue as a female but don't worry now many organizations fight against this nonsense. Parents who force their kids to undergo Female genital mutilation can go to jail.*

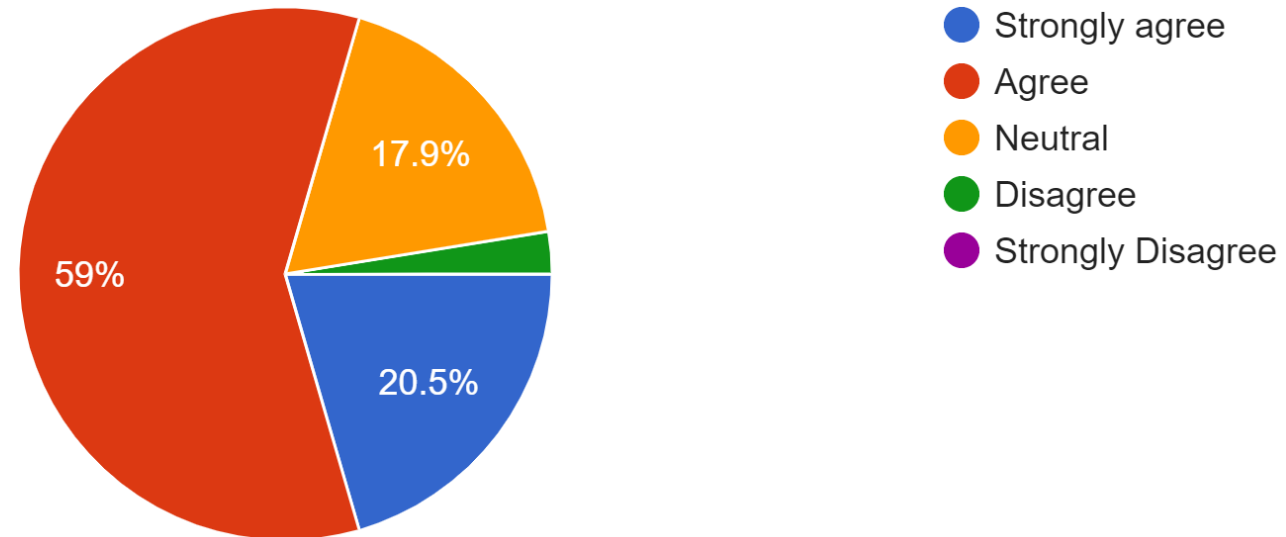
1. How would you describe the cross-cultural collaborative experience, including the two projects- education essay and social justice presentation?

39 responses



5. Completing the education essay and the oral presentation involved some challenges.

39 responses



Some students' comments at the end

- Doing the COIL assignments helped me to improve my life experience and to work better with other people from different countries.
- Coil project.... Gave me good experience and made me more confident
- Meeting my coil partner was very fun and i learned a lot from her. It was a great experience and i hope everyone else had a coil partner as amazing as mine. (UBN)
- In the beginning of this project, I thought it was a big challenge for me. However, after Professor G and Dr. Everson helped me, I completed these projects successfully with my partner who was from The Bahamas. It is interesting and useful for me to learn how to collaborate and to think critically.
- The cross-cultural collaboration was great and brought people together from different backgrounds.
- I enjoyed the experience and was grateful for the opportunity (UBN)
- This class really helped me to be more open and get to know persons from around the world. It was a very interesting experience.

Assessment – Global Competency Survey <https://www.isitpgc.org/global-competency-survey.html> - Supported by the European Union

- A. Digital, Media and Information Literacy
- B. Global Citizenship and Intercultural Understanding (*)
- C. Social Awareness, Personal Attributes and Communication Skills (*)
- D. Professional and Learning Competencies