

## SYLLABUS for COIL MEXUS PROJECT

Courses	Sustainable Development	Sustainability
Programes	Engineering	Sciences
Institutions	Instituto Tecnológico de la Laguna- TecNM	Monroe Community College - SUNY
Professors	María Luisa López Segura	Laura Penman

**Technological tools:** Skype, Facebook, Blackboard, Google.Doc, E-mail, Messenger.

**Student Learning Outcomes :** Both professors will organize 5 groups of 5 students for a portion of their courses. COIL program will involve an icebreaker activity so students can get to know each other in a place or environment they like. They will interact, comment, discuss and make questions to better know about community, environmental conditions and needs in their partners place.

The next activity will be a local teamwork to find and define a problem concerning sustainability in their community, using and analyzing concepts from the class to present a “sustainability problem” to their partners in Rochester and Torreón. Teachers will match these teams to make collaborative discussion groups and to present a solution for their problem. In this part students must ask, answer, comment to their partners about their exposed problem. Each teacher will grade their own students.

Stage	Week	Task/Activity	Tool
1. Ice Breaker	1-2	Introduce yourself and something you like in your hometown. Post 2 pictures for that or a small video less than 60 sec, one photo of yourself and one of your favorite place or activity in your city. Comment and ask to your partners about their hometown or about them.	Facebook
2. Introduction	3	Welcome to a sustainable project! ...environmentally, socially economically .... and beautiful too! Watch the short video and read the lectures about the topic. <a href="https://ecoinventos.com/sistema-sabi/?fbclid=IwAR11FORKKcjHXV3qYiNQ0g8iSulZ1RFKK_bJmALULNf06TyfmK_josmBrw">https://ecoinventos.com/sistema-sabi/?fbclid=IwAR11FORKKcjHXV3qYiNQ0g8iSulZ1RFKK_bJmALULNf06TyfmK_josmBrw</a> <a href="https://www.nasa.gov/feature/langley/keeping-an-eye-on-earth-s-energy-budget">https://www.nasa.gov/feature/langley/keeping-an-eye-on-earth-s-energy-budget</a>	Facebook
4. Registration	4	Registration to MCC Blackboard. Fill up: First name, Last name, School e-mail, to access to MCC-SUNY Blackboard. MCC students don't need to do this! they are already enrolled in the NEW Blackboard page COIL-MEXUS.	GOOGLE.COM COIL ROSTER BLANK.XLSX
5. Teamwork	4-5	Students must find and define a real problem concerning sustainability in their community, analyze concepts from the class and present a “problem proposal” to their partners in USA/México. They will post a report on FB, using, pictures, references, data, and any material to better understand the problem.	Classroom teamwork  Facebook
6. Collaborative Discussion Groups	6	Teachers will match US-MX teams and organise collaborative Discussion Groups in Blackboard to analyse, discuss and find solution to the their exposed problem. Students must post their sustainability problem and must ask, answer, comment to their partners about their exposed problema too.	Blackboard
7. Conclusion	7-8	Students find a solution for their problem and post a final report at the due date. Finally students must write some comments about their experience and learning.	Blackboard  Facebook

**Results :**

- Students used their knowledge and curricula content to analyze, discuss, select and provide the best solution to a real problem. ITL students reinforced their language and communication skills. All students experienced a cultural connection with partners in another language and context, to collaborate and find solutions for sustainability problems in their communities.
- Students used technology tools to communicate in an effective way, to know, to learn about their partners' situations, places, landscapes, environments, communities and sustainability problems. They shared information, data, points of view, opinions concerning specific problems in Rochester and in Torreon cities and they presented a solution to their problems in USA/México.
- *Added bonuses:* This international collaboration gave each group of students the opportunity to learn a little bit about the content of the other school's course. Due to the international and collaborative nature of this module, students learned about some of the similarities and differences between cultures in these two Regions of the world.

*EVIDENCE THAT YOU ARE ABLE TO WORK EFFECTIVELY WITH INDIVIDUALS IN ANOTHER COUNTRY IS A SIGNIFICANT RESUME-BUILDER. EMPLOYERS VALUE THIS SKILL IN AN INCREASINGLY GLOBAL WORLD!*