Emerging EdTech Options for VE/COIL: Creating Safe Spaces for Innovation and Learning

Live Recording: September 16, 2020 20:00-20:45 p.m. (EDT) | September 17, 2020 09:00-09:45 a.m. (JT)
Thank you for joining the Virtual Exchange COIL Transformation Lab Learning Studio Webinar #3:  
Emerging EdTech Options for VE/COIL:  
Creating Safe Spaces for Innovation and Learning

Audio: You are all muted by default. Please remain on mute until the Q&A portion.

Archive: This webinar is being recorded and links will be available on ACE Engage (www.acenet.edu/engage) and ImmerseU within two business days from the conclusion of the live presentation.

Intros: Please type a brief introduction in the chat area outlining your role and interest in VE/COIL.

Q&A: We will have time at the end for Q&A. We encourage you to ask questions throughout the presentation. Please type questions for presenters in ALL CAPS into the CHAT panel and submit it to Everyone.
Who we are and what we do

American Council on Education

As the major coordinating body for United States’ colleges and universities, our strength lies in our diverse membership of more than 1,700 colleges and universities, related associations, and other organizations. ACE mobilizes the U.S. and global higher education community to shape effective public policy and foster innovative, high quality practice.

www.acenet.edu/coil
Emerging EdTech Options for VE/COIL: Creating Safe Spaces for Innovation and Learning

Today’s Speakers

Tosh Yamamoto
Professor and Associate Director
Center for Teaching and Learning
Kansai University (Japan)

Joe Olivier
Senior Instructional Designer
Center for Teaching and Learning
DePaul University (USA)

John E. Fowler
Advisor/Facilitator
Virtual Exchange/COIL Initiatives
American Council on Education
Cool Tools Conundrum

- Growing EdTech Landscape
- Incredible Possibilities =
  - Overwhelming Choices

Learning Must Remain Core!
1. Goals & Learning Outcomes
2. Communication Modes
3. Task & Project Design
4. Tools Selection & Adaptation
Exploring Third Places for Virtual Exchange

Joe Olivier
DePaul University, Chicago, Illinois USA
About Me

- Instructional designer at DePaul University
- Consults with professors on designing courses to better enable virtual exchange
- Facilitates instructor training for Virtual Exchange
  - Open to other institutions & professors from around the world
  - Learn more: go.depaul.edu/veforyou
Agenda

- “Third place” as a conceptual framework
- Third places for conversation
- Third places for collaboration
- Third places specifically designed for Virtual Exchange
What is a Third Place?

Ray Oldenburg, *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of Community*. 1989
Third Place Example: Coffee Shops
Third Place Example: Parks
Third Place Example: Barbershops
Oldenburg’s Characteristics of a Third Place
Most Salient to Virtual Exchange

- Neutral ground
- Leveler
- Conversation is main activity
- Accessible and accommodating
- Playful mood
Third Places for Virtual Exchange
Practical Implications

- Avoids adding students to one institution’s Learning Management System
- Encourages conversation and collaboration
- Accessible in terms of cost, internet connectivity, language, and disabilities
Third Places for Conversation
Synchronous Video: Zoom

Third place characteristics

- Conversation is main activity
- Accessibility: Closed captioning support (typed or 3rd party service); automatic transcripts from cloud recordings
- Playful mood: Emoji reactions, video filters

Key features

- Voice and video calling
  - Phone dial-in option
- Limited free meetings up to 40 min
- Screen sharing, breakout rooms, polling
Asynchronous Video: Flipgrid

<table>
<thead>
<tr>
<th>Third place characteristics</th>
<th>Key features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conversation is main activity</td>
<td>• Share recorded videos</td>
</tr>
<tr>
<td>• Accessibility: Closed captions, immersive reader, students can attach transcripts</td>
<td>• Free and easy to use</td>
</tr>
<tr>
<td>• Playful mood: Emoji reactions, video filters</td>
<td>• Supports iOS and Android devices</td>
</tr>
</tbody>
</table>
Third Places for Collaboration
Google Drive / G-Suite

Third place characteristics

- Neutral ground
- Accessible
- Enables conversation via writing & comments

Key features

- Collaborative document, spreadsheet, and presentation editors
- Includes storage for files
Google Docs Example

PR & Advertising Entrepreneurs class (DePaul University) &
Academic English for Information Management and Social Data Science Students class (The University of Hong Kong)

Assignment deadline: Wed., Jan. 29 at 5:45 pm Chicago time

Icebreaker assignment instructions:
1. Find your name below under Group Members.
2. Click on your link to your group’s Flipgrid and record your video “Icebreaker” on Flipgrid. You will create your free Flipgrid account by authenticating using your Google or Microsoft account. You’ll answer the “Icebreaker” prompts when you make your recording. Make sure to clearly say your full name as part of your introduction.
3. Get to know your group. Respond to one or more Flipgrids listed under your group, including at least one student from the other school in your group!
4. Fill out your contact information on your Group’s Contact Info Sheet (e.g., email address, full phone number with country code, social media channels).
5. Discuss and select a collaboration tool for your group interviews. (DePaul students: we recommend you download and use WhatsApp. WhatsApp is widely used in Hong Kong and internationally! You can message via WhatsApp for free and do free audio and video calls. Other options: Google Hangouts/Duo, Facetime, Skype).

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Group Members</th>
<th>Link to Flipgrid for Icebreaker</th>
<th>Collaboration Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>DePaul students:</td>
<td>Group A Flipgrid</td>
<td>- Group A Folder</td>
</tr>
<tr>
<td>(Potato)</td>
<td>HKU students:</td>
<td></td>
<td>- Group A contact info sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Collaboration tool selected by team for interviews...</td>
</tr>
<tr>
<td>Group B</td>
<td>DePaul students:</td>
<td>Group B Flipgrid</td>
<td>- Group B Folder</td>
</tr>
<tr>
<td>(Choose a Group Name...)</td>
<td></td>
<td></td>
<td>- Group B contact info sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Collaboration tool selected by team for interviews...</td>
</tr>
</tbody>
</table>
Google Sites Example

- Global Learning Experience:
  DePaul University and University of Uyo

Welcome!

Learning Outcomes:

- Identify opportunities and challenges posed to humanitarian response and refugee resettlement in the U.S. and Nigeria.
- List strategies for fostering cultural sensitivity and communicating effectively with people from different cultures.
- Describe different approaches to responding to the growing refugee population in the US and Nigeria.
Slack / Microsoft Teams / Discord

Third place characteristics
- Neutral ground
- Accessible
- Enables conversation via writing & chat
- Playful mood: Emoji reactions

Key Features
- Real time text chat across different channels
- Built-in video conferencing & screen sharing
Microsoft Teams Screenshot

- Community teamsite if these can be turned on... b/c they both seem very likely to be used in a team or class environment

- Olivier, Joseph 4/24 1:33 PM
  Here's the link to the teaching online mooc starting today
  https://www.coursera.org/learn/teach-online#faq

- Learning to Teach Online | Coursera
  Learn Learning to Teach Online from UNSW Sydney (The University of New South Wales). Are you an educator?...

  www.coursera.org

- Olivier, Joseph 4/30 10:19 AM
  Added a new tab at the top of this channel. Here's a link.

  Wiki
Welcome to DPU-CTL
This is the beginning of this server.

Yay you made it, EloiseBeloise! 03/13/2020

Glad you’re here, lzialvan. March 16, 2020

jesklass 03/16/2020
Hey Lori!

Bridget.Wagner just slid into the server. 03/16/2020

jesklass 03/16/2020
Hey Bridget!
Third Places Designed for Virtual Exchange
Class2Class ImmerseU

Third place characteristics

- Neutral ground
- Accessible
- Enables conversation via discussion boards & video responses

Key Features

- Alternative to traditional, university-hosted Learning Management System (LMS)
- Supports variety of lessons and activities such as video responses, discussion boards
Class2Class ImmerseU Screenshot

Maddie’s Dashboard

About you
What about virtual exchange is inspiring to you?
Click in start typing.

Topics that you care about:
SDGs, PBL, critical thinking, interdisciplinary, sustainability + more

Current course(s)
Topic(s): Biology, life sciences, marine biology
Available dates: August – December
Desired exchange length: 4 weeks
Course language: English
Level: Undergraduate

My courses
Manage your courses, rosters and groups here.

Data Analytics
TTh 1230-1445
56 students

Creative Thinking
MWF 3:30-4:15
47 students

Add Course

My groups

Japan-US Virtual Exchange
5 new posts

International Business
2 new posts

Virtual Exchange Resources
4 new posts

My collaborations
Manage and access your collaborations here.
linkr Education

Third place characteristics
- Neutral ground
- Accessible
- Enables conversation via chat

Key Features
- Alternative to traditional, university-hosted Learning Management System (LMS)
- Includes web storage for course materials like documents and links
Questions?

My Contact Information

Joe Olivier

jolivier@depaul.edu

View Example DePaul Virtual Exchange Projects
Global Team-based PBL
- All team members as well as the entire class to be “on the same page of learning 24/7” -
- Educational Design Targeting at the Singularity Era -

Webinar: Emerging EdTech Options for VE/COIL
- Creating Safe Spaces for Innovation and Learning -

Tosh Yamamoto
The Center for Teaching and Learning
Kansai University
Osaka, Japan
csltosh@kansai-u.ac.jp
Background: Presenter

- Experience with COIL
  - COIL with Universities in Taiwan and Singapore
Target Audience

• COIL Educators
  • Creating Safe Spaces for Innovation and Learning
• NOVICE COILer
• COIL professors with some experience
• Educators with Global Mindset
  • Future Design of Education
• International Administrators
• Others
Summary of Presentation
“safe” --- safe learning spaces where global students can learn and grow -- based on trust/empathy building

“On the same page!”— throughout the progress/process of learning

Multiple learning opportunities
Safe Spaces for Innovation and Learning

Active Learning in a virtual AGILE learning environment, where:

- A project team consists of students from different global campuses.
- All activities and interactions are visualized on a single (virtual) canvas
  - Activities in all teams
  - Interactions between team members
  - Available 24/7
COIL Challenges

Factors to be incorporated to Global Learning Choreography
COIL Challenges

COIL Challenges: Difficulties to cope with

1. Time difference
   - Time Zone
   - Class Time Schedule
   - Academic Calendar
COIL Challenges

• COIL Challenges: Difficulties to cope with

• 2. Difference in Communication Style in Classrooms
  (Lewis Model)

https://blogi.savonia.fi/nateshas/2019/11/04/chapter-4-cultural-categories-by-lewis/
COIL Challenges

2. Difference in Learning/ Communication Style
   - Learning Motivation
   - Learning Mindset
   - Cultural Value ---- Lewis Model
   - Decision-Making/Consensus Building Process
   - How to Build Trust at the global level
   - How to work in a team - AGILE way
   - Academic/Life -- Time management skill
   - Global future society - SDGs

https://blogi.savonia.fi/nateshas/2019/11/04/chapter-4-cultural-categories-by-lewis/
COIL Challenges

- COIL Challenges: Difficulties to cope with

- 3. Global Learning with Future Skills
2. Global Learning with Future Skills

- Sense Making
- Social Intelligence
- Novel & Adaptive Thinking
- Cross-Cultural Competencies
- Computational Thinking
- New Media Literacy
- Transdisciplinarity
- Design Mindset
- Cognitive Load Management
- Virtual Collaboration
2. Global Learning with Future Skills

Sense Making
Social Intelligence
AND more . . .
Global Learning
Global Liberal Arts
With Future Skills to survive singularity
Future Skills: 21st Century Skills

Critical Thinking/Creative Thinking Skills
Win-Win Negotiation Mindset in Global AGILE PBL/TBL Environment
COIL Challenges
A Solution
How to cope with the Challenges?

- Synchronous class contact hours -- Abandon the idea! Almost impossible to synchronize class contact hours worldwide.

NOTE: Only limited to the Team-Level Discussion
How to cope with the Challenges?

- **Asynchronous Approach**

  Virtual classroom has potential to enhance the following:
  - Global Learning
  - AGILE teamwork + Situational Leadership
  - Virtual Learning Environment (Virtual Campus)
  - Linked with both campuses
    - Yet, collaborating profs often appear in each other’s class
    - On the same page of learning
    - Global Teamwork – trust/empathy building in learning
    - All class members are “On the same page of learning” throughout the course
    - All members can have the bird’s eye view (comprehensive view) of the course progress/contents all times.
      * Their own learning as well as the classmates’ learning
      * All project team members are on the same page of learning at the same time
      * The team project (progress and process) are visualized on the same page.
Goal: Creating Safe Spaces for Innovation and Learning

Active Learning in a virtual AGILE learning environment
- A project team consists of students from different campuses.
- All learning activities and interactions are visualized on a single canvas:
  - Learning Progress & Activities, Interactions among team members
  - Available 24/7
COIL ➔ Collaborative Online Global PBL Learning in Teams

Image of Learning compared to bridge building in Rome. Snapshots for the learning process as well as the development flow of the learning designed by the learner.

PBL in a Global Learning Environment

Image From Google
Requirements for ICT-Enhanced Global Learning Environment

• **On the same page** of learning for all!
  • Attention and Care to every student in class
  • Each Team Member in the Global Team
  • All Global Teams in the course
  • Learning Span – Not limited to a course in a semester
  • Global Learning (Beyond the border of campus)
Show Case

Academic Writing
(University Life in Different Countries/Blog Writing/Essay Writing, Research Paper Writing)
COIL-based Learning
2017    (KUx20 + NTUx35)

• Progress Report on collaborative active learning endeavor with National Taiwan University (NTU) and Kansai University (KU)
Progress Report on collaborative active learning endeavor with National Taiwan University (NTU) and Kansai University (KU)
Global Collaborative Learning 2018 (KUx70 + TAIWANx70)

- Progress Report on collaborative active learning endeavor with National Taiwan University (NTU) Chia Nan University (CNU) and Kansai University (KU)

24 Global Teams! (The other half of each team - in the virtual learning space.)
Global Collaborative Learning 2018

- Progress Report on collaborative active learning endeavor with National Taiwan University (NTU) Chia Nan University (CNU) and Kansai University (KU)
Global Collaborative Learning 2018

- Progress Report on collaborative active learning endeavor with National Taiwan University (NTU) Chia Nan University (CNU) and Kansai University (KU)

24 Global Teams! (The other half of each team - in the virtual learning space.)
Collaborative Team Presentation

- Google Drive (Team Project: all prepared online)

Japanese School Life and Taiwanese School Life
Team number: 6
Team members: (only active members)
1. KIMUCA, Chiara
2. SHIMADA, Riki
3. DAI, Yang
4. VIVIAN, Wang

Virtual Presentation Prep. To Collab. Presentation

https://docs.google.com/presentation/d/1iRP6ZGz_FF5D7yG1oLijof8hI4vV0v1giruXbvB1TOg/edit#
COIL Challenges
Another Solution
Social Entrepreneurship (SDGs)
Collaborative Online Global Learning

Image of Learning compared to bridge building in Rome. Snapshots for the learning process as well as the development flow of the learning set by the learner.

PBL ➔ Social Entrepreneurship

Building more tiers!
Global Collaborative Learning 2018

- PBL ➔ Social Entrepreneurship

- A new Phase of Global Collaborative Learning

- KU-Students: Dept of Foreign Languages
  + NanYang Polytechnic: Business School
KU⇔ NanYang Polytechnic
School of Business Management

Social Entrepreneurship

Leanstack Canvas
# Social Entrepreneurship

## Weekly ToDos

1. **Continue working on Last Week’s In-Class Task.**

## TUTORIAL TOPIC & ACTIVITIES

### E-Learning Week
Field Research on Proposed Business Idea & Preparation for ICAI Pitching and Deck

<table>
<thead>
<tr>
<th>WEK NO</th>
<th>WEEK REG.</th>
<th>LECTURE TOPIC</th>
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<tbody>
<tr>
<td>5</td>
<td>12 Nov</td>
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</table>

### COH-06
Goal Setting: SOCIAL ENTREPRENEURSHIP

**Focus on SDG, Environment, Recycling, Daily Life-Related Issues**

**Objectives:** Based on the results of the Preliminary Market Research in the previous session, conduct the following:

1. **Visualized gap (business chances) → Product Design**
2. **Brainstorming for a team product**
3. **Discuss and reach consensus on the product to be developed.**
4. **3 Cs or 4Cs analysis**

### Learning Activities

1. **Team Zoom session:** Using the results of the SWOT/gap analysis and the visualized gap, conduct the following:
   - Brainstorm and discuss to reach a consensus on a product to be developed.
   - Conduct 3C/4C analysis.
   - Company Name, its Mission, its Vision, Slogan, Promotion Video.
   - Team Assignment: HW (Due by Next Class) Visit Pallet/ and enter the term research to be performed.

### Visualization of Learning activities

- **Weekly Updated**

### Market Research - Process Scheme

<table>
<thead>
<tr>
<th>Separation of market research process</th>
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<tbody>
<tr>
<td><strong>Definition Phase</strong></td>
</tr>
<tr>
<td>1. <strong>Profiling</strong></td>
</tr>
<tr>
<td>2. <strong>Pricing</strong></td>
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<tr>
<td>3. <strong>Orientation</strong></td>
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<tr>
<td>4. <strong>Regional marketing</strong></td>
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<tr>
<td><strong>Marketing Plan</strong></td>
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<tr>
<td>5. <strong>Business adaptation</strong></td>
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<tr>
<td>6. <strong>Product development</strong></td>
</tr>
<tr>
<td>7. <strong>Revenue model</strong></td>
</tr>
</tbody>
</table>

### Problem

1. **Top 3 problems**
2. **Top 3 features**
3. **Unique Value Proposition**
4. **Unfair Advantage**
5. **Customer Segments**
ICT Tools to Enhance Critical/Creative Thinking Skills
e.g. Flipgrid, Padlet, Google Suite, etc.

- Team Building with Empathy/Trust
- Each Team sets their own project theme for Critical Thinking
- All members & the entire class to be “on the same page of Learning!”
- Team Activity Report in Rich Media
- View Presentations by Other Teams & Give Constructive Comments
- Reflection session => SWOT Analysis => Goal Setting for the Future Learning (in writing/video)
Advantages

- Students have learned to:
  - communicate/discuss with foreign students in the virtual learning environment
  - set the pace of team learning.
  - plan their own team learning.
  - share their discoveries with all the class (followed by their constructive comments)
  - reflect the entire learning process (meta cognition)
  - work in teams (situational leadership in action!)
  - use the language skill for productive ways.
  - appreciate global diversity in learning.
  - new values found by the actively engaged learners
  - to name a few . . .
Conclusion (Key to Success)

• Key Factors for Globally Collaborating Faculty Members
  • Long-Lasting Partnership with Trust
  • Collaborative Mindset: Global-Level Professional Development in a Team!
  • Share the Mission: Future Design of Education – Raising Future Citizens
Global Team-based PBL
All team members as well as the entire class to be “on the same page of learning 24/7”
- Educational Design and Technology for Inclusion -

Thank you very much!

Webinar: Emerging EdTech Options for VE/COIL
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VirtualExchangeCOIL@acenet.edu
ありがとうございました
Muchas Gracias
Thank You

Watch for Info on More Webinars in the Virtual Exchange
COIL Transformation Lab Learning Studio Series

www.acenet.edu/coil

www.kansai-u.ac.jp/Kokusai/IIGE/