UC | Chile

MANUAL:

How to incorporate Collaborative Global Learning in my courses?

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
OFFICE OF THE VICE PRESIDENT FOR INTERNATIONAL AFFAIRS

Index

This document, presented by the Direction of Global Learning of the Office of the Vice President for International Affairs and the Faculty Development Center (CDDoc) of the Office of the Vice President for Academic Affairs is meant to promote Collaborative Global Learning within the Pontificia Universidad Católica de Chile. Theoretical orientations will be presented that explain the concept of Internationalization of the Curriculum at the UC and the existing support for the correct implementation of the methodologies that contribute, from within the classroom, to reach this institutional goal.

These goals refer, first of all, to the **UC Development Plan 2020- 2025´s** objective to "Deepen Internationalization", which explicitly states "Develop Internationalization at home" and "Strengthen internationalization as part of the undergraduate curriculum to enhance the integral formation of all UC students".

In this context, we seek to promote Virtual Global Learning at all educational levels, including graduate, master's and doctoral programs, since these methodologies enrich the educational offering and can open up other opportunities for internationalization through research and collaborative projects, internships and access to competitive funds.

I. Background

What is Internationalization at Home?

Internationalization at Home is the intentional integration of international and intercultural dimensions for all students in formal and informal curricula within domestic learning environments (Beelen & Jones, 2015). Likewise, the UC Internationalization at Home Program aims to promote opportunities that integrate the international dimension and the development of intercultural and global competencies within the UC community.

How can I promote Internationalization a Home from my teaching role?

As teachers, it is possible to contribute to Internationalization at home by incorporating collaborative methodologies that facilitate student-centered Global Teaching and are characterized by the work and exchange between two or more study groups, mediated by technological platforms. Their application in courses throughout a study program has been identified as a strategy capable of enhancing internationalization, increasing student participation and positively impacting their learning.

Likewise, within Higher Education Institutions, the application of these collaborative methodologies has been an effective way to integrate the entire community in the development of international perspectives and global competencies without the need to travel outside the country to obtain them (Beelen & Leask, 2011). Similarly, classroom work is often complemented by other curricular and extracurricular Internationalization at Home strategies on campus.

II. Methodologies

Among the collaborative methodologies that promote Internationalization at Home we find:

These methodologies are:

- An academic resource that drives learning beyond the classroom by **interacting with experts and academics from other institutions.**
- **A strategy that strengthens links and collaboration between** national and international academic communities (Perez et al., 2018).

Among its objectives are:

- To promote training based on the construction of knowledge, **the exchange of ideas and interaction**.
- Expanding access to education and promoting **active learning** (Mora-Vicarioli and Hoo- per-Simpson, 2016).
- **Create student-centered** learning communities (Villasana and Dorrego, 2010).

Research shows that collaborative learning, specifically in multicultural teams, promotes the development of **intercultural competencies** of those who participate in these spaces (De Hei et al., 2020).

For the internationalization of the classroom and the development of global competencies[1] within it, it is necessary to select and plan a methodology in accordance with the objectives set, as it must be a systematized strategy to achieve different learning outcomes based on a clear process and structure with design, implementation and evaluation stages.

In this sense, it is recommended to pay attention to these three phases for a correct design of learning experiences in the context of IaH:

PLANNING AND SCHEDULING: harmonization of content, learning objectives, design of joint activities and evaluation processes, emphasizing the importance of systematizing experiences according to their strengths and opportunities for improvement.

DEVELOPMENT: application of previously scheduled telematic activities that facilitate integration and interaction among participants through active, participatory and meaningful learning that takes into account the diversity of their opinions and previous knowledge.

EVALUACIÓN: internal feedback that measures the fulfillment of the objectives set and evaluates the relevance of the process. The program is based on the management, support and implementation of the Internationalization activities at home on the part of teachers and students.

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1 Global competencies are the actions of UC graduates, which allow them to exercise global citizenship in interaction with other people, valuing interculturality in local and global contexts, and understanding the interconnected challenges of the world, for the common good and sustainable development (Global Competencies at UC, 2023).

The following is the detail of each collaborative methodology for Global Learning

A. Master Class

The Master Class is a lecture given by a visiting professor of outstanding trajectory on a particular topic and is offered in a virtual, synchronous or face-to-face format. This methodology can become a first step to participate in the Internationalization at Home plan.

Benefits for students

- Generate a first approach to specific contents through experts.
- Know and analyze diverse perspectives on a particular topic.
- Motivate the interest to go deeper into the subject matter.

Structure

The Master Class should be clear and dynamic, in order to maintain the interest and attention of the students. It is expected to be accompanied by spaces for participation and active learning designed by the teacher responsible for the course.

Generally speaking, its implementation is simpler than a COIL course or a CVG, since they are classes focused on a particular content.

Implementation

In order for the Master Class to contribute to the course and fulfill its objectives, it is suggested:

- **Verify expertise:** the invited person must show advanced mastery of the topic to be addressed and be able to communicate it.
- **Promote adaptation to the audience:** the speaker should consider the level and per- fil of the audience, understanding that those attending may not be able to understand the specialist's message.
- **Planning the lecture:** The beginning, development and closing of the lecture should be oriented towards a learning outcome and the evidence of its achievement. In addition, it is suggested to consider the time available, the use of technologies and audiovisual support.

B. Global Virtual Collaboration (GVC)

The purpose of Global Virtual Collaboration is that students, from the same or different areas of study, maintain continuous interactions based on a plan and objective jointly developed between UC faculty and one or more external peers.

It is developed in technology-mediated environments in order to facilitate joint learning among all parties involved during an academic semester.

This type of collaborations has an approach defined as a process of activity, interaction and reciprocity among students that facilitates an individual advancement towards higher levels of development (RACEV, 2012).

Additionally, the CVGs open the possibility for students and teachers to generate alliances and participate in communities and professional networks in an academic context (SIEU, 2020).

Benefits for students
- Work around active learning.
- Be part of multidisciplinary teams.
- Develop global and intercultural competencies.

Structure

The CVG is a simple and flexible methodology that assists in the implementation or development of an activity in conjunction with a foreign partner, therefore, it lacks a defined form or sequence of work.

Implementation

In order for the Global Virtual Collaboration to be a contribution to the course and fulfill its objectives, it is suggested:

Associate the project with a discipline rather than a course, ensuring that it generates impact through active learning and significant student participation.

Determine the number of hours of virtuality that will be required, either synchronously or asynchronously.

Be flexible with the class schedule when there are considerable time differences.

Designing and planning results and activities aimed at their achievement.

Keep students informed. The objectives of the collaboration, its activities and the details of the evaluations should be communicated clearly and in a timely manner.

Define digital platforms to be used, in order to check its correct operation in advance.

C. COIL (Collaborative Online International Learning)

COIL is an innovative methodology based on active, collaborative and intercultural learning. It is developed in synchronous and asynchronous sessions and its implementation lasts between 4 and 6 weeks, during which three main components are developed: icebreaker activity, collaborative task and final reflection.

To incorporate the COIL methodology it is required the commitment of two teachers from different institutions to work -together and in coordination- in the planning and implementation of a common collaborative project between students from both courses.

Benefits for students
- Generates significant learning.
- Develops global competencies.
- It offers an international experience.
- Exposure to diverse cultural contexts.

Structure

COIL collaborations have a classroom progression composed of the following phases:

PHASE 1 **Team building:**	Presentations, icebreaker activities, and discussions aimed at helping students become familiar and work in trust with their peers.
PHASE 2 **Comparative discussions and organization project:**	Preparation of students for effective teamwork.
PHASE 3 **Development of the collaborative project:**	Main activity of the collaboration in which students apply their knowledge to create, discuss and reflect on their collaborative project.
PHASE 4 **Reflection and completion of the project:**	Presentation of the work done in a format agreed upon by the teaching group together with a reflection on the content of the module and the intercultural aspects of the collaboration.
PHASE 5 **Evaluation:**	Application of satisfaction surveys where the students can give an account of their appreciation of the collaborative experience.

Implementation

By virtue of its particular objectives, COIL should promote dialogue and intercultural work. Therefore, a unit should be selected that incorporates -or allows for the incorporation of- active learning strategies and evaluations that, in addition to measuring learning, favor reflection and evidence of the development of global competencies.

Before committing to a collaboration, we recommend answering the following questions that may guide your decision to incorporate a COIL module into the course:

• What learning outcomes would be enhanced or enriched by incorporating different cultural perspectives and foreign experiences?

• What tasks or activities could be developed collaboratively to meet the course objectives?

• What technologies are available to facilitate collaborative work with students from other countries?

Based on these responses, we suggest moving towards the co-design of the COIL module, starting with the review of the administrative and academic details together with the teaching pair.

It is important to remember that this does not imply designing a new course, although it is possible to make changes and adjustments to facilitate the incorporation of the COIL module. It is suggested to consult with your Academic Unit in case major modifications to the course program are required.

III. General considerations
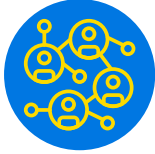
A. Collaboration with partners

The teaching group must agree in advance on the module or learning unit that will contain the collaborative component. We invite you to be in permanent contact with the Global Training Directorate and the Teacher Development Center in order to resolve any doubts.

B. Format

When deciding on the format and platforms through which the collaborative activities will be carried out, it is important to consider possible time and scheduling differences. Based on this information, it is suggested to determine the number of synchronous sessions in which the students involved will participate.

It is recommended to confirm with each academic unit which technological means are available and to verify with the students their access for the correct execution, especially for possible activities to be carried out outside regular class hours.

Listed below are some platforms that facilitate collaborative work:

MICROSOFT 365	ZOOM	PADLET	WOOCLAP	FLIPGRID

- More resources for creating innovative learning experiences can be found at this link.

C. Cross-cultural preparation

Prior to the first meeting between students, it is suggested:

- To learn about cultural aspects of the collaborating university's place of origin.
- Analyze those cultural differences that could generate friction during the interaction.
- Respect and value the differences discussed.

With the student body:

- Mention and explain the objectives of the collaboration at the beginning of the semester.
- Highlight the positive aspects and potential benefits of integrating a collaboration into the course.
- Encourage students to respect differences and value similarities.

D. Evaluation of learning

The evaluations, both formative and summative, will be designed by each teacher based on the expected learning of the syllabus of each university. However, to the extent that the interdisciplinary nature of the collaboration allows it, a common delivery can be agreed upon, which will be evaluated by each teacher in charge. Cross evaluation is not recommended.

- Additionally, it is suggested to incorporate a reflective activity designed based on attitudinal learning and individual perception of the experience. For more information on how to design reflective exercises, you can review this document.

IV. Institutional support UC

The Direction of Global Learning together with the Faculty Development Center (CDDoc) make available its support plan for Global Virtual Teaching, which includes:

A.
Support in liaison with collaborators:

The Direction of Global Learning has a register of teachers and external institutions interested in collaborating with UC teachers. Likewise, any UC faculty member can extend an open invitation through the same office, or directly manage their own contacts. It is strongly requested to inform the Direction of Global Learning of any invitation or collaboration for registration. You can share your interest and open invitations **here.**

B.
Personalized pedagogical counseling:

In order to support and feedback the teaching work and the execution of collaboration for the benefit of the teaching process of the student body, CDDoc makes its services available to the UC faculty. You can access the **Personalized Advising Request form here.**

C.
Fund for the Improveme nt and Innovation of Teaching FONDEDOC:

In 2022, the Global Virtual Collaboration application line was incorporated, which aims to support pedagogical innovation projects that promote and facilitate cultural exchange and collaboration between UC teachers and students with foreign peers. More information about Fondedoc in this **link.**

D.
Training spaces:

To participate in the workshops and webinars on Global Virtual Collaboration, other methodologies and teaching innovations, check the agenda **here.**

E.
Websites:

The **Direction of Global Learning** and the **Faculty Development Center** constantly publish relevant information about the Internationalization at Home UC plan.
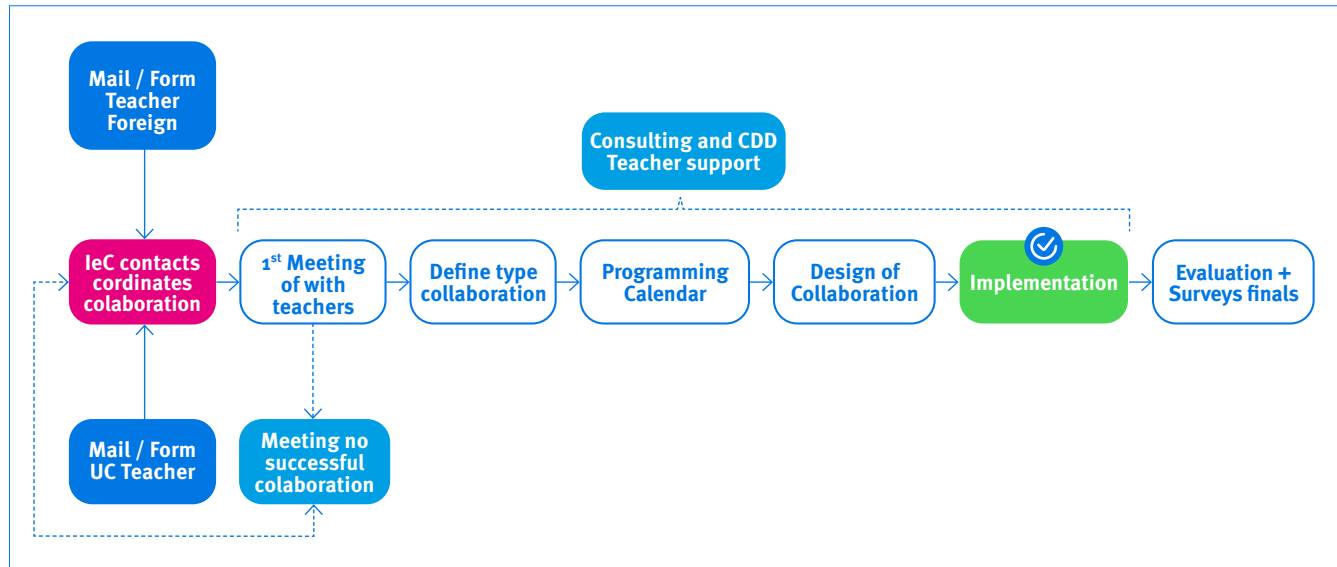
Global Virtual Teaching Pathway

Figure 1. The diagram in figure 1 summarizes the path for the management and implementation of global teaching.

The first stage begins with the direct request via e-mail or through the form hosted on the Internationalization at Home site and the subsequent contact between both parties, in order to review your objective and proceed with the search for a suitable teaching partner.

Then, the first exploratory meeting will be held between the teaching group and the advisor from CDDoc and the person in charge of the Direction of Global Learning, in order to review the feasibility of the collaboration.

In the event that this meeting is not successful, another potential counterpart will be sought.

Once the collaboration is confirmed, the teaching group will move forward with the design and programming, with advice and support from CDDoc, if required.

Finally, surveys will be applied to students in order to analyze their perception of this intercultural experience, together with a survey of UC faculty to evaluate the effectiveness of the management and accompaniment of those who incorporate global teaching in their classes.
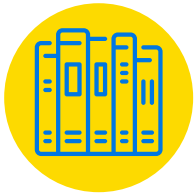
Inquiries

✉ Write to us at docencia.global@uc.cl

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