Global Learning Conference:
Transcending Boundaries through COIL

Assessing student development
in a SOIL course:
A case study

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• Skopje, Macedonia
GNL

COIL

Virtual Mobility

Telecollaboration

SOIL
GNL
Structured Online Intercultural Learning
Virtual Mobility
Telecollaboration
Presentation Structure

I. Setting the Stage
II. Quantitative Data
III. Qualitative Data
IV. Discussion of Findings and Q & A
Setting the Stage

1. Situating the Study
2. Participants and Context
3. Research Design
4. Research Questions
5. Intervention Design
Internationalization of Higher Education
Global Citizenship Education (K-16)

Teacher Education

Internationalization of Higher Education
<table>
<thead>
<tr>
<th>Researcher(s) or Reporter</th>
<th>Participants</th>
<th>Course</th>
<th>GNLE</th>
<th>Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ausland &amp; Schultheis (2010)</td>
<td>US and Germany, Bulgaria, and Spain</td>
<td>Comparative Teaching Methods (Undergraduate)</td>
<td>Wiki, discussion board, email</td>
<td>Curriculum, instruction, and lesson planning in elementary schools</td>
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<tr>
<td>Dooley &amp; Sadler (2013)</td>
<td>US and Spain</td>
<td>Teaching (second) Languages (Undergraduate)</td>
<td>Text chat, wiki, Second Life, Skype</td>
<td>Creating lessons and teaching materials</td>
</tr>
<tr>
<td>Harshnain (2017)</td>
<td>US and South Africa</td>
<td>Social Studies Methods (Graduate)</td>
<td>Discussion board, Skype, email, and texting</td>
<td>Developing perspective consciousness and a critical lens</td>
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<tr>
<td>Herman &amp; Ahlgrim (2015)</td>
<td>US and Germany</td>
<td>Educational Psychology (US) and Pedagogik (Germany) (Undergraduate)</td>
<td>Moodle, real-time video conferencing during class</td>
<td>Creating lessons and teaching materials, comparative methods</td>
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<tr>
<td>Waldman &amp; Harel (2015)</td>
<td>US and Israel</td>
<td>“a foundation [education] course” (US); “English as a foreign language class” (Israel) (Undergraduate)</td>
<td>Skype, email, Ning, real-time video conferencing during class</td>
<td>Co-create a poster comparing the education systems in their cultures</td>
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<tr>
<td>Zong (2009)</td>
<td>US + 20 countries</td>
<td>Social Studies Methods (Undergraduate)</td>
<td>iBARN Platform (discussion board)</td>
<td>Cross-cultural understanding, child labor, child soldier, empowering women</td>
</tr>
</tbody>
</table>
WHAT IS EVALUATE?

EVALUATE is a European Policy Experiment project funded by Erasmus+ Key Action 3.

This experimentation will evaluate the impact of telecollaborative learning on student-teachers involved in Initial Teacher Education in the participating European countries and regions. Telecollaboration, also commonly known as Virtual Exchange, involves engaging trainee teachers involved in Initial Teacher Education in task-based interaction and collaborative exchange with fellow trainees in other locations through online communication technologies.

The guiding research question for the study is: “Will participation in telecollaborative exchange contribute to the development of competences which future teachers need to teach, collaborate and innovate effectively in a digitalised and complex world?”
Setting the Stage

1. Situating the Study
2. Participants and Context
3. Research Design
4. Research Questions
5. Intervention Design
Bring together students from two universities in different countries for a sustained and structured learning experience.
Who were the students?
7 Habits of Amazing Student Teachers
Setting the Stage

1. Situating the Study
2. Participants and Context
3. Research Design
4. Research Questions
5. Intervention Design
Developing Preservice Teacher Global Citizen Identity: The Role of Globally Networked Learning
Research Design

T1

BEVI
(Values, Events, and Beliefs Inventory)

GPI
(Global Perspectives Inventory)

Quantitative Data

SOIL Course
(The Intervention)

Qualitative Data

T2

BEVI
(Values, Events, and Beliefs Inventory)

GPI
(Global Perspectives Inventory)

Quantitative Data
Research Design

T1

BEVI (Beliefs, Events, and Values Inventory)

GPI (Global Perspectives Inventory)

SOIL Course (The Intervention)

Qualitative Data

Quantitative Data

T2

BEVI (Beliefs, Events, and Values Inventory)

GPI (Global Perspectives Inventory)

Quantitative Data

Additional Qual Data
- Post-Course Satisfaction Survey
- Debrief
- Interviews
<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th></th>
<th>Mac.</th>
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<td>%</td>
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<td>Interview</td>
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</table>
Setting the Stage

1. Situating the Study
2. Participants and Context
3. Research Design
4. Research Questions
5. Intervention Design
1. To what extent are participant perceptions of constructs related to “self-in-the-world” influenced as a function of a SOIL experience?
   a) Which elements of the experience do students report as having had the most influence on how they see themselves in the world?
2. In what ways do participants’ ideas of global citizenship and global citizen identity change following a SOIL experience?
3. How do participant scores on the Global Perspectives Inventory (GPI) and the Beliefs, Events, and Values Inventory (BEVI) change from Time 1 to Time 2?
4. What do preservice teachers report regarding their interest in including global citizen identity development in their future teaching practice, following a structured online intercultural learning (SOIL) experience with pre-professional peers?
Setting the Stage

1. Situating the Study
2. Participants and Context
3. Research Design
4. Research Questions
5. Intervention Design
Teaching Practice: Sharing our Journey to Becoming Teachers

U.S. and Macedonian pre-service teachers learn together
Dr. Amy Hogan, Dean
Assistant Professor
School of Education
Ottawa University (OU)
Ottawa, KS    USA

Elena Oncevska Ager
Assistant Professor in Applied Linguistics
Sts. Cyril and Methodius University (UKIM)
Skopje, Macedonia
The course... 

- 8 weeks
- Language of learning and instruction was English
- No textbook
- Blackboard LMS
- Faculty assessed the work of their own students
Course Components
RE: Reflecting on our conversations . . .

You are right, . . . It is easier to talk to a person who you already met. However, I think that it is good that we change groups as we can hear something different from each conversation.

RE: Reflecting on our conversations . . .

I couldn't agree more with you, . . .)))

I, too, think that being in a different group all the time gives us a unique opportunity to hear as many different opinions as possible. Imagine creating our picture of the American education system from only two American participants, instead of from at least five. It's great to hear others opinion and this was well achieved both by the discussion forums and cross cultural conversations. Luckily, we can all stay in touch by social . . .
Friday, December 9, 2016

Reflection on my identity

I'm a person who is constantly seeking ways to satisfy the need for self-discovery through reading books, watching films and documentaries and communicating with people with similar interests. This experience helped me dig deeper into my consciousness and realize that many questions that occupy my mind are not unique. Other people also try to find solutions for similar problems, have similar ambitions and it is great that we were able to communicate and talk about these issues together. It was great that we tried to find ways, which will help teachers, students, parents and society in general. “How are you?” we are asked this question constantly, yet a sincere answer is rarely provided. My feelings are not constant. I sometimes see myself as an existentialist, at times a deep romantic, whereas sometimes I dive into the waters of deep nihilism. It all depends on the things and the information that surround me. However, this particular experience enabled me to broaden my horizons, not only when it comes to teaching, but also made me think about human experience in general. It does not matter that we are miles away from each other we are similar. And it is wonderful that we were given this chance to meet and join forces in finding innovative, creative ways of teaching, which will surely help all of us in the future.
Co-Creation of Meaning Project

THIS IS WHAT WE BELIEVE ABOUT TEACHING
Cross-cultural Conversations
Also...

This is the first example of GNL research in which students were expected to

- meet together virtually multiple times on their own time;
- organize those meetings themselves; and
- meet without the presence of their professors.
Presentation Structure

I. Setting the Stage
II. Quantitative Data
III. Qualitative Data
IV. Discussion of Findings and Q & A
Instrumentation: BEVI
The BEVI seeks to understand **who the person is** prior to participating in an experience, **how the person changes as a result of the experience**, and **how these factors interact** to produce a greater or lesser likelihood of learning and growth. . . [I]t seeks to illuminate **who learns what and why**, and under **what circumstances** (Shealy, 2016).
## 17 Scales

<table>
<thead>
<tr>
<th>Negative Life Events</th>
<th>Emotional Attunement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Closure</td>
<td>Self Awareness</td>
</tr>
<tr>
<td>Needs Fulfillment</td>
<td>Meaning Quest</td>
</tr>
<tr>
<td>Identity Diffusion</td>
<td>Religious</td>
</tr>
<tr>
<td>Basic Openness</td>
<td>Traditionalism</td>
</tr>
<tr>
<td>Self Certitude</td>
<td>Gender Traditionalism</td>
</tr>
<tr>
<td>Basic Determinism</td>
<td>Sociocultural Openness</td>
</tr>
<tr>
<td>Socioemotional Convergence</td>
<td>Ecological Resonance</td>
</tr>
<tr>
<td>Physical Resonance</td>
<td>Global Resonance</td>
</tr>
</tbody>
</table>
Basic Openness: Open and honest about the experience of basic thoughts, feelings, and needs.

Ecological Resonance: Invested in environmental/sustainability issues; concerned about the fate of the earth/natural world.

Global Resonance: Invested in learning about/encountering different individuals, groups, languages, cultures; seeks global engagement.

Meaning Quest: Searching for meaning; seeks balance in life; resilient/persistent; highly feeling; concerned for less fortunate.

Self Awareness: Introspective; accepts complexity of self; cares for human experience/condition; tolerates difficult thoughts/feelings.

Sociocultural Openness: Open regarding a wide range of actions, policies, and practices in the areas of culture, economics, education, environment, gender/global relations, politics.

Socioemotional Convergence: Open, aware of self/other, larger world; thoughtful, pragmatic, determined; sees world in shades of grey.
Sample Items

- Sometimes I don’t know which way to go.
- We should spend more on foreign aid.
- We will eventually accept that men and women are simply different.
- Some people have stronger genes.
- I worry about the health of our planet

\[ N=15 \text{ (US = 6, Mac = 9) } \]
Instrumentation: GPI

Global Perspectives Inventory
Data collected from the GPI can help you understand how individual experiences influence learning and the development of a global perspective. Results can be used to guide conversations related to student learning, program improvement, and institutional effectiveness.
A global perspective is the capacity and predisposition for a person to think with complexity, taking into account multiple perspectives, to form a unique sense of self that is value based and authentic, and to relate to others with respect and openness, especially with those who are not like her.

Braskamp, 2014, Slide 3
### GPI Scales Across Three Domains and Two Types of Personal Change

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cognitive</th>
<th>Intrapersonal</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition</td>
<td>Knowledge</td>
<td>Affect</td>
<td>Social Interaction</td>
</tr>
<tr>
<td>Development</td>
<td>Knowing</td>
<td>Identity</td>
<td>Social Responsibility</td>
</tr>
</tbody>
</table>

*Six Scales*
Sample Items

• I have a definite purpose in my life.
• I think of my life in terms of giving back to society.
• I know how to analyze the basic characteristics of a culture.
• Some people have a culture and others do not.

N=19  (US = 7, Mac = 12)
Attributes of a Global Citizen?
Attributes of a Global Citizen

- Considers the impact of her/his actions on people far away
- Considers the perspectives of other peoples and countries in world affairs
- Enjoys ethnic foods
- Has a strong grasp of world and regional geography
- Has friends in other countries
- Has lived, traveled, or worked abroad
- Includes the entire planet in her/his definition of “my community”
- Is concerned about the health of the environment
# Attributes of a Global Citizen

- Likes to meet and befriend people from other countries
- Pays attention to world events
- Reads works by authors from countries other than one’s own
- Speaks at least two languages fluently
- Takes action to rectify injustices
- Takes pride in his/her country of origin
- Understands basic kinds of cultural differences
- Understands the world’s geopolitical landscape
Presentation Sequence

I. Setting the Stage
II. Quantitative Data
III. Qualitative Data
IV. Discussion of Findings and Q & A
Qualitative Data

- Discussion Posts
- Journals
- Cross-Cultural Conversation Recordings
- Teacher Manifesto
- BEVI Qualitative Questions
- Post-Course Satisfaction Survey
- Debrief Session
- Post-Course Interviews
Qualitative Data

- Discussion Posts
- Journals
- Cross-Cultural Conversation Recordings
- Teacher Manifesto
- BEVI Qualitative Questions
- Post-Course Satisfaction Survey
- Debrief Session
- Post-Course Interviews
Ryan: So yeah, I learned a lot. I learned just how different student teaching is over there, than here. Uh, the different—like there’s a lot of similarity obviously because teaching is teaching, I guess, if that makes sense. But just because of the way governments are, things are different.

Zhaklina: Yeah, but no worries that you don’t know things about Macedonia. I mean most people don’t. When I meet Italians, they’re like “Oh Macedonia, is that in China?” Like or “Are you a salad?” So they don’t know much either. It’s not just you.
Ryan: No, but--

Zhaklina: We’re used to it.

Ryan: But I mean, that was one of the reasons I really wanted to, you know, volunteer so I could learn more because I am fascinated by the world and history of the world and learning, so.
Zhaklina: I wanted to say that I learned many things new about the American education system too. More or less the problems are the same like everywhere. So maybe there should be, like, I don’t know, like Global World Educational problem picture, because it’s all the same so maybe we should all work on them together. And then we will be more creative in our solutions.
But I figured out that maybe what I’ll take from this is that maybe we should add culture more in-- when it comes to teaching English, because the three of us will be teaching English, so maybe we should introduce both, um, English and American culture more in our classes because it’s part of learning the language and you cannot learn the language without the culture. We didn’t really mention the culture as a topic for discussion, but I think it should be much more included uh... in education.
Jovan: Uh, I agree with her that we should add culture into education, but not only U.S. culture, but culture from all over the world. I think we should be exposed to different parts of the globe, not only Macedonia or the US. Because for now, we were exposed only to UK/US culture and pro-West culture, as opposed to the Orient culture, where we weren’t exposed too much in the past.
One instructor’s perspective...
I. Setting the Stage
II. Quantitative Data
III. Qualitative Data
IV. Discussion of Findings and Q & A
1. To what extent are participant perceptions of constructs related to “self-in-the-world” influenced as a function of a SOIL experience?
<table>
<thead>
<tr>
<th>Theme</th>
<th>Journal</th>
<th>CCC</th>
<th>Interview</th>
<th>BEVI</th>
<th>Debrief</th>
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<tbody>
<tr>
<td>Broadened perspective</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Confirmation of career choice</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Desire for change agency</td>
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<tr>
<td>Desire to spend time abroad</td>
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<tr>
<td>Feeling uplifted/encouraged/motivated</td>
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<td>Friendship formation</td>
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<td>Intercultural sensitivity development</td>
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<tr>
<td>Knowledge acquisition</td>
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<td>No perceived change to an aspect of “self-in-the-world”</td>
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<td>Optimism/Hope</td>
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<td>Personal growth/Self-improvement</td>
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<td>Professional growth</td>
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<td>Solidification of identity as an educator</td>
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*Note: The shaded themes are those that appeared in four of the five data sources.*
Which elements of the experience had the most influence on participants?
They [the cross-cultural conversations] are a great way to interact with people and it is awesome, with the many benefits of today’s technology, when you can talk with somebody while seeing them. It gives a more personal touch and it is a great experience. The CCCs let us learn many new things from one another and I really enjoyed meeting new friends and being able to put a face with the name.

Macedonian Student
2. In what ways do participants’ ideas of global citizenship and global citizen identity change following a SOIL experience?
<table>
<thead>
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<th>Mac T2</th>
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<td>Enjoys ethnic foods</td>
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<tr>
<td>Has a strong grasp of world</td>
<td>42%</td>
</tr>
<tr>
<td>Has lived in other countries</td>
<td>42%</td>
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<tr>
<td>Includes the entire planet in her/his...</td>
<td>75%</td>
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<tr>
<td>Likes to meet and befriend people</td>
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<tr>
<td>Pays attention to world events</td>
<td>58%</td>
</tr>
<tr>
<td>Reads works by authors from countries around the world</td>
<td>50%</td>
</tr>
<tr>
<td>Speaks at least two languages fluently</td>
<td>42%</td>
</tr>
<tr>
<td>Takes pride in his/her country of origin</td>
<td>50%</td>
</tr>
<tr>
<td>Understands basic kinds of culture</td>
<td>8%</td>
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<tr>
<td>Understands the world's</td>
<td>25%</td>
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3. How do participant scores on the Global Perspectives Inventory (GPI) and the Beliefs, Events, and Values Inventory (BEVI) change from Time 1 to Time 2?

**BEVI:**  $N=15$ (US = 6, Mac = 9)

**GPI:**  $N=19$ (US = 7, Mac = 12)
The graph shows the evolution of GPI across different dimensions over two time periods, US T1 and US T2. The dimensions include Cohesive, Intrapersonal, and Interpersonal. The values are indicated at specific points on the graph, with a noticeable increase in the Interpersonal dimension from US T1 to US T2.
Recommendation...

Consider employing other assessment tools to attempt to corroborate or dispute these findings, such as:

1. MyCAP (Cultural Awareness Profile)
2. Global Citizen Scale
3. Global Identity Scale
4. Global Citizenship Scale
4. What do preservice teachers report regarding their interest in including global citizen identity development in their future teaching practice, following a structured online intercultural learning (SOIL) experience with pre-professional peers?
I think that this experience not only influenced me but made me realize that I can help bring the world to my classroom. . . I loved the zoom experience and hope to include that kind of interaction with my students. It brings having a "pen pal" in another country to the 21st century.

Laura, Journal
THANK YOU! Fala Mnogu! Благодарем!

Created from final journal entries
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To see the course:
ottawau.blackboard.com
Username: SOIL2017
Password: SOIL2017