A Journey Beginning

Collaborative Online International Learning in SOCW 4800

Presented by

- Dr. Bala Nikku
- Ken Monroe
- Erin May

Presentation Outline

Section 1: COIL logistics

Section 2: Process and Delivery issues

Section 3: A Student Journal

What is Collaborative Online International Learning?

Collaborative Online International Learning (COIL) is one of the leading international organizations focused on the emerging field of **Globally Networked Learning** (GNL); a teaching and learning methodology which provides **innovative cost-effective internationalization strategies**.

Such programs foster faculty and student interaction with peers abroad through co-taught multicultural online and blended learning environments emphasizing experiential student collaboration.

COIL was founded by Prof. Jon Rubin as a faculty-led initiative at SUNY's Purchase College with support from SUNY System Administration's Office of International Programs and the SUNY Learning Network. For more information go the <u>SUNY COIL CENTER</u>

COIL at TRU

The starting point of any COIL project is to identify and appropriate international partner. In this case, because Bala has taught Social Work in a number of universities in different countries, finding a partner was not too difficult.

For SOCW 4800 – **Muhammad Jafar, PhD** Lecturer, Dept. of Social Work The Islamia University of Bahawalpur, **Pakistan**

We also have collaboration from NEPAL: KADAMBARI College of Social Work, Purbanchal University (for this current semester)

Technologies to connect

Asynchronous – participation is at the time discretion of the participant but available for all to see. Discussion Forums.

Synchronous – real time communication linking people together. Video Conference or audio conference

Asynchronous

We use a service called MatterMost.

It allows for users to easily sign-on and is supported by TRU-OL staff

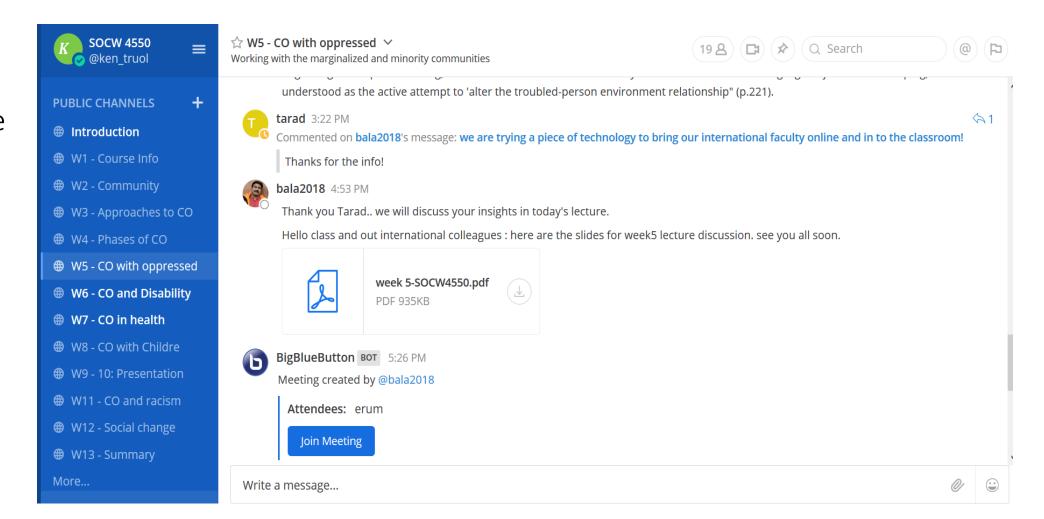
Compiles with Canadian privacy laws

Allows sharing at a variety of levels.

Course Layout

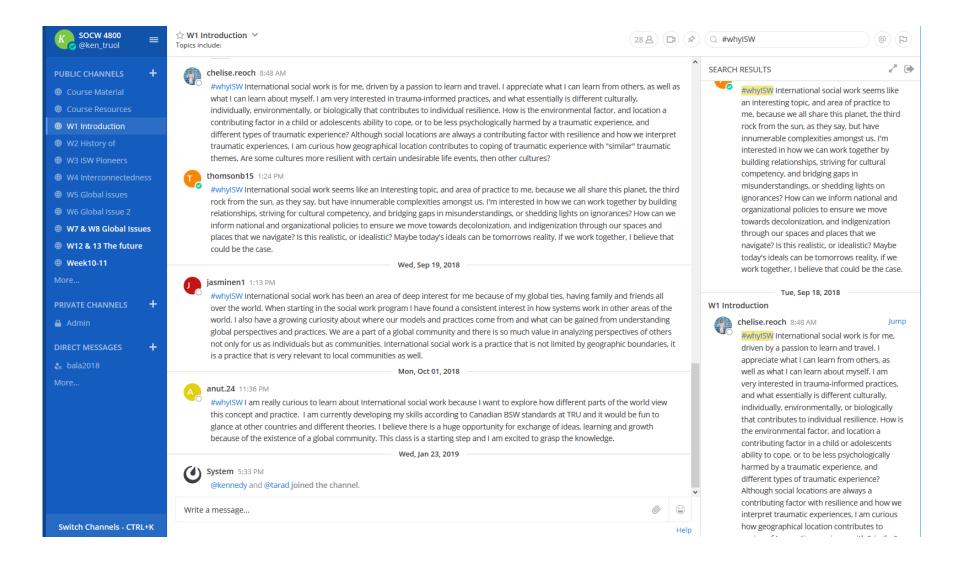
Readings are selected and shared on the MatterMost site.

Using OER Resources. No text book.



Course discussions

Course content is posted. Discussion topics are given a hashtag to make them searchable and grouped.



Synchronous

We've use two different systems:

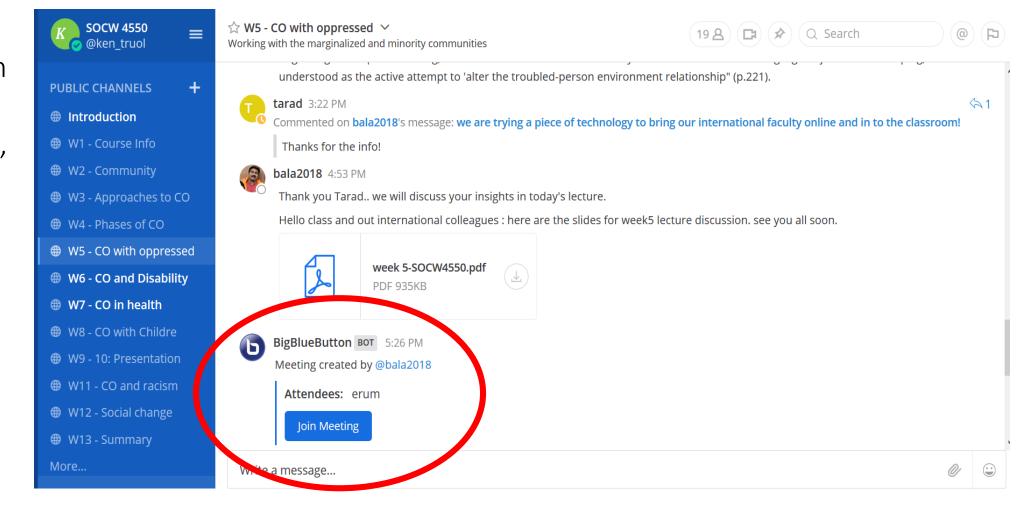
TRU has an account with **Blue Jeans** to provide video conference services. It is accessed by sending a link to people by email.

We've also used **Big Blue Button**, which is accessed directly from the MatterMost course site.

Both system allow for recording and playback of the meetings.

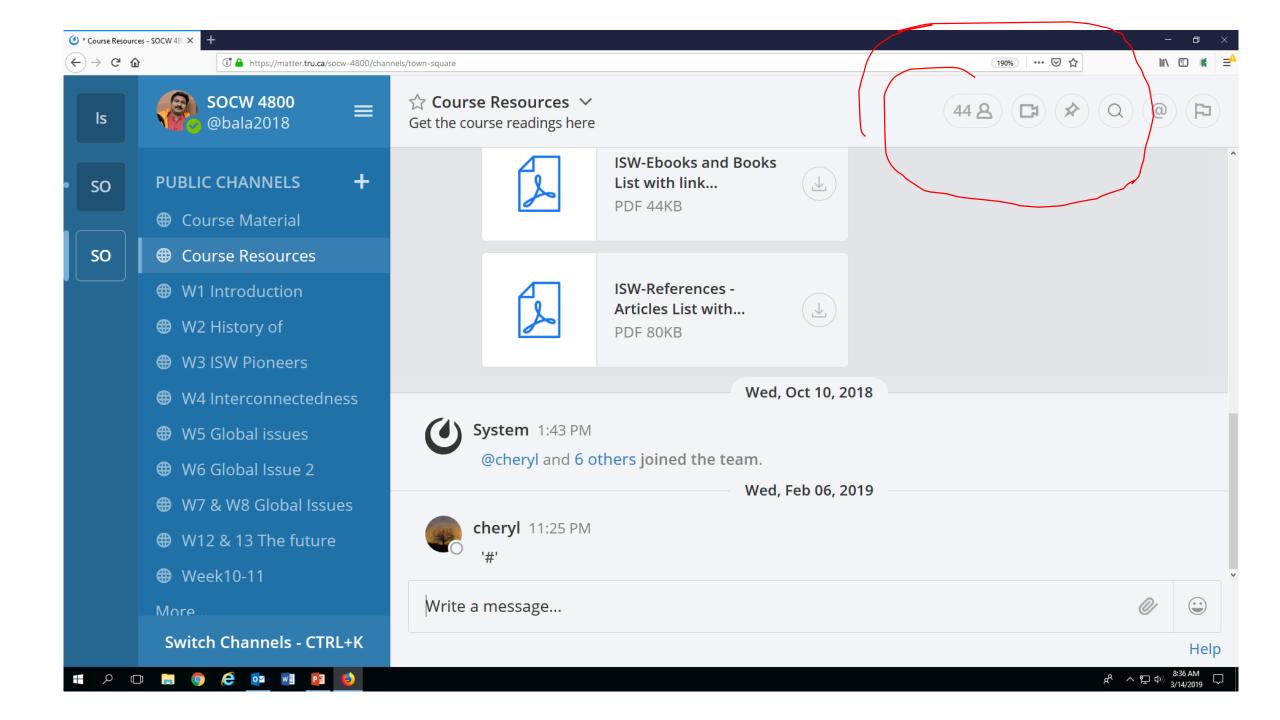
Synchronous

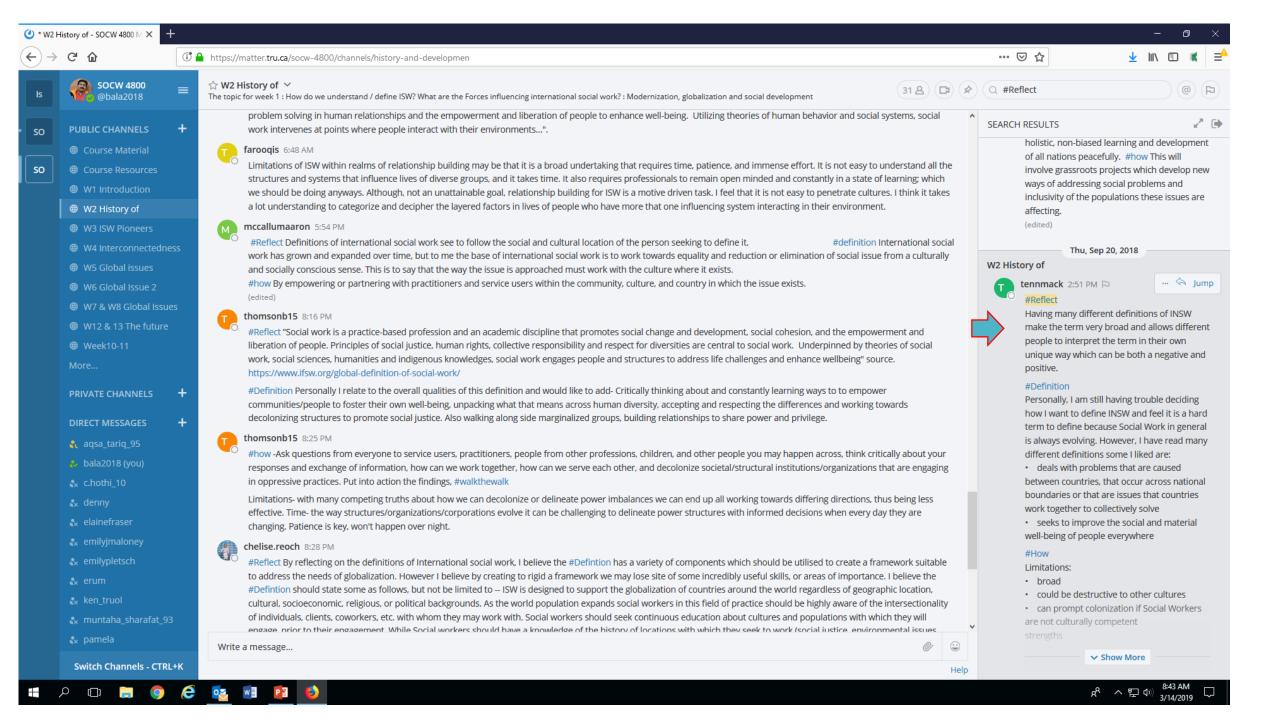
We've had meetings with participants from Pakistan, Nepal and Canada work wonderfully and also poorly.

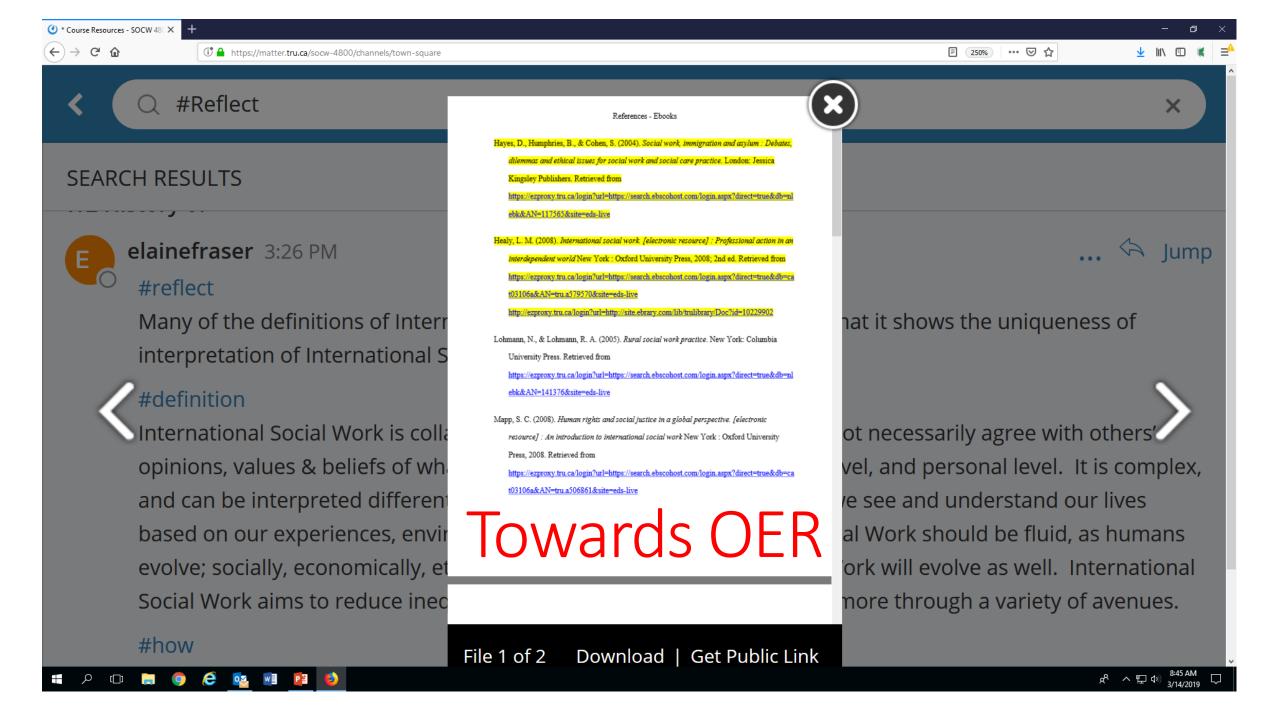


Learning Outcomes: Why COIL ??

- Analyze international dimensions of social work and connections between the local and global
- **Demonstrate** in-depth knowledge of contemporary international issues and perspectives, and their implications for social work in Canada.
- Compare theoretical, ideological perspectives and research development in the current international social work
- Apply theoretical understanding gained in the classroom on to the field situations, in other words be able to practice international social work with in the available time, resources and campus learning opportunities







Delivery Issues : Cultural, Institutional, Technological and Legal

Cultural:

What's in it for the students? And also for Faculty involved?

Institutional:

Faculty support, Institutional support systems, Accreditation, Collaboration between Bala, Ken and Erin (within TRU)

Technological:

Type of Tools, Access issues

State of technology: on TRU and in partner country (Pakistan)

Time differences

Legal: Visa issues, IPR and access to other resources

Insights: how to move forward?

COIL: Collaboration??

Technology computability issues

TRU Classroom set-up

Student motivation and Engagement (incentives): a journal for further collaborative learning

Student Journal

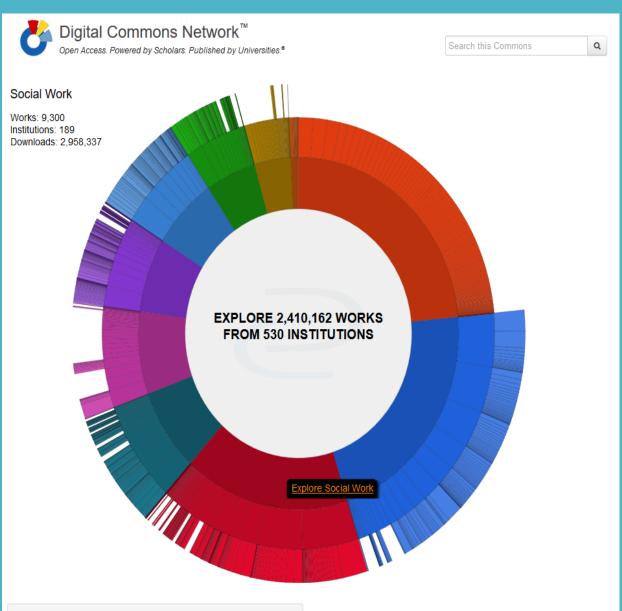
As a further outlet to deepen student engagement, a new Open Access journal has been created to enable students to publish their work.

Canadian International
Social Work and Policy
Review



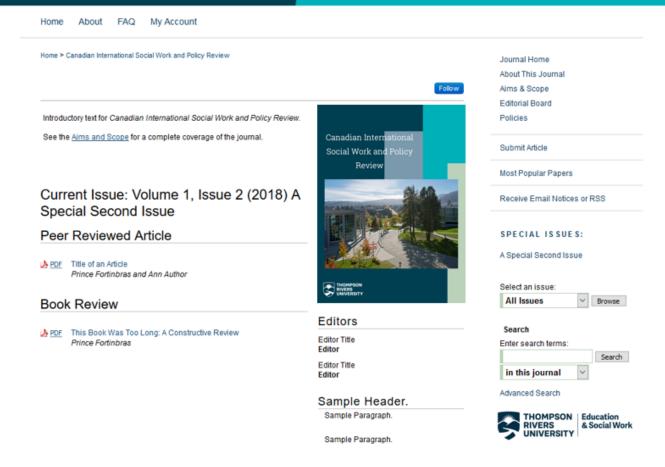


Digital Commons Network



The Digital Commons Network brings together free, full-text scholarly articles from hundreds of universities and colleges worldwide. Curated by university librarians and their supporting institutions, the Network includes a growing collection of peer-reviewed journal articles, book chapters, dissertations, working papers, conference proceedings, and other original scholarly work.

Canadian International Social Work and Policy Review



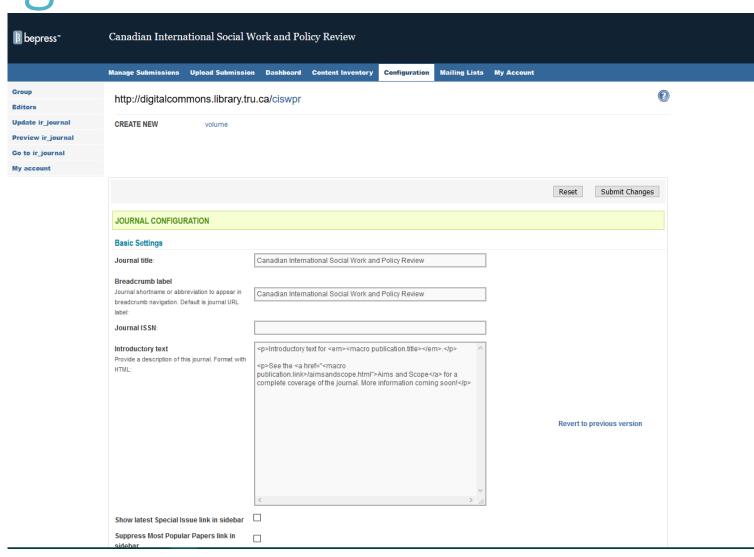
Journal Homepage: Demo Version

Configuration Page

add descriptions to pages

modify settings of the journal

create volumes and issues for articles to be submitted to

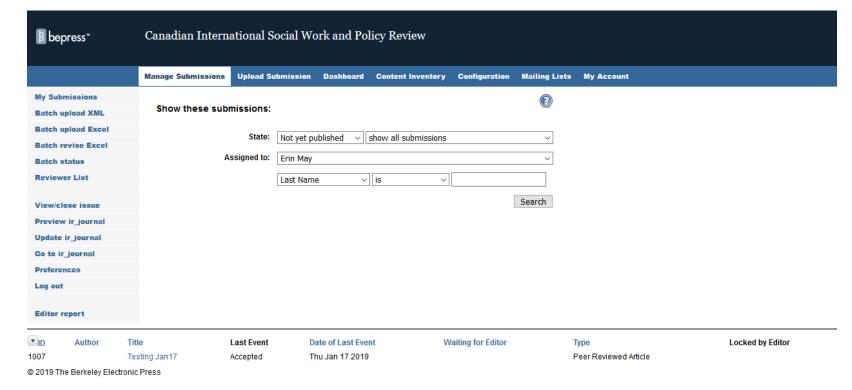


Manage Submissions Page

assign submissions to peer reviewers

make decisions for acceptance/rejection

assign articles to issues



TRU Libraries



TRU Library / Research Guides / Student Peer Review and Editing / Peer Review

Student Peer Review and Editing

Search this Guide Search





Introduction (Peer Review)

Normally you are trying to find resources that have been peer-reviewed; now, you are the ones performing the peer review!

For academic journals, the peer-review process is to make sure that the research methods and findings of a paper are accurate and make sense. If the reviewers determine that the paper is not fit to be published, they recommend that it is not published.

For this project, everyone who wishes to publish their paper can do so; therefore, your peer review is to make sure that these papers are the best they can be. In this stage, you are looking at the content of the paper--save the grammar and spelling for the copy-editing.

Checklist: What to Look For (Peer Review)

- . Does the title and introduction accurately reflect the content?
 - o Because the ideas of a paper can change as it's being written, if the title and introduction were written before the rest of the paper, they may present a different idea than the full paper.
- . Is there a clear thesis or research question?
 - Ideally, you will find one in the introduction that sets out what will be addressed in the paper.
- . Does the paper answer the research question?
 - o Do the points made link back to the thesis or question?
- . Are there elements to the paper that are not supported by evidence?
 - The author's own ideas and interpretations are vital to the paper; not every sentence requires a citation or a reference to another article. However, there may be a statement you notice that should be backed up by another source.
- · Are there citations when ideas or quotations from other sources are used?
- . Does the conclusion wrap up the points of the article?
- . Are there places where what is being said is unclear or ambiguous?

A Step-by-Step Guide (Peer Review)

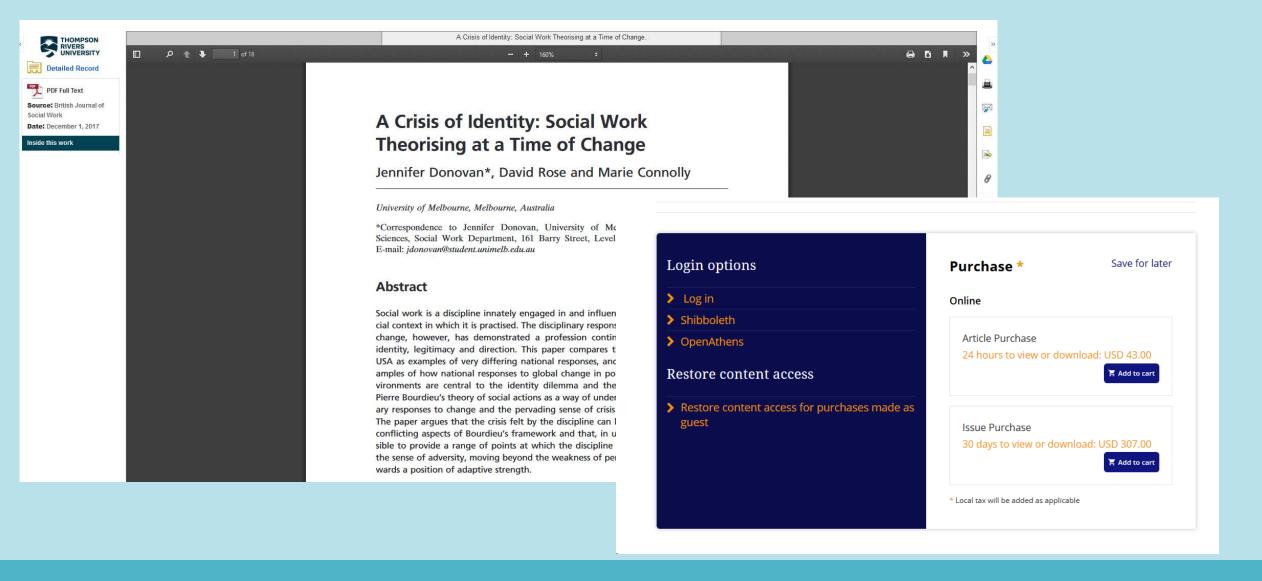
The list above may seem overwhelming; give yourself enough time to consider each point. This step-by-step process is a suggestion to how you can go through the paper. Depending on how you work, you may want to go over the paper more than twice.

- 1. Start by reading the paper over once.
 - a. Make note what the paper is about (mark the thesis statement and main points) and what seems confusing. This will help you determine what will need work and comments.
- Go through the paper a second time, more slowly.
 - a. Answer the questions in the above checklist.
 - b. If the answers to these questions indicate that work is required, be specific (see "Tips for Writing Comments")
- 3. Go through the paper additional times until you feel you have completed a thorough peer-review.

Tips for Writing Comments (Peer Review)

Be specific. For example, if there is no clear thesis or research question, indicate which sentence you think was intended to be the thesis statement, and where you expected to find it.

Student Guidelines



Open Access and Paywalls

The above article from *British Journal of Social Work* is available through TRU Library; however, it is behind a steep paywall for non-affiliated individuals.

Donovan, J., Rose, D., & Connolly, M. (2017). A crisis of identity: Social work theorising at a time of change. *British Journal of Social Work,* 47(8), 2291-2307. doi:10.1093/bjsw/bcw180

Canadian International Social Work and Policy Review



