

# **Developing Global Competence among Pre-Service Teachers in a Binational Class through the Collaborative Online International Learning (COIL) Program**

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# Introduction

**Internationalization has become a  
necessary response of higher education  
institutions (HEIs) to globalization.**

**Naidoo (2006)**

**The need for internationalization continues to grow.**

**Strotmann & Kunschak (2022)**



**The Collaborative Online International Learning (COIL) Program is an in-country international short-term study program.**

**SUNY COIL Center**

“internationalization at home”

Crowther et al (2001)

# Virtual Student Exchange

## Constitutive Aspects

(1) it is a joint effort between professors and students,

de Wit (2013)

# Virtual Student Exchange

## Constitutive Aspects

(2) it is an online engagement,

de Wit (2013)

# Virtual Student Exchange

## Constitutive Aspects

(3) it has potential for global reach, and

de Wit (2013)

# Virtual Student Exchange

## Constitutive Aspects

(4) it is incorporated into the educational process

de Wit (2013)

**Six Filipino graduate school students  
and  
14 Mexican undergraduate students**

**Description of the Binational Class**

# eight online modules

**Description of the Binational Class**



**One-hour Zoom meeting each week  
(8:00PM PH & 7:00AM MX) between  
March 5, 2021 until May 25, 2021.**

**Description of the Binational Class**

Determine the perceptions of seventeen pre-service teachers regarding the development of their skills in:

*collaborative learning*  
*digital literacy*  
*cross-cultural learning*  
*and global competence.*

Purpose of the Study

Did the Pre-Service Teachers (PSTs) perceived that they have developed their skills in

- (a) collaborative learning,
- (b) digital literacy,
- (c) cross-cultural learning

through the COIL Program?

**Research Question #1**

**What was the perceived impact of the COIL Program on developing the participants' skills necessary for global competence?**

**Research Question #2**

**What were the commonly experienced difficulties by the participants during the COIL Program?**

**Research Question #3**

**What structures or resources helped the participant in achieving the COIL Program objectives?**

**Research Question #4**

# Methodology

# Mixed-methods explanatory sequential design

Creswell & Plano Clark (2017)



# Post-course survey questionnaire

Quantitative Data Collection deployed from May 2022 to June 2022

# Focus Group Discussion

**Qualitative Data Collection held on June 14, 2022**

# Survey Questions based on WILLIAM Team Questionnaire

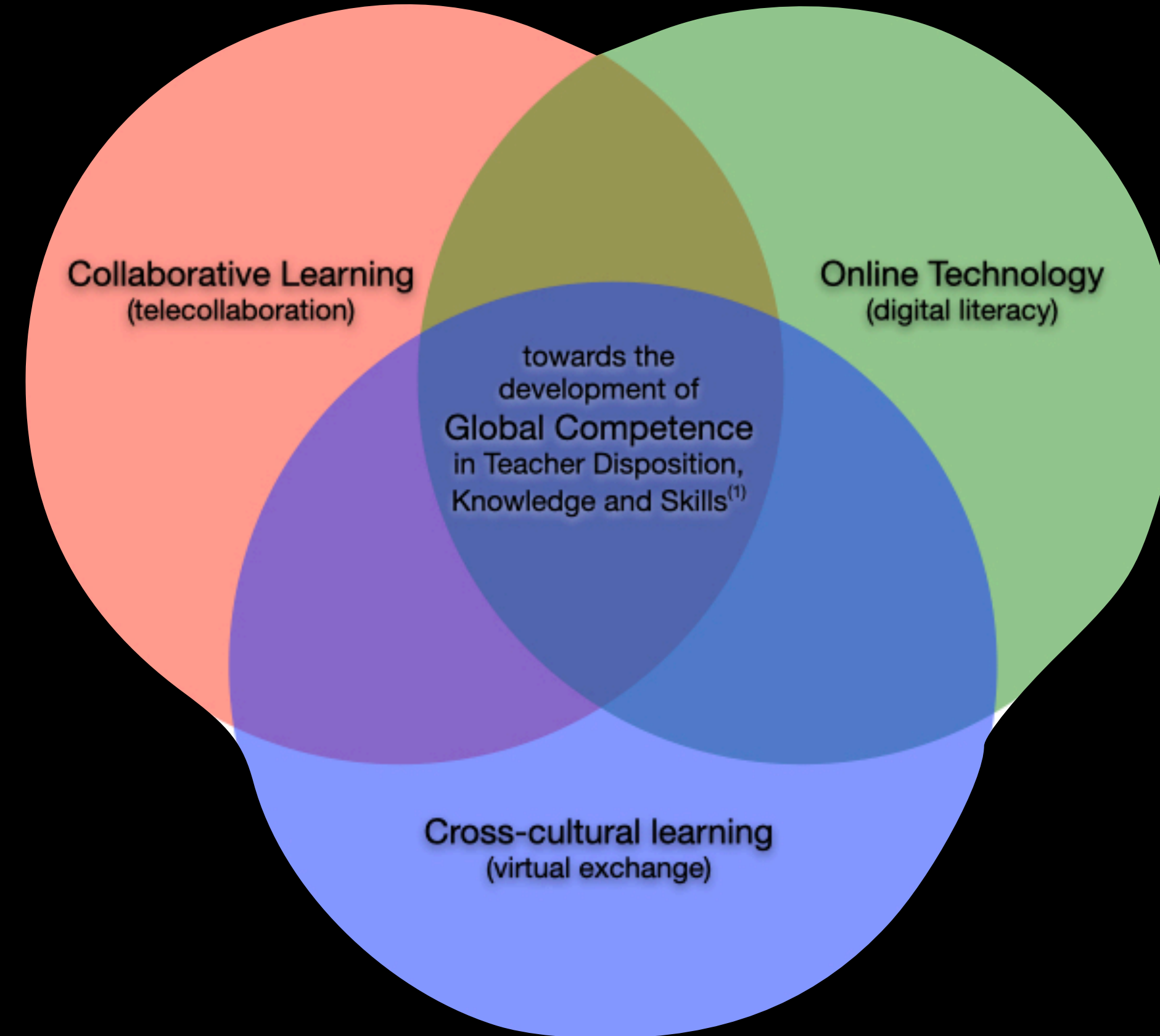
**WILLIAM (2022)**

# Inter-rater Reliability Test and Face Validity Test

Research Survey Form

# ASCD's Globally Competent Learning Continuum

Tichnor-Wagner et al. (2019)



**The COIL Program as a Way of Developing Global Competence in Teacher Disposition, Knowledge and Skills**

# Results and Discussion

**17 respondents**

**Research Participants Demographics**



**Four (24%) Filipinos and 13 (76%) Mexicans**

**Research Participants Demographics**

**Most of the respondents were females**

**Research Participants Demographics**

**Most students were aged between 16-25**

**Research Participants Demographics**

**Three students (18%) said it was their first time to attend such a program.**

**Research Participants Demographics**

One student (6%) has experienced a similar course once, while two (11%) said that they have experienced this twice before.

Research Participants Demographics

**Eleven students (65%) said they had experienced an equivalent course at least thrice.**

**Research Participants Demographics**

**All four Philippine students (24%) were fluent in English, while five Mexican students (30%) claimed to be proficient in English.**

**Research Participants Demographics**

The remaining eight Mexican students (47%) indicated they did not speak English fluently.

Research Participants Demographics



Did the Pre-Service Teachers (PSTs) perceived that they have developed their skills in

- (a) collaborative learning,
- (b) digital literacy,
- (c) cross-cultural learning

through the COIL Program?

**Research Question #1**

**Increased in collaborative learning or  
telecollaboration skills through the COIL  
Program**

**(mean = 3.80) | to a large extent**

**Findings about the COIL Program**

**Concerned about their ability to  
collaborate with students from another  
country before they joined this course**

**(mean = 3.00) | neutral**

**Findings about the COIL Program**

**Increased their skills in using online  
technology and digital literacy**

**(mean = 3.88) | to a large extent**

**Findings about the COIL Program**

Unconcerned about their ability to use  
technology to collaborate with  
international students before taking this  
course

(mean = 3.06) | neutral

Findings about the COIL Program

**Increased their skills in cross-cultural  
learning through a virtual exchange**

**(mean of 4.40) | to a large extent**

**Findings about the COIL Program**

**The coursework in this COIL Program  
aligns with the objectives of the original  
course they enrolled in at their university.**

**(mean = 4.25) | to a large extent**

**Findings about the COIL Program**

**Experience similar cross-national  
collaborations in the future**

**(mean = 4.41) | to a large extent**

**Findings about the COIL Program**



**What was the perceived impact of the COIL Program on developing the participants' skills necessary for global competence?**

**Research Question #2**

**In summary, the participants perceived that they have developed their global competence skills.**

**(mean = 3.66) | Proficient**

**Findings on Global Competence**

# Empathy and valuing multiple perspectives

(mean = 4.00) | Proficient

Findings on Global Competence

# Commitment to promoting equity worldwide

(mean = 3.71) | Proficient

Findings on Global Competence

# Understanding of global conditions and current events

(mean = 3.53) | Proficient

Findings on Global Competence

Understanding of the ways that the world  
is interconnected

(mean = 3.88) | Proficient

Findings on Global Competence

# Experiential understanding of multiple cultures

(mean = 3.65) | Proficient

Findings on Global Competence

# Understanding of intercultural communication

(mean = 3.65) | Proficient

Findings on Global Competence



# Communicating in multiple languages

(mean = 3.18) | Progressing

Findings on Global Competence

**What were the commonly experienced difficulties by the participants during the COIL Program?**

**Research Question #3**

**Internet access issues were the most common complaint.**

**Findings on the Theme of Collaborative Learning**

# Difficulties with the language barrier

**Findings on the Theme of Collaborative Learning**

**Coordination was more difficult because of different time zones.**

**Findings on the Theme of Collaborative Learning**

**Time allotted for introducing the COIL Program and the duration of the interactions were insufficient.**

**Findings on the Theme of Online Learning**

**More enjoyable if a face-to-face  
conversation had been made part of the  
class.**

**Findings on the Theme of Online Learning**

**Informal, unstructured interactions, such as an "online hangout," would have made the experience more enjoyable.**

**Findings on the Theme of Online Learning**



**More time and space to themselves, away from teachers, so that they could have engaged in non-school-related conversations.**

**Findings on the Theme of Cross-Cultural Competence**

**Select the issues they would like to work on to be more engaged.**

**Findings on the Theme of Cross-Cultural Competence**

**Trouble interpreting portions of the course for non-native English-speaking classmates, indicating that assistance or preparation could have been provided earlier.**

**Findings on the Theme of Cross-Cultural Competence**

**A better mix of nationalities can be used  
for groups next time.**

**Findings on the Theme of Cross-Cultural Competence**

**What structures or resources helped the participant in achieving the COIL Program objectives?**

**Research Question #4**

**The participants appreciated social media  
and related services such as chats and  
Facebook Messenger**

**Findings on the Theme of Collaborative Learning**

**More at ease with one another after realizing they have more similarities than differences with their international counterparts.**

**Findings on the Theme of Collaborative Learning**

**Zoom, Google applications, and Facebook messaging enabled them to be more productive.**

**Findings on the Theme on Online Learning**



**Valued that they were not required to  
relocate or travel to take this course.**

**Findings on the Theme on Online Learning**

**Realized that synchronous communication  
in class is not required.**

**Findings on the Theme on Online Learning**

They felt more at ease and were able to break down previously-held barriers when the participants realized that they shared significant similarities.

Findings on the Theme of Cross-Cultural Competence

**Because of the careful course planning  
and preparation the participants observed  
outstanding communication and a great  
deal of respect between the nationalities**

**Findings on the Theme of Cross-Cultural Competence**

**Acknowledged cultural diversity and the welcoming environment of the course.**

**Findings on the Theme of Cross-Cultural Competence**

**Bonded even before class started because  
of their shared careers in education.**

**Findings on the Theme of Cross-Cultural Competence**

When asked what they would change about the COIL Program if they had the opportunity, they said to maintain everything and add more time for informal interactions.

Findings on the Theme of Cross-Cultural Competence

Believed they could interpret one another's perspectives and benefit from their insights due to their knowledge of cross-cultural communication and individual exposure to diverse cultures.

Findings on the Theme of Cross-Cultural Competence



**They claimed to have understood non-English cultures and languages.**

**Findings on the Theme of Cross-Cultural Competence**

**More aware of people from different nations, which was previously impossible given the existing technologies.**

**Findings on the Theme of Cross-Cultural Competence**

They learned better to comprehend the interconnectivity of the world, current events, and global conditions, such as educational systems and country difficulties.

Findings on the Theme of Cross-Cultural Competence

**They stated that their shared interest in education helped them develop different viewpoints.**

**Findings on the Theme of Cross-Cultural Competence**

# Conclusion

**The study confirmed that the COIL Program is an effective structure for enhancing PSTs' global competence, mainly through the skills they acquired through collaborative learning, online learning, and cross-cultural learning.**

## **Conclusion**

It highlighted the best feature of the COIL Program, which is the development of cross-cultural learning without the need for travel and that it is a viable alternative to international student exposure should another pandemic-like crisis occur.

## Conclusion

# Limitations



It was initiated nearly a year after the conclusion of the COIL Program, and the original sample size was small ( $n=20$ ), with 17 students responding to the online questionnaire.

### Limitations

Because of English language difficulties for some of them, the Mexican students were gathered in a room where staff helped them to understand the English questions orally.

Limitations

Moreover, fewer people (n=5) agreed to attend the FGD.

Limitations

**There were significantly more female respondents and Mexican students in the sample population.**

**Limitations**

# Practical Recommendations for Teaching and Learning

**The following recommendations are made specifically for this T&L Expo 2023**

# Virtual exchange for teachers as a form of professional development.

**Practical Recommendations**

# Start small.

**Practical Recommendations**

**Incorporate global themes in the curriculum.**

**Practical Recommendations**



**Never forget.**

**Practical Recommendations**



# Acknowledgement

**We thank the two Lasallian universities,  
especially our former students in this  
course, for allowing us to conduct the  
survey and the FGD.**

**Acknowledgement**

Q&A

I welcome any questions or comments you may have.

Q&A