

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

**Prof Br Dennis Magbanua FSC | 14 Dec 2023**

Authors

**Dennis Magbanua**

De La Salle University, Philippines

**Leonor Cremayer**

Universidad La Salle, Mexico

**Rogelio dela Cruz Jr.**

De La Salle College of Saint Benilde, Philippines

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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

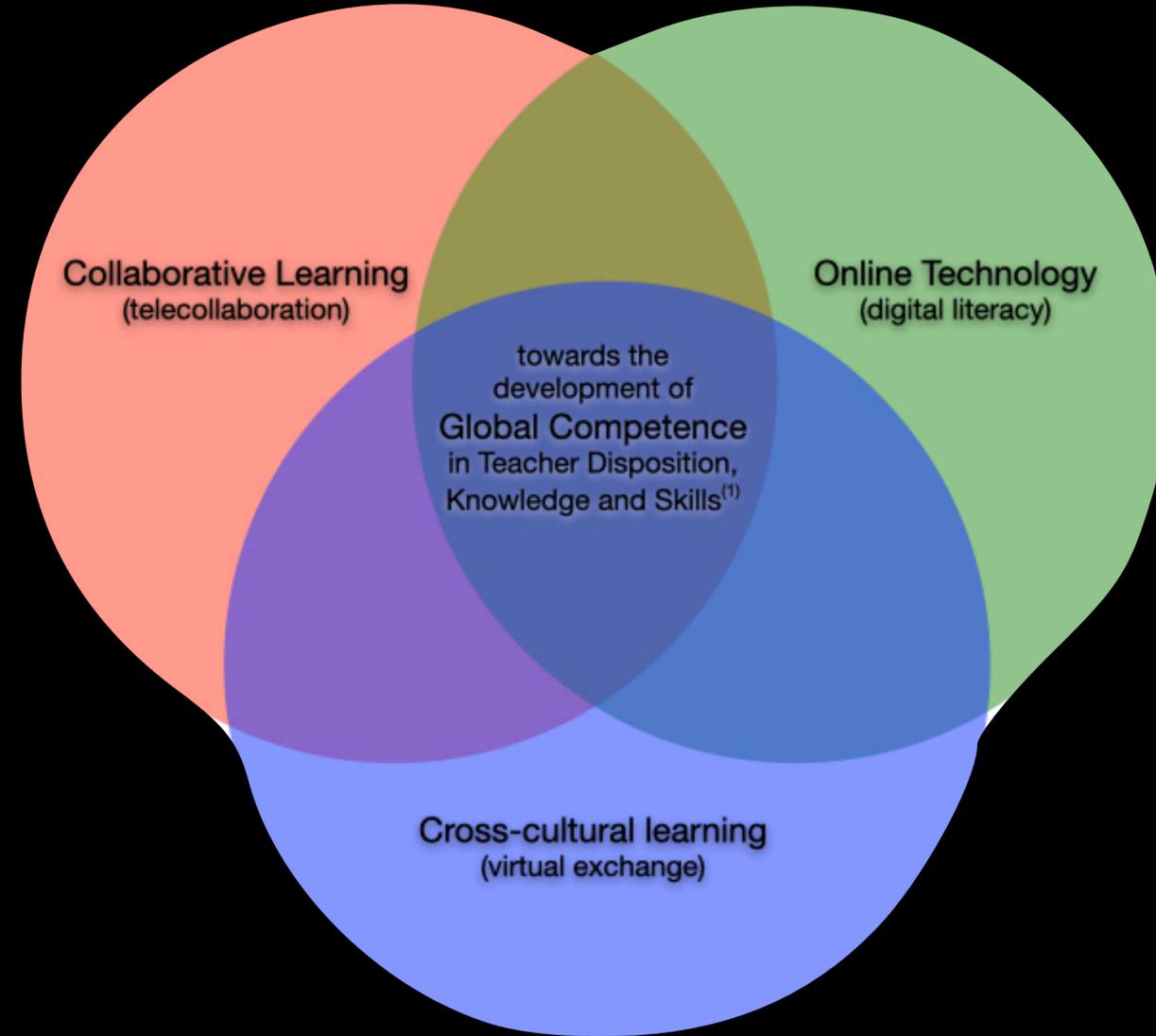
**WILLIAM (2022)**

# 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