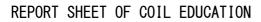
REPORT SHEET OF COIL EDUCATION



Name	HOWREY John			affiliation			Foreign Education	Language Center
Year • Quarter	2022 - Q2							
O N	Nanzan	English II: Literacy[FB]7						
Course Name	Partner Sociolinguistics							
Category	Basic COIL			Academic COIL			PBL COIL	
Partner's Name	Tomoe Nishio		Partner's Institution		University of North Georgia			
The number of registered students	Nanzan	22			Partn	ner	6	
Synchronous interactions together teachers and stusides				twice	three times or		none	
Synchronous interactions only	among st	tudents	once	twice	three more	times or	n	one
Language (multiple choices allowed)	English Japanese Other ()							
Tech Tool	Zoom Facebook LINE Skype YouTube Canvas Email WeChat							
(multiple choices allowed)	Other (
0.11.1	Students in both classes watched lecture videos and answered survey questions to help students write a paper for their host institutions. Nanzan students researched Japanese dialects and wrote a description paper about one of them. They shared this information with UNG students							
Collaboration	who were researching Japanese dialects and then answered questions							
(outline)	about this topic in a discussion. Then Nanzan students surveyed the							
	UNG students about US culture to write a comparison paper about some aspects of US and Japanese culture such as how students apply for university. The UNG students also gave feedback on student papers for							
	these two assignments.							
	The collaboration lasted one quarter, from 6/14 to 7/19. We met as a							
Duration of	class synchronously four times and students had to meet synchronously							
Collaboration	in small groups twice outside of regular class time. In practice, most							
	groups met three or more times.							





How to evaluate students' achievement	Students were evaluated by the two papers they wrote. 10% of the grade					
	was based on the quality of their rough drafts and peer feedback. 40%					
	of the grade was based on the quality of their final drafts.					
Comment	The project was a success and student performance in Q2 was much higher					
	than in Q1 or Q3. Students were more engaged working with peers overseas					
	and were able to learn much more than what is provided in the textbook					
	or lecture materials. This year worked even better than the previous					
	year since NZ students had to write a descriptive paper on one dialect					
	before they had their first synchronous discussion. By doing this					
	research, they were better able to answer questions about Japanese					
	dialects and provide concrete examples.					