

REPORT SHEET OF COIL EDUCATION



Name	HOWREY John	affiliation	Foreign Language Education Center
Year - Quarter	2022 - Q2		
Course Name	Nanzan	English II: Literacy[FB]7	
	Partner	Sociolinguistics	
Category	<input checked="" type="radio"/> Basic COIL <input type="radio"/> Academic COIL <input type="radio"/> PBL COIL		
Partner' s Name	Tomoe Nishio	Partner' s Institution	University of North Georgia
The number of registered students	Nanzan	22	Partner 6
Synchronous interactions carried out together teachers and students from both sides	once	twice	<input type="text" value="three times or more"/> <input type="text" value="none"/>
Synchronous interactions among students only	once	twice	<input type="text" value="three times or more"/> <input type="text" value="none"/>
Language (multiple choices allowed)	<input checked="" type="text" value="English"/> <input type="text" value="Japanese"/> Other ()		
Tech Tool (multiple choices allowed)	<input checked="" type="text" value="Zoom"/> <input type="text" value="Facebook"/> <input checked="" type="text" value="LINE"/> <input type="text" value="Skype"/> <input type="text" value="YouTube"/> <input checked="" type="text" value="Canvas"/> <input type="text" value="Email"/> <input type="text" value="WeChat"/> Other ()		
Collaboration (outline)	<p>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 who were researching Japanese dialects and then answered questions 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.</p>		
Duration of Collaboration	<p>The collaboration lasted one quarter, from 6/14 to 7/19. We met as a class synchronously four times and students had to meet synchronously in small groups twice outside of regular class time. In practice, most groups met three or more times.</p>		

<p>How to evaluate students' achievement</p>	<p>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.</p>
<p>Comment</p>	<p>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.</p>