**COIL 101**

Other Resources:

* QC policy on disclaimer to students when appearing on video (Zoom, Flipgrid, etc.). I included the Provost's paragraph in my syllabus so that students were aware of the disclaimer:

Since class sessions will be recorded on Blackboard Collaborate Ultra for the benefit of all students, note the following consent:

*Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.*

* If you will use QC student data for future research/publication, then you will need IRB approval. You can contact Michael Brown (Assistant Director for Research Compliance) for detailed advice on this: michael.brown@qc.cuny.edu Another option is to ask for IRB approval on Retrospective Data (after you complete the course). It may be easier to receive approval.
* Look out for call on CUNY Mellon grant (Transformative Learning in the Humanities): <https://www1.cuny.edu/mu/forum/2020/08/13/andrew-mellon-foundation-gifts-cuny-10-million-to-drive-change-and-expand-a-range-of-initiatives-related-to-pandemic-and-racial-justice/>
* Observe Netiquette in the discussion boards: <https://drive.google.com/file/d/1_yOR8wtlqFUrP7KoWM5n6q0raeHd05aA/view>
* Competences for Democratic Citizenship: [https://www.teachingcitizenship.org.uk/resource/council-europe-competencies-democratic-citizenship-human-rights-and-intercultural [teachingcitizenship.org.uk]](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.teachingcitizenship.org.uk_resource_council-2Deurope-2Dcompetencies-2Ddemocratic-2Dcitizenship-2Dhuman-2Drights-2Dand-2Dintercultural&d=DwMFAw&c=2tStSn3Yyb7CMXxZW9nuG-Sh-vz6mhnySBmFi7HdCsM&r=obrkYBMrMTu800i7-vsHo08kUCXOhuGySLQy1tI2tUU&m=dJ1lfBk75wFgIOPKRz54u8lOBsj8DR-0jch6YoI_2P4&s=fDrsMIr6cyeiUpHvmEzWCSLCpZiKNApIws35hV-6GW4&e=)
* Different approaches to Virtual Exchange: <https://journal.unicollaboration.org/article/download/35567/33147/>
* COIL module for Language Instruction (look under "Materials and Resources"): <https://iletc.commons.gc.cuny.edu/>
* List of TECHNOLOGY TOOLS that may be useful. You can access it by logging into your QC G Suite account and you can add comments. It's a work in progress, so we will be updating it as time goes by:

<http://bit.ly/coil-tools>​

* Global Perspectives on Strategic International Partnerships:

<https://www.iie.org/Research-and-Insights/Publications/Global-Perspectives-Strategic-Partnerships>

* Why are International Collaborations so Important For Universities?

<https://www.qs.com/why-are-international-collaborations-so-important-for-universities/>

* International Collaborations in the History Classroom:

<https://www.questia.com/library/journal/1G1-491910292/international-collaborations-in-the-history-classroom>

* Learning Across Borders: Collaborative Global Projects:

<https://blogs.edweek.org/edweek/global_learning/2019/01/learning_across_borders_collaborative_global_projects.html>