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| |  |  |  | | --- | --- | --- | | 1. CONTACT INFORMATION | FACULTY 1 | FACULTY 2 | | Name and surname |  |  | | Email address |  |  | | Skype (if available) |  |  | | Professional Areas of Interest |  |  | | Personal Areas of Interest |  |  | |  |  |  | |  |  |  | | 2. TIME ISSUES | FACULTY 1 | FACULTY 2 | | What time zone are you in? (GMT) |  |  | | Email address |  |  | | When is the best moment to contact you? |  |  | | Preferred dates for the activity |  |  | | When your semesters start and end? |  |  | | Are there holiday breaks within the semester? Which days? |  |  | | How many hours per week can you commit to the development of the activity? |  |  | | How many hours per week can you commit to the teaching of course modules? |  |  | |  |  |  | |  |  |  | | 3. LANGUAGE ISSUES | FACULTY 1 | FACULTY 2 | | What languages do you speak? |  |  | | What languages do your students speak? |  |  | | Which languages do you use in your courses? |  |  | | The course will be taught in: |  |  | | Is there any other language that can be used during this collaborative course? |  |  | | Would a bilingual approach be useful and viable for the course? |  |  | |  |  |  | |  |  |  | | 4. COURSE CONTENT | FACULTY 1 | FACULTY 2 | | List the three goals you hope this collaboration will achieve for your students |  |  | | Could you formulate learning objectives for the collaborative component with the partner institution? |  |  | | Have you thought of collaborative tasks, activities, outcomes? |  |  | | How will you and your partner decide what content to use and who will be responsible for it? |  |  | | Will students-generated content be a significant resource for your course? |  |  | |  |  |  | |  |  |  | | 5. ASSESMENT OF LEARNING | FACULTY 1 | FACULTY 2 | | How do you typically assess students? |  |  | | Do you usually use rubrics? Would you like to define shared rubrics with your partner? |  |  | | Will there be a common grading scale? |  |  | | How will you deal with students’ attendance? |  |  | | Have you considered how you will assess the intercultural learning that may take place? |  |  | |  |  |  | |  |  |  | | 6. TECHNOLOGY | FACULTY 1 | FACULTY 2 | | Have you ever taught an online course? |  |  | | Does your institution have a primary Learning Management System (LMS)? Which one? |  |  | | Have you use this LMS to teach an online course? |  |  | | Do your students use this LMS on a regular basis? |  |  | | Do you wish to engage in real-time in-class activities? (considering time zone differences) |  |  | | Would you like to have your students work together synchronously, outside of class? Why? |  |  | | What issue of technology appears most troublesome at this stage? |  |  | |  |  |  | |  |  |  | | 6. INSTITUTIONAL CULTURES | FACULTY 1 | FACULTY 2 | | Do your students meet preferably face to face or online at your institution? |  |  | | How much group work do your students typically do with fellow students? |  |  | | Is regular class attendance and participation important when determining a student's grade? |  |  | |  |  |  | |  |  |  | | 7. ADMINISTRATIVE SUPPORT | FACULTY 1 | FACULTY 2 | | Is the international office at your institution aware of the course? |  |  | | Has your administrator provided direct support? Is yes, what kind of support? |  |  | | What kind of administrative support would be most helpful to you in supporting your course implementation going forward? |  |  | |

*These tables were adapted from Clarke Shah-Nelson’s COIL Cross Cultural Course Collaborations Template under a CC licensing agreement.*