Sample tables to check compatibility

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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? |   |   |

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