**BREAKOUT ROOM #1**

**COIL & DEI Case Analysis Activity**

**Partner:** Architecture students in Durban, South Africa

 \*\*Note: Three of 15 students are female; one student is visually impaired.

**Partner:** Social work students in Miami, Florida

\*\*Note: One student is a recently re-settled Venezuelan refugee with B1-level English; two students do not have high-speed internet at home.

**COIL Title:** Designing Low-Cost Homes for Vulnerable Populations

* Icebreaker: Share photos of your own home and describe what makes you feel safe and comfortable in your home
* Collaborative task: Choose a vulnerable population in Durban and design a home to fit their needs
* Reflection: Post a video reflection summarizing what you learned from the COIL about yourself, your discipline, and your partners

**Directions:**

1. Choose someone to be secretary and spokesperson.
2. Read the DEI theme and quote from a student email.
3. Discuss the meaning of the quote based on the theme and the three questions.
4. Take notes on your thoughts. What did you learn that you can apply to your work?

| **DEI Theme: Equal Participation****Student quote:** *“It is embarrassing to have to tell other people that we do not have enough data at home. The students at the partner university tell us that they can only participate in meetings with us in the evenings. We try and accommodate this, but access to Wifi is easier when we are on campus. When we are at home, we are dealing with weak Wifi, low data and load shedding most of the time.”*  | **What might the student be thinking? How might they feel?** |
| --- | --- |
| Student may feel ashamed or nervous. Even faculty members can have the same problem of connectivity or not having an adequate space. Fear of judgment of opening our homes to others.  |
| **What might be the reason this is happening?** |
| Connectivity issues. It may be distracting for someone to have a camera on.  |
| **What might be done to increase diversity, equity, or inclusion?** |
| Give the students the opportunity to keep their cameras off if their connectivity is not good. Turn camera on for a few seconds to see their faces but then turn camera off. Include many activities to ensure that everyone is following along and participating. Just transporting in-person instruction to the digital world doesn't work.  |

**BREAKOUT ROOM #2**

**COIL & DEI Case Analysis Activity**

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| **DEI Theme: Decolonization of Curriculum****Student Quote:** Students indicated that going into the project, they thought they would learn more from the students in Miami. The perception of the USA in Africa is that the USA is the context to aspire to. However, the experience in the COIL project made them realise they have just as much knowledge and skills to add to the collaboration. *“The best part was realizing that the students in Miami are not any different from us. That in South Africa we are as capable as they are.”*  | **What might the student be thinking? How might they feel?** |
| --- | --- |
| * US partners have more resources and higher quality education - on the college level
* Students might feel intimidated or anxious
 |
| **What might be the reason this is happening?** |
| * Lack of understanding of education systems/context in different countries
* Anticipated challenge of language barriers
* Stereotypes from media
 |
| **What might be done to increase diversity, equity, or inclusion?** |
| * Leveling the playfield
* Setting expectations - breaking stereotypes
* Provide tools and resources
* Tangible solutions
 |

**BREAKOUT ROOM #3**

**COIL & DEI Case Analysis Activity**

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| **DEI Theme: Diverse Interpretations of How to Demonstrate “Engagement”** **Student Quote:** *“I’m very shy and English is not my first language. I don't get to speak. My communication skills can improve. I feel like COIL is a great way to improve your communication with others and make online courses and online classes more exciting if you haven't done it.”* | **What might the student be thinking? How might they feel?** |
| --- | --- |
|  |
| **What might be the reason this is happening?** |
|  |
| **What might be done to increase diversity, equity, or inclusion?** |
|  |

**BREAKOUT ROOM #4**

**COIL & DEI Case Analysis Activity**

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| **DEI Theme: Accessibility for Differently Abled Students****Student Quote:** “*Theoretically, I should be registered with the DRC but with my schedule, it’s been difficult to set up an appointment. I have been diagnosed with dyslexia. I know it may seem like I haven’t made it a priority to reach out, but I wanted to wait until I was able to assure that I’d be able to complete it within a given time. I’ve had a lot on my plate with school and I work full time so time is scarce, to say the least.”* | **What might the student be thinking? How might they feel?** |
| --- | --- |
|  |
| **What might be the reason this is happening?** |
|  |
| **What might be done to increase diversity, equity, or inclusion?** |
|  |

**BREAKOUT ROOM #5**

**COIL & DEI Case Analysis Activity**

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| **DEI Theme: Underrepresentation****Student Quote: *“****I never studied abroad myself and COIL was my first experience interacting with international students. I always wanted to go to a foreign country such as Italy to learn a language and interact with another culture. I never got to because of financial reasons.”* | **What might the student be thinking? How might they feel?** |
| --- | --- |
| **Durban students: being in the global south, how will the global north students perceive us?** **The visually impaired student may have some apprehension how to interact in this virtual space and possibly not have the necessary tech.** **Florida students: embarrassed about IT limitations.****Venezuelan student: more empathetic towards vulnerable populations due to personal experiences of shortages.** **The Venezuelan student may feel self-conscious about English language ability.**  |
| **What might be the reason this is happening?** |
| **Perception of being disadvantaged. Perception of being viewed disadvantaged.** **Actual limitations with technology as well as financial means for experiences such as study abroad.** **Students may react negatively to a heavy accent or limited vocabulary/grammar.**  |
| **What might be done to increase diversity, equity, or inclusion?** |
| **Propose TikTok to share video reflections which may be a more familiar environment for the students.** **Choose a vulnerable population in Florida rather than in Durban - or one in each - to make the point that they exist in both.** **Eliminate the presentation of their own home, which may be uncomfortable for some students (select disconnected examples).** **Eliminate the posting of a photo which would be difficult for the visually impaired student.** **Give students an option to share their reflections either visually or verbally. Ask the visually impaired student through which mediums he/she can participate most effectively.** **Determine if any other students have studied abroad. If not, share with the group to make everyone feel inclusive.** **When meeting in the virtual space, have the live transcription feature available. Record the sessions for viewing. Do an icebreaker exercise in a foreign language for the entire group to experience language limitations first hand.**  |

**BREAKOUT ROOM #6**

**COIL & DEI Case Analysis Activity**

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**Directions:**

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| **DEI Theme: Unconscious bias****Student Quote:** *“It’s interesting to learn about students in other parts of the world who also go through what we are going through to try and get an education. Students in other parts of the world, also struggle to pay fees, also don’t have uncapped wifi at home and also struggle with the issue of finances. It’s an eye opener to see that students in the USA also experience this”*   | **What might the student be thinking? How might they feel?** |
| --- | --- |
|  |
| **What might be the reason this is happening?** |
|  |
| **What might be done to increase diversity, equity, or inclusion?** |
|  |

**BREAKOUT ROOM #7**

**COIL & DEI Case Analysis Activity**

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**Directions:**

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4. Take notes on your thoughts. What did you learn that you can apply to your work?

| **DEI Theme: Access to Technology****Student Quote:** *“Our lecturers decided to use Google as the platform for engagement. It was a little difficult for me, because I didn’t realize that Google doesn’t work on my phone. It took a while for me to catch up to the rest of my group, because I had to find another way of accessing the project.”* | **What might the student be thinking? How might they feel?** |
| --- | --- |
|  |
| **What might be the reason this is happening?** |
|  |
| **What might be done to increase diversity, equity, or inclusion?** |
|  |

**BREAKOUT ROOM #8**

**COIL & DEI Case Analysis Activity**

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4. Take notes on your thoughts. What did you learn that you can apply to your work?

| **DEI Theme: Gender imbalance****Student Quote:** *“I am pregnant and expecting my second baby in the first week of October, so I was planning on working ahead and finishing as many assignments as I can before I give birth in October since I know that healing from a c-section, being sleep deprived, and caring for a newborn and 4 years old with her virtual school all while working on my full-time classes is going to be very hard for me.”* | **What might the student be thinking? How might they feel?** |
| --- | --- |
|  |
| **What might be the reason this is happening?** |
|  |
| **What might be done to increase diversity, equity, or inclusion?** |
|  |

**Language Acknowledgement**

Before we start, we would love to share with you that although the language used for this session will be English, we acknowledge and promote linguistic diversity, we recognize the effort implied when communicating in a foreign language and we would like to encourage you to actively participate, speaking from your heart and including words and expressions from your mother tongue to enrich your ideas. Let’s not forget that what we say is more important than how we say it.

Antes de iniciar, nos encantaría compartir con ustedes que aunque el idioma utilizado para esta sesión será el inglés, reconocemos y promovemos la diversidad lingüística, reconocemos el esfuerzo que implica comunicarse en un idioma extranjero y nos gustaría animarles a participar activamente, a hablar desde el corazón y sentirse libres para incluir palabras y expresiones de su lengua materna para enriquecer sus ideas. No olvidemos que lo que decimos es mucho más importante que cómo lo decimos.