

## Episode 6: Michaela Moura-Koçoğlu on Collaborative Online International Learning (COIL)

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### About Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Among many student learning outcomes, global learning develops:

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems
- **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems
- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving

### About this Episode

On this episode, Dr. Michaela Moura-Koçoğlu, Instructor in FIU's Center for Women's and Gender Studies, discusses her Collaborative Online International Learning Course with FATEC Americana in Brazil, "Gender Violence and the Law: Global Perspectives." With COIL, domestic teachers partner with international teachers to have their students work together on a project using communication technology and the Internet. Moura-Koçoğlu earned her Ph.D. in Postcolonial Anglophone Literatures and Cultures from Goethe-University in Frankfurt, Germany. Her research interests include Indigenous Feminism; Studies in Gender Violence and Trauma; Trans-Indigenous Literary Studies; and Gender Dynamics of Globalization in Anglophone and Lusophone Literatures. She is the author of *Narrating Indigenous Modernities: Transcultural Dimensions in Contemporary Māori Literature* (2011). Her most recent publication, "Decolonizing Gender Roles in Pacific Women's Writing: Indigenous Feminist Theories and the Reconceptualization of

Women's Authority" (2017) is in the journal *Contemporary Women's Writing*.

### Suggested Learning Outcomes

Upon reflection, listeners to this episode will be able to:

- Define "Collaborative Online International Learning (COIL)"
- Describe the purpose and influence of icebreakers in COIL and non-COIL courses
- Explain the roles of power and complementarity in COIL and global learning

### Discussion Questions

- Moura-Koçoğlu's course enrollment is already diverse. What can students gain from COILING with international partners?
- Moura-Koçoğlu's COIL teaching partner is from a radically different discipline. Why did she see this as a benefit?
- How does Moura-Koçoğlu help partners establish trust and social presence in online dialogues?
- What is the role of technology in COIL?
- What is the difference between synchronous and asynchronous exchanges? How are these balanced?
- What are the features of a successful COIL task or project?
- Why are Moura-Koçoğlu and her partner evolving their COIL course over time?
- What are some potential relationships between COIL and study abroad?
- How do Moura-Koçoğlu and her partner structure the project and reflection so that students learn about both others and themselves?

## Suggested Activities

- Provide listeners with a list of course titles offered in a variety of countries. Assign a course/country to each listener—or let them choose—and challenge them to draft a COIL icebreaker, project, and reflection for students in their course and the hypothetical partner course.
- Have listeners research and create a list of free online tools that students can use to engage in collaborative projects.
- Ask listeners to identify resources to support COIL in their courses. These might include institutional instructional design, technology, or international partnership resources; collaborative teaching projects in their discipline, such as [X-Culture](#); financial and professional development supports, such as the [Stevens Initiative](#); or events such as the [International Virtual Exchange Conference](#) or [Florida International University COIL Leadership Institute](#).

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## About the Podcast

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“Making Global Learning Universal” is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. Episodes are posted seasonally. Guests are from a wide variety of institutions, geographies, and areas of teaching, research, and practice. All episodes are accompanied by show notes, transcripts, and discussion guides to enhance global learning professional development, leadership, and teacher preparation.

The podcast is hosted by [Stephanie Doscher](#), Director of Global Learning Initiatives at Florida International University and co-author of *Making Global Learning Universal: Promoting Inclusion and Success for All*.

The “Making Global Learning Universal” podcast is produced through a partnership between Florida International University’s Office of Global Learning Initiatives, Media Technology Services, and Disability Resource Center.

Episodes, show notes, transcripts, and discussion guides are available at <http://globallearningpodcast.fiu.edu>.

You may subscribe to the “Making Global Learning Universal” [RSS feed](#) or access the

podcast via iTunes, Spotify, or [Stitcher](#). “Making Global Learning Universal” is also listed on [MERLOT](#).

### Listener recommendations

“Making Global Learning Universal” is always looking for new guests to join the show and interesting topics to cover. [Email us](#) to make a suggestion!

### Contact

Office of Global Learning Initiatives  
Florida International University  
11200 SW 8<sup>th</sup> Street  
305-348-4145  
[goglobal@fiu.edu](mailto:goglobal@fiu.edu)

### Notes