



Annual Conference Proceedings

The Thirty-Second Annual Conference

**Association of Faculties for the Advancement
of Community College Teaching**

Embracing Growth and Change

January 13 and 14, 2022

**Held Virtually
Hosted by the
Frederick Community College
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Frederick, Maryland 21702**

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AFACCT Conference 2022 Proceedings

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Mr. Peter Franchot Comptroller, State of Maryland Address Day #1: January 13, 2022

The Honorable Peter Franchot has served as Maryland's 33rd comptroller since 2007. First elected to his current post in 2006, Comptroller Franchot has been re-elected three times; most recently in 2018, during which he received 1.6 million votes – the highest number of votes casted for any candidate for state government office in Maryland history.

As Maryland's chief fiscal officer, Comptroller Franchot is a tireless champion for working families and small businesses and is a stalwart advocate for fiscal policies that strengthen our state's economy. As chief executive officer of a 1,100- person state agency, Comptroller Franchot is focused on delivering respectful, responsive, and results-oriented taxpayer service, and the Maryland Comptroller's Office, under his leadership, is considered one of the most effective and efficient Comptroller's Office in the nation.

The Constitution and the laws of Maryland also charge Comptroller Franchot with other critical duties – including regulating alcohol, motor fuel, and tobacco and a seat on the Board of Public Works, which is comprised of the governor and state treasurer and is responsible for reviewing and approving billions of dollars in state contracts annually, and as Vice Chair of the State Retirement Agency.

Prior to his election to statewide office, Comptroller Franchot served twenty years in the House of Delegates, representing the residents of Montgomery County. As a delegate, he served on the House Appropriations Committee and chaired its transportation and the environment subcommittee. Throughout his legislative career, Comptroller Franchot has been a strong advocate for education, health care, transportation, and environmental protection initiatives.

Comptroller Franchot attended Amherst College and Northeastern School of Law. From 1968-1970, he served in the United States Army. The Comptroller is married to Anne Maher, a lawyer, and they have two children and three grandchildren.

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Dr. Tina Smith, Chair, Department of Psychology, Anne Arundel Community College

Keynote Address Day #2: January 14, 2022

Tina Smith serves as academic chair and associate professor of psychology, and co-leader of culturally responsive instructional programming at Anne Arundel Community College. Her career in education spans more than 25 years, which includes 11 years in higher education. Previous positions held in education were in the Department of Defense child development program, Prince George's County Public Schools, Montgomery County Public Schools, and The Catholic University of America. She holds a Maryland advanced professional certification for teaching and is a certified social and emotional intelligence coach. Over the many years in education, she has served in varying capacities leading and mentoring faculty, co-leading equity instructional programming, leading service-learning literacy programming, designing social-emotional programming, and teaching social studies, mathematics, first-year college seminars, and psychology. A graduate of the University of Maryland University College Asian Division, University of Maryland College Park, and Walden University, her doctorate and area of scholarship is in educational psychology. She is a recipient of the League for Innovation in the Community College Excellence award, has presented at numerous conferences locally and nationally, and published several articles focused on teaching and learning, equity, diversity, and inclusion.

No Video Available

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Christina Greer Ellis. Professor and Program Manager of Chemistry; Baltimore City
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Teaching Chemistry Online During Covid-19: Strategies Explored and Lessons Learned

Asynchronous Session 2

An overview of the challenges faced and the solutions developed when the pandemic unexpectedly shut down on-campus learning in March 2020 at Frederick Community College (FCC) was offered. The focus and efforts were on rapidly developing effective online learning strategies for General Chemistry II, and Organic Chemistry I and II. The course format chosen was online structured remote (SR), to resemble on-campus classes.

A major goal was to develop virtual labs asap that would hopefully provide the level of learning similar to on-campus labs. The realization that the virtual lecture sections came with their own challenges soon surfaced, and required innovative strategies to foster participation, learning and support. Challenges and benefits of teaching in the SR format via Blackboard Collaborate was discussed.

Resorting to videos for supplemental learning and for demonstrating actual lab experiments greatly improved the virtual lecture and lab experiences, although choosing videos to meet course needs was exhausting. FCC purchased access to JoVE videos, and those were supplemental with a variety of videos on YouTube: Professor Dave, Crash Course, TED Talks, etc. The availability of online videos increased over time, requiring constant updating of courses.

The success and failure of an assortment of resources and strategies were included, which may help others in the future.

Teaching Chemistry Online During Covid-19: Strategies Explored and Lessons Learned

Debbie Ellis (dellis@frederick.edu) & Elizabeth Gildersleeve
Science Department, Frederick Community College
AFACCT 2022
Session: Asynchronous Panel and Presentation
Async 2



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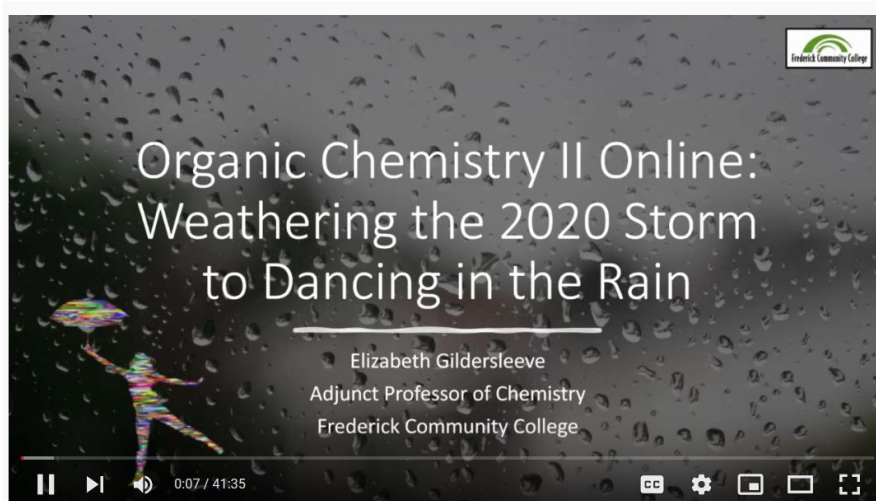
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Organic Chemistry II Online: Weathering the Storm to Dancing in the Rain

Asynchronous Session 5

This asynchronous presentation highlighted ways to keep students engaged in an online environment using both synchronous and asynchronous platforms. Flipgrid, a video discussion platform, was presented as a tool for students to get to know each other face-to-face, asynchronously. Flipgrid was also used as a way for students to provide video responses to challenge problems, giving everyone a chance to find their voice. The use of Kahoot, supplemental videos and online tutorials, like BACON were also featured. Synchronous platforms included Whiteboard.fi and the use of blank PowerPoint slides for a “chalk talk” style lecture. The presentation included the analysis of the synthesis of [sulfanilamide](#) from a popular anime, “Dr. Stone” as way to keep students engaged in the online lab.



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Sunnie Jackson, Associate Professor; Prince George's Community College:
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Engaging Students in Remote Math Classes

Session 2.4: January 13, 2022

In this presentation, the presenter discussed how to engage students in the remote class environment with technology. The presentation was a mixture of PowerPoint, polling, and live demonstration. The presenter demonstrated how to use three different technologies: Poll Everywhere, Microsoft Edge, and Windows Ink Workspace. The presenter demonstrated how to use Poll Everywhere to poll students during classes using the multiple choice and open-ended options. She also demonstrated how to write on PDF files using the writing tools in Microsoft Edge which includes different color pens, an eraser, the ability to type on the file, and the ability to save changes. Most of the time during the presentation was used to show how to use Microsoft Whiteboard which is a tool in the Windows Ink Workspace. This technology is standard with Windows, easy to use, and free. In a collegiate environment, it can be used to create lesson templates that can be shared with colleagues. Student engagement occurs while using these tools when the instructor asks questions and the student shares his or her answer by unmuting their microphone. The instructor then writes their answer down in Edge or Whiteboard. Students can answer on their own when using Poll Everywhere. Four polls were given to participants during the session. Participants walked away with concrete ideas about how to engage their students.



Enhancing Remote Learning with Technology

Sunnie Jackson, Associate Professor, PGCC

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Carly Jordan. Associate Professor of Biological Sciences; The George Washington University: cnjordan@gwu.edu,

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Kristen Genet. Biology Professor; Anoka-Ramsey Community College: kristen.genet@anokaramsey.edu

Embedding No-Cost Undergraduate Research into Biology Courses

Session 3.6. January 13, 2022 and Session 9.2 January 14, 2022

Digitized natural history collections (dNHCs) are a free and abundant source of data that provide endless opportunities to bring research into your classroom. Research using dNHCs spans diverse topics in ecology and evolution, and only requires access to computers and the internet. Course-based Undergraduate Research Experiences (CUREs) increase student engagement, retention, and long-term success. Members of the Biological Collections in Ecology and Evolution Network (BCEENET) have created 4 flexible CUREs using dNHC data, including course syllabi, student handouts, and teaching notes. These CUREs have been implemented in person, online, and in hybrid formats, both synchronously and asynchronously, with course lengths ranging from 4 to 16 weeks. BCEENET supports implementation of dNHC CUREs through free 4-day summer training, stipends for new implementers, and ongoing community support. In this session, attendees 1) explored a free online database of natural history collections (iDigBio.org), and 2) learned how a recent implementer at Anoka-Ramsey Community College incorporated research using dNHC data into her courses.



Embedding no-cost undergraduate research into biology courses

Carly N. Jordan, The George Washington University
Kristen S. Genet, Anoka-Ramsey Community College
Cecily Bronson, Portland State University

AFAACT '22 Conference:
Presented Jan 13, 2022, 1:00 pm EST (session 3) & Jan 14, 2022, 2:00 pm EST (session 9)

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A More Affordable College Education

Asynchronous Session 10

A recent study implemented by MIT Professor Daron Acemoglu shows that the income inequality throughout the society worsened after the 1980s especially among the people who have an education level less than a Bachelor's degree.

He shows that there is a direct relationship between the democracy level of a country and income equality. For these reasons, it is a vital priority for the nations to provide the most affordable ways of higher education to their younger generations.

Community colleges and other higher education institutions are in a very important position to be the pioneers to come up with solutions for a more affordable college education.

Together they can prepare younger generations for in-demand jobs. Community colleges can build a bridge between the younger generations and four year institutions. However, they cannot do it alone, they need support from the state or federal government.

In this presentation, why nations need a more affordable college education was discussed. First of all, whether there is any relationship between democracy and income equality or not was discussed as well, and then if there is a relationship, it will be related to a more affordable college education. The goal of this presentation was to raise awareness of this topic.

In this presentation, some proposals were shared to address this need as well.



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Embracing Growth, Change, and Community: Perspectives of CCBC's Learning Community Program

Session 8.3. January 14, 2022

In this session, learning community advocates from the Community College of Baltimore County (CCBC) discussed the benefits of learning communities, emphasizing CCBC data and video student testimonials about this program. The student voices paired with data depicted the positive impact on success for students from a diversity of backgrounds. Specifically, data from CCBC indicated that learning communities positively impact student pass rates, success rates, retention, credit accumulation, and GPA.

The session began with a review of the concept of High Impact Practices and then focused on the learning community program at CCBC. Faculty shared the integrated activities used to create a meaningful student connection in a learning community that paired English 101 with Communication Studies 101. For the English class, students wrote about concepts that they had learned in Communication Studies, such as mindfulness and metacognition, and connected these concepts to their own goals. Later in this session, an academic advisor described her observations of this program, including the passion of learning community instructors and the comradery among learning community participants, students and teachers alike. In this way, this session's attendees heard the perspectives of learning community benefits, all of which are supported by data, from an advisor, coordinator, faculty, and, most importantly, students.

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Sara Osman. Community College of Baltimore County: sosman@ccbcmd.edu

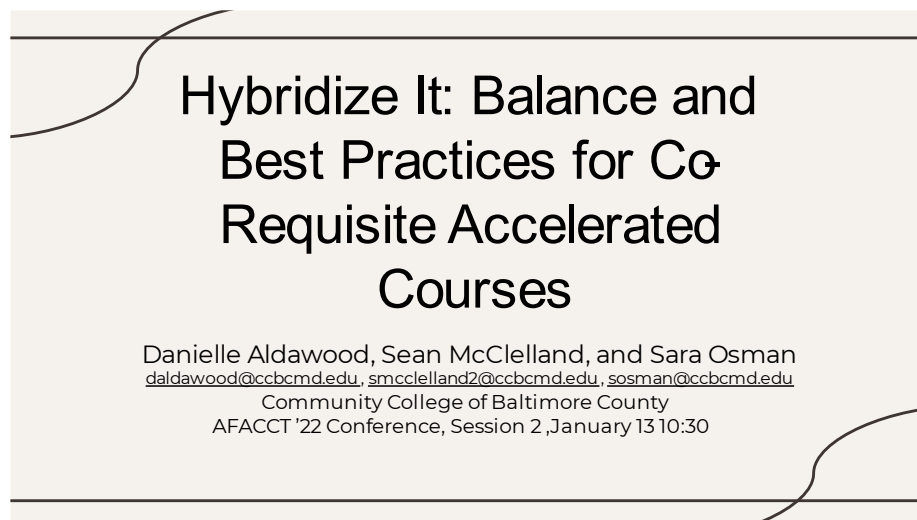
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Hybridize It: Balance and Best Practices for Co-Requisite Accelerated Courses

Session 2.5: January 13, 2022

Co-requisite learning, accelerated learning, and remote instruction are becoming increasingly popular. The presenters reviewed these different course approaches and the support they provide students in reducing the time needed to complete courses and in continuing instruction through a new modality during the pandemic. The presenters connected these larger curriculum and delivery approaches to just-in-time teaching techniques used to provide additional support to students at the instructional level. Next, participants saw concrete examples of how combining these approaches helped students in the innovative ESOL and composition courses while mitigating the challenges of synchronous online learning through the presenters' teaching practices and example activities. Further, participants learned how to hybridize these and other high impact practices to support the new normal in their own classes and promote effective instructional practices. They discussed and determined different approaches for developing and implementing an accelerated/co-requisite/remote learning model and how to incorporate high impact practices into their courses. Finally, the presenters shared their process and best practices for developing a course that hybridizes multiple high impact practices.



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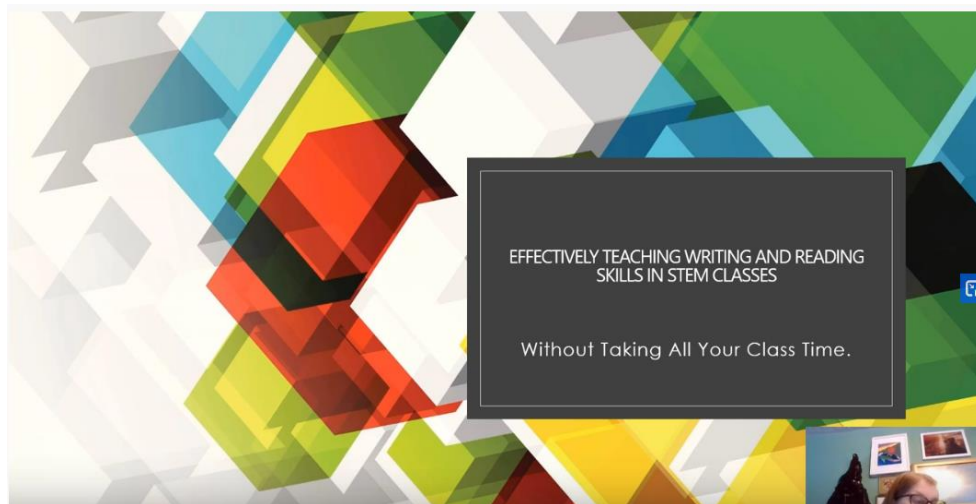
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Linda Prentice. Community College of Baltimore County, lprentice@ccbcmd.edu

Learning and Growing as an Instructor: Effectively Teaching Writing and Reading Skills in STEM Classes

Asynchronous Session 14

When I first began to teach science classes, I noticed a remarkable difference in the abilities of my students to interact with textbook materials, and to write lab reports. Some students already had the skills they needed while others did not. A lab report for a STEM course is different from the type of writing that students may have done in other classes. I began to try to develop methods of teaching my students to learn specific writing and reading skills for their STEM classes. I tried to make these small bites of materials since there is also lots of material to cover in a typical STEM class. In this presentation I have gathered my ideas together to assist others who may be attempting to make these types of changes in their own classes.



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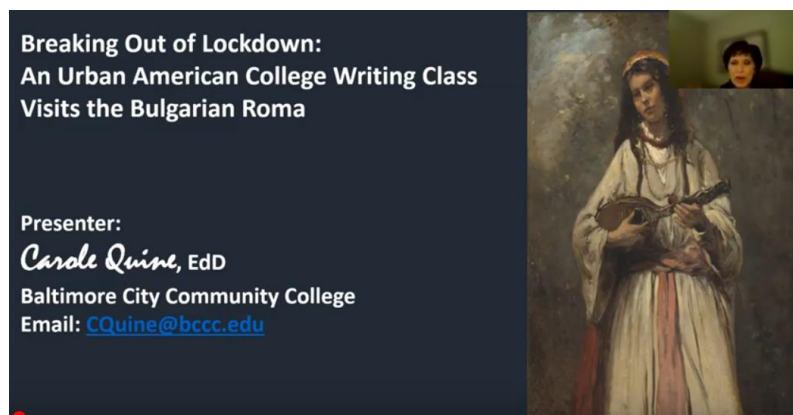
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Carole Quine. Professor, English; Baltimore City Community College: cquine@bcc.edu

Escaping Lockdown: An Urban American College Writing Class (virtually) Visits the Bulgarian Roma!

Asynchronous Session 15

Said to have originated in Northern India centuries ago, the Rom (aka "Roma" or "Romani/y") can now be found on every inhabited continent. Bulgaria has one of the largest settlements of Rom, many of whom are well-educated, successful, and integrated into society. However, there are also many impoverished Bulgarian Rom. In this presentation, viewers will learn how an urban community college writing class studied one group of impoverished Rom from a variety of viewpoints. Viewers will also learn about other features of this approach, such as the "stepping stone" method used to build essays in the class. In addition, viewers will learn how this approach eased the instructor's workload and, most importantly, increased student retention of information about essay writing and related skills. The presentation culminates in a discussion of features still in need of development



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"Change for the Better" in the Learning Environment

Session: 6.2, January 14, 2022

Change is a natural and continuous part of life, especially in the fast-paced world in which we live. In response to the pandemic, educators were presented with the option of teaching fully online or virtual classes. This presentation explored strategies for becoming an adaptive instructor. The strategies ensured instructors would embrace the future of online/virtual instruction and demonstrated the willingness to learn and grow in times of significant change. Discussions centered around Kaizen principles to teaching that focused on small ongoing change, resulting in significant improvements in the learning environment.



Change for the Better in the Learning Environment
A Kaizen Approach

Prof. Daniel Izume

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Baltimore City Community College

Session 6, January 14, 2022, 9:30 a.m. – 10:20 a.m. (EST)

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Dr. Mary Beth Klinger. Professor of Business and Management; College of Southern Maryland: mbklinger@csm.edu

Advancing Business Programs: Instituting Business Concentration Models

Session:3.2, January 13, 2022

This presentation focused on the development of business concentration models within two business programs – the Business Administration AS and Business Management AAS - at the College of Southern Maryland. It outlined steps that were taken by business faculty in developing concentrations within each program, to include identifying core business-related courses (30 credits) along with 18 credits of General Education courses.

Concentrations are offered in business analysis, construction management, technology management, small business and entrepreneurship, retail management, digital marketing management, and hospitality management and are included as four courses or 12 credits into each program. A ‘no concentration’ option includes general electives in lieu of concentration-based courses.

Current concentrations of interest were displayed showcasing the Small Business concentration within the Business Management AAS as overwhelming popular in 2021. Potential future concentrations based on workforce development needs and current business trends were also discussed. The use of concentrations within the two business programs was explored in terms of ensuring additional stakeholder support outside of the Business Department, to include an external Business Programs Advisory Council and the College’s Transfer Coordinator. The various business concentrations are timely and relevant and provide additional focus and expertise in specific discipline areas that are of interest to students.

Advancing Business Programs: Instituting Business Concentration Models



AFACCT 32nd Annual Conference
Thursday, January 13, 2022
Session #3: 1:00-1:50 pm



Professors Tony Stout (awstout@csm.edu) and Mary Beth Klinger (mbklinger@csm.edu)
College of Southern Maryland



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New Faculty Conversations: Struggles through COVID-19 and Solutions for Success

Session 9.1: January 14, 2022

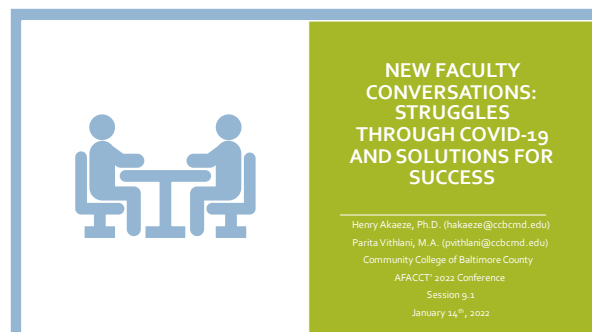
Faculty members that began teaching during the pandemic faced unique challenges in the areas of student expectations, engagement, and overall academic success. Based on the literature findings, the presenters sought to explore strategies that have been successful and share examples of active learning techniques.

During the presentation, the presenters shared the findings from Alawamleh et. al. (2020) and Son et. al. (2020) relating to changes in student characteristics in response to the pandemic. Through an interactive discussion, attendees were able to discuss solutions to promote academic student success. Some strategies include engaging learners using polling features, breakout rooms, and whiteboard features offered through Zoom or Teams. Additionally, the use of the Learning Management System (LMS) to provide students with course materials, timely communication/announcements, and peer-to-peer discussions, allows students to remain engaged and informed and in turn facilitates successful course completion.

Later, the presenters shared active learning strategies using an accessible gamified student engagement platform, Quizizz.com. This engaging tool offers a variety of review question options such as poll, multiple choice, open-ended responses, and drawing the responses. This tool can be used for synchronous and asynchronous course formats. Other unique features offered by this platform include instructor-led lessons with multimedia slides that include in-built review questions and self-paced assignments.

The presenters concluded the session by sharing other active learning strategies such as role playing, four corners, guided notes, minute papers/ muddiest points, and Just-in-Time Teaching. Finally, the presenters invited attendees to post questions regarding these strategies on the Whova app.

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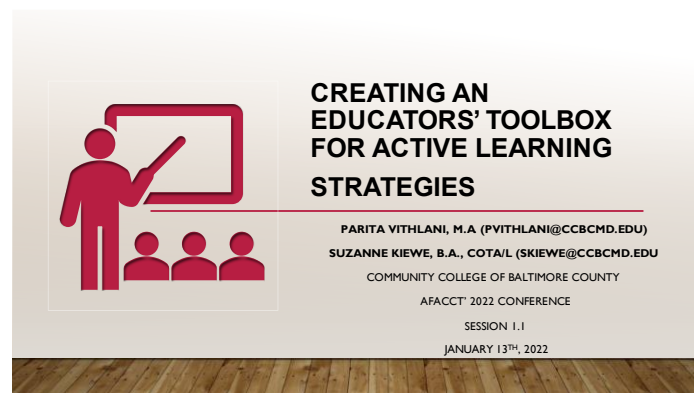
Suzanne Kiewe. Academic Fieldwork Coordinator, Instructor Clinical Techniques – Pediatrics, Occupational Therapy Assistant Program, Community College of Baltimore County: skiewe@cCBCMD.edu

Creating an Educators' Toolbox for Active Learning: Strategies to Promote Quick, Efficient, Effective, Timely, and Meaningful Feedback

Session 1.1: January 13, 2022

Suzanne Kiewe and Parita Vithlani discussed methods to engage learners using active learning strategies. Presenters discussed the importance and purpose of brain breaks and allowed opportunities for attendees to participate in a brain break activity. Data suggests students spend 30-50% of their day in sedentary activities such as sitting, studying, and screen time. This impacts their ability to sustain attention and retain information. It is therefore necessary to incorporate brain breaks to facilitate cognitive preparation for learning. Findings suggest that use of brain breaks improves memory, motivation, and interest (Ferrer & Laughlin, 2017; Vazou et al., 2012; Prince, 2013; Hillman et al., 2003).

Outside of the classroom, a technique to increase student motivation to complete assignments is to provide them with clear instructions and grading criterion. One way to achieve this is the use of rubrics. Presenters shared the four elements of rubric design: task description, grading criterion, rating levels, and description for performance levels. Lastly, the participants engaged in an interactive activity to create a grading rubric that can be adapted to a variety of classroom needs. The participants determined the categories, criterion, and scoring.



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Delaine Welch. Associate Professor; Frederick Community College: dwelch@frederick.edu

Adverse Childhood Experiences- Trauma, Students and Faculty

Asynchronous Session 17

Trauma affects students, staff, and faculty. By becoming aware of adverse childhood experiences and trauma informed learning we can help create safe places for our students and ourselves. This presentation helped participants 1) become familiar with ACES, what it means, how it was studied by Kaiser Health; 2) recognize the three types of ACES, ten subcategories, and how they can affect students; and 3) learned how to work on making your classroom trauma informed.



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Short Term but High Impact: Global Education through Collaborative Online International Learning (COIL) Project

Session: 1.7, January 13, 2022

This session shared the experience designing and teaching a Collaborative Online International Learning (COIL) class between Suranaree University of Technology, Thailand and Howard Community College, MD. This session discussed the challenges and strategies when the authors designed this exciting global and cultural education project in the World Geography class, which can help students understand the challenges that reach beyond their borders and prepare the students for future successes in an increasingly diverse world. Although the duration of this COIL class lasted for five weeks, the impact on developing students' awareness and appreciation of cultural differences and global competence was significant. Moreover, some students had developed new networks cross countries and were inspired to study abroad in the future. The success of this project approved that online platform has the potential to make international exchange and learning for students more accessible and inclusive.

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