



**Asia-Pacific Association
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COIL BEVI Project: Cultivating Globally Sustainable Selves through Values-Based Assessment

March 28, 2022

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Some of the Following Is Drawn From...



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International Beliefs and Values Institute



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ABOUT IBAVI

MESSAGE FROM THE
EXECUTIVE DIRECTOR

Welcome

The International Beliefs and Values Institute (IBAVI) is a 501(c)(3) nonprofit and nonpartisan organization that addresses real-world issues of conflict resolution, human rights, sustainability, global education, and religious and cultural understanding through innovative and interdisciplinary scholarship, education, and service.

<https://ibavi.org/>



COIL BEVI Project: Vision Statement

The COIL BEVI Project seeks to create and sustain a vibrant global community of educators, scholars, students, practitioners, and leaders to develop and disseminate theoretically grounded and empirically supported best practices for VE / COIL instruction, learning, and evaluation.



COIL BEVI Project Rationale:

SIO, HEI, and Organizational Perspectives

- In our present reality, VE / COIL could not be more important although VE / COIL has long been underway
- COVID has forced online learning; while some faculty will want to return to face-to-face instruction many will have a new interest in online methods
- VE / COIL increases access, inclusion, and diversity to the pool of students who can have a meaningful international experience, well beyond study abroad
- It also brings faculty together, and sets the stage for further / deeper collaboration as educators, scholars, practitioners, and leaders



COIL BEVI Project Rationale: SIO, HEI, and Organizational Perspectives

- In our post-COVID world, comprehensive internationalization will be more important than ever
- VE / COIL signal to senior administrators that we are working creatively to enhance international experiences, even during difficult times
- VE / COIL enhances our offerings, provides more students access to international experiences, and strengthens what we do
- All that said, we need to know what works, what doesn't and why, and the attendant implications and applications, which brings us to the COIL BEVI Project...

COIL BEVI Project:

Key Questions to Consider

First, from COIL and other forms of virtual exchange, who learns what and why, and under what circumstances (e.g., How do within-group differences affect the processes and outcomes of virtual learning)?

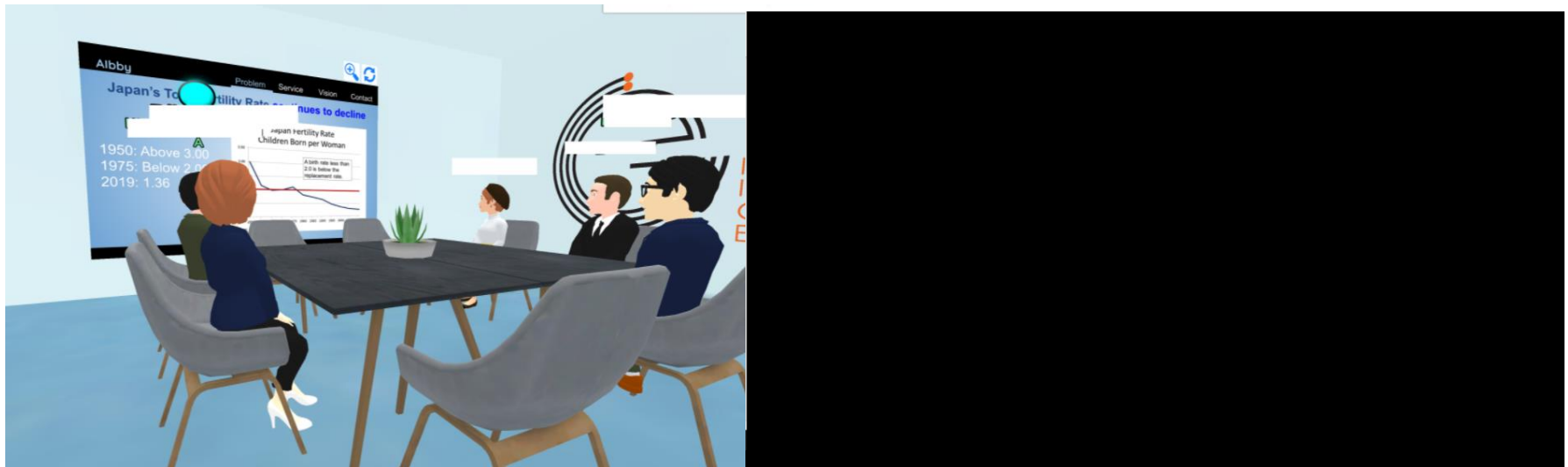
Second, what virtual pedagogies, programs, and platforms are, and are not, likely to be experienced as most effective and why?

Third, could we demonstrate empirically that virtual education and exchange can legitimately represent “high impact,” “engaged,” and “transformative” learning?

Fourth, what are the major “lessons learned” from this initiative for the field and profession of virtual education and exchange (e.g., implications, applications, best practices, future recommendations)?

What is COIL?

The COIL method is a cost-effective method of expanding global learning opportunities for greater numbers of higher education students. COIL is an innovative pedagogy involving collaborative teaching and learning in two or more countries facilitated by online communication that has been developed and promoted by the State University of New York (SUNY) COIL Center. Delivering global learning and intercultural experience to greater numbers of Japanese students has been a priority of Kansai University, and IIGE seeks to expand this through COIL promotion and delivery, with the COIL approach being affordable, accessible, and scalable. In practice, COIL involves faculty from Japanese and other universities collaborating with their Japanese counterparts to develop joint syllabi, and students in the two countries then work together to complete assignments that meet shared learning objectives.





Materials and Webinar Development



RCIS Research Center for Instructional Systems

Collaborating with each university conducting on site "know-how" training and seminars for faculty members interested in implementing COIL in their course. And students in the two countries then work together to complete assignments that meet shared learning objectives.

Content Development and Trouble Shooting



- Creating training content that meets the needs of Japanese institutions based on the COIL Faculty Guide developed by the SUNY COIL Center.
- Providing know-how consultation for faculty members at each university when problems occur during COIL projects.

Networking between Japan and the United States



- Facilitating seminars and workshops that provide networking opportunities between institutions in Japan and the U.S.
- Consulting related to international education for U.S. institutions.



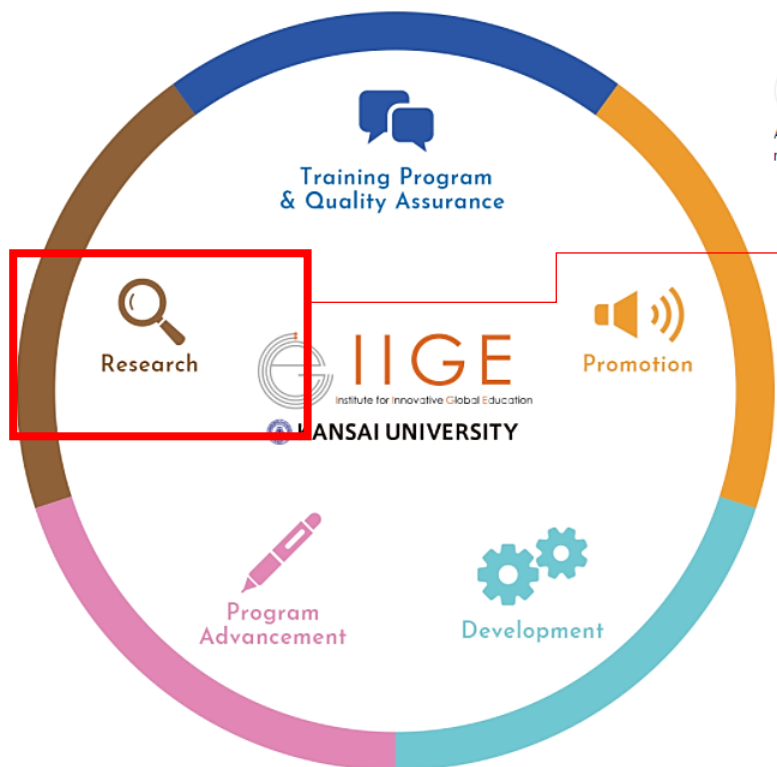
Language Learning Focused COIL (LLC)

- Coordination of Language Learning Focused COIL(LLC) infrastructure to provide enriched cross-cultural learning opportunities for both Japanese and U.S. students
- Engagement with institutional and organizational partners who wish to join the LLC practice



Connecting Institutions for COIL-related Projects

- A free directory, a resource and a connection hub open to all institutions engaged in COIL Virtual Exchange.
- A project of the COIL Virtual Exchange Foundation, Inc. (CVEF)



Research

Assessments for COIL projects in student's learning outcome (language learning and intercultural learning) and COIL Plus mobility impact.

Survey Analysis



[COIL-BEVI Project]

Collaborate in COIL-BEVI Project to analyze students' COIL learning outcomes and COIL Plus Mobility impact.



Offer Facilitates:

- Study abroad programs
- Internships
- Customized outbound programs

Evaluates and assesses learning outcomes



JAPAN
A subsidiary of ETS, the creator of the TOEFL® test

Promotes student mobility and evaluates COIL project's impact.



Investigates language skills progress acquired in COIL and COIL Plus programs through language testing such as TOEFL, OPic, and others.



Offers pre and post-COIL testing and post COIL Plus program testing.



Soft-Skills and Hard-Skills are both strongly on demand post-COVID19

In order to sustain digitally enhanced IE in post-pandemic phase, leveraging with global employability is the key.



COIL Plusの紹介 / Intro to COIL Plus!



Watch later



Share



Info

Blended Mobility – COIL Plus | Research Questions – what does COIL do to students?
how do they change after COIL or COIL plus?

COIL Plus

MORE VIDEOS



Brave New Realities for Higher Education in the Asia Pacific

COIL BEVI Project

<http://www.kansai-u.ac.jp/Kokusai/IIGE/resources/BEVI-COIL.php>

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Institute for Innovative Global Education



Brave New Realities for Higher Education in the Asia Pacific



Introduction to BEVI for COIL - YouTube



To learn more about the **COIL BEVI project**, visit:
[http://www.kansai-u.ac.jp/Kokusai/IIGE/resources/BEVI-COIL ...](http://www.kansai-u.ac.jp/Kokusai/IIGE/resources/BEVI-COIL...)

YouTube · IIGE Institute for Innovative Global Education · Sep 27, 2019

COIL BEVI Project Video

by IIGE



www.thebevi.com

The BEVI...is designed to assess a number of relevant processes and constructs including (but not limited to): basic openness; receptivity to different cultures, religions, and social practices; the tendency (or not) to stereotype in particular ways; self and emotional awareness; and preferred but implicit strategies for making sense of why 'other' people and cultures 'do what they do' (Shealy, 2005, p. 99).



BEVI Overview

I

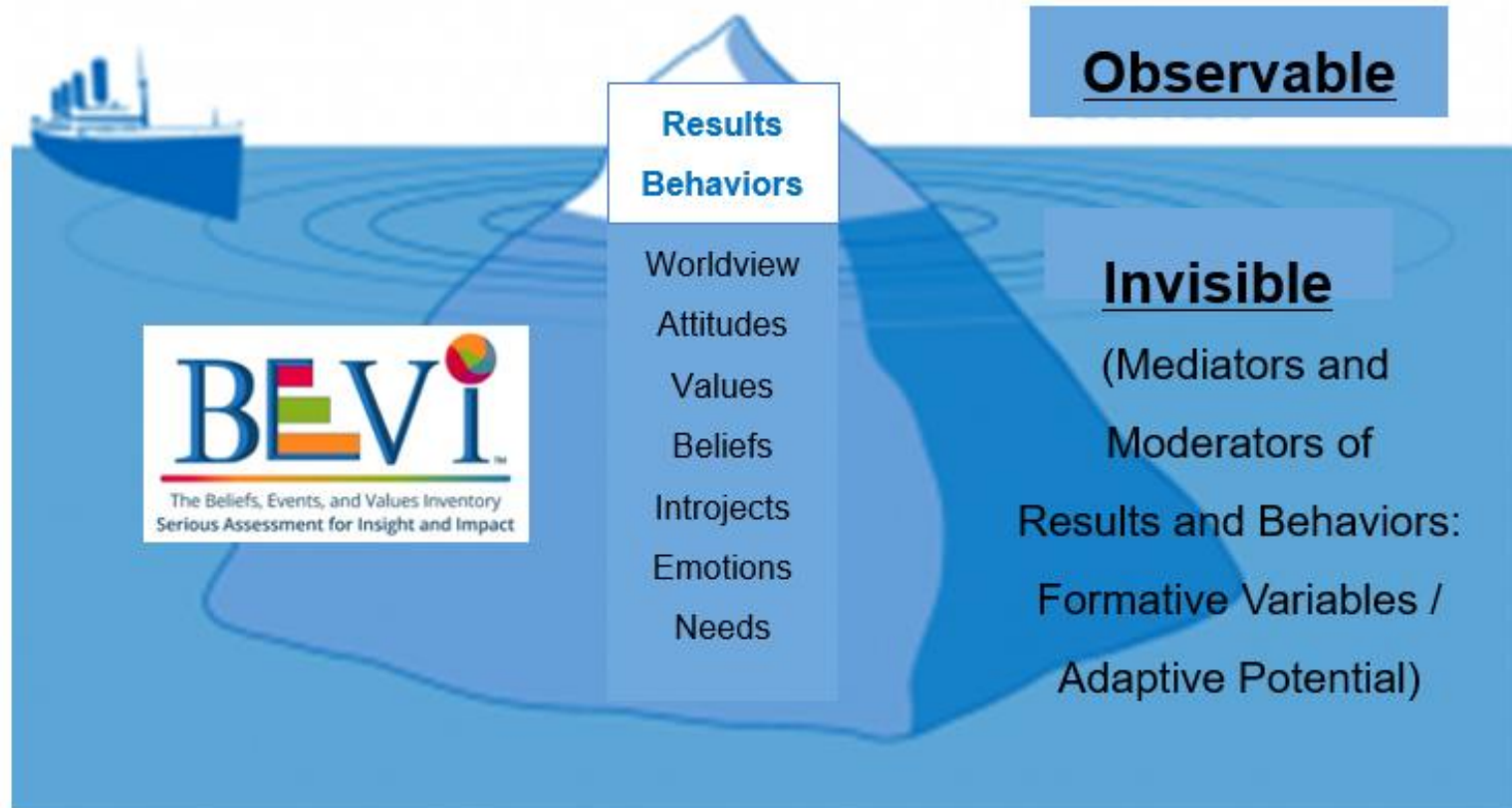
- Based on over 25 years of research, theory and practice
- Normed upon an international sample (N = 10,000+)
- Measures core aspects of identity and self (e.g., development, needs, emotions, values)
- Assesses how and why humans change (e.g., on self / other awareness, critical thinking)
- Very strong psychometrics (e.g., excellent reliability / validity)
- Institutions and organizations can manage their own data, analyses, and reports
- Shows within group variation (e.g., avoids the dilemma of aggregation)
- Mixed methods approach
- Welcomes and integrates other approaches to assessment
- Emphasizes longitudinal analyses
- Used to facilitate “engaged,” “high impact,” and “transformative” learning



How is the BEVI used?



BEVI and the Iceberg Model



Adapted from: <https://www.managementstudyguide.com/competency-iceberg-model.htm>

COIL BEVI Project Core Components

1. evaluating learning experiences (e.g., study abroad, multicultural courses, general education, training programs / workshops, service learning, etc.);
2. understanding learning processes (e.g., who learns what and why, and under what circumstances);
3. promoting learning objectives (e.g., increased awareness of self, others, and the larger world);
4. enhancing teaching and program quality (e.g., which experiences, courses, programs, etc. have what impact, and why);
5. facilitating growth and development (e.g., of individuals, groups, and organizations);
6. conducting research (e.g., how, why, and under what circumstances people become more “open” to different cultures);
7. addressing organizational needs (e.g., staff / leadership development); and,
8. complying with assessment and accreditation requirements (e.g., linking objectives to outcomes).

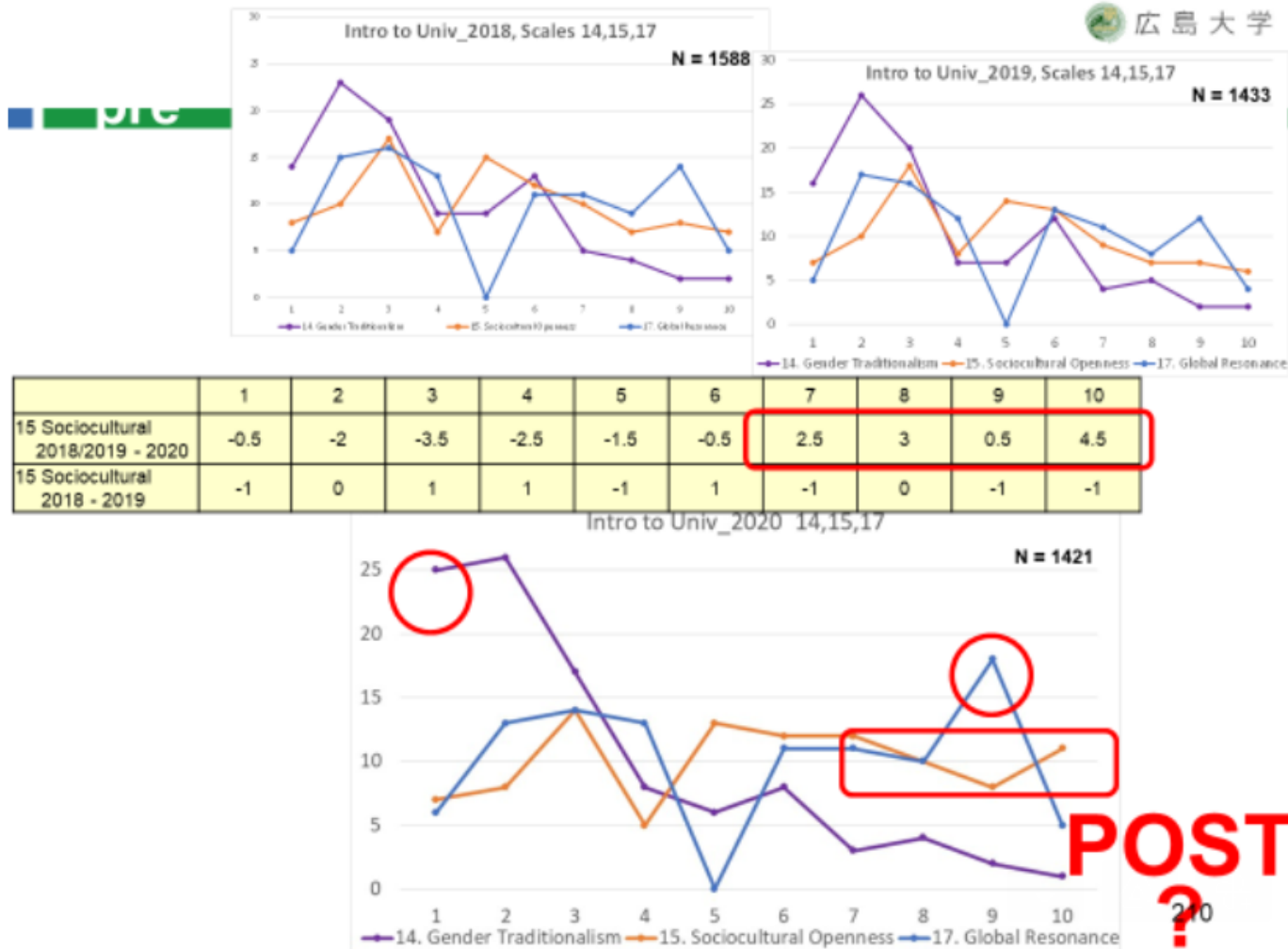
CBP Examples and Findings

1,800 HU students
Same Pattern between '18 and '19
More Socially and Culturally open in '20

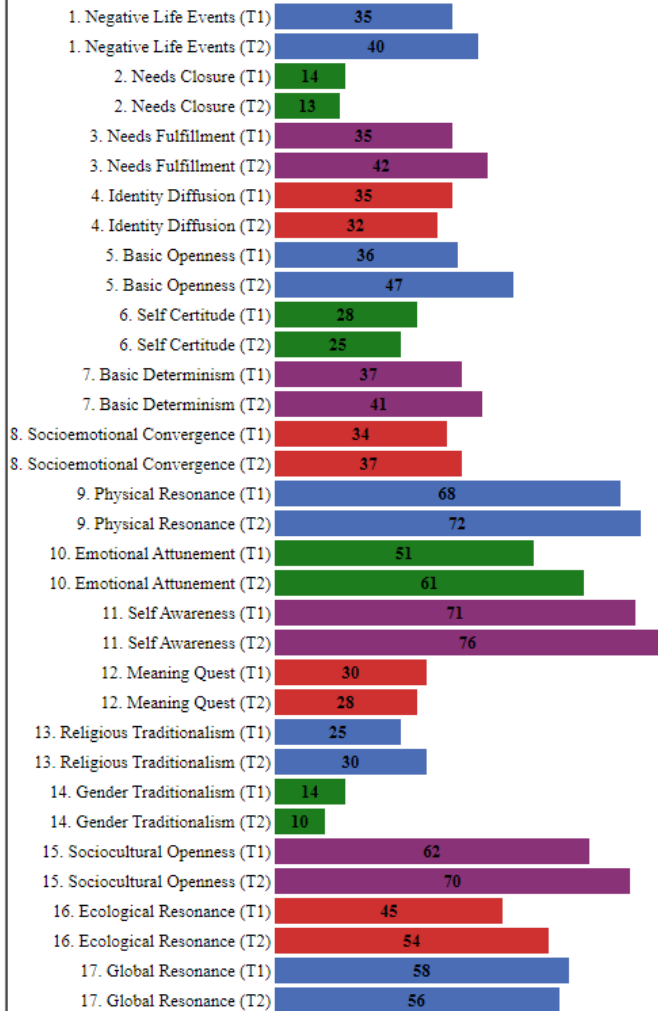
	1. Negativ	2. Needs C	3. Needs F	4. Identity	5. Basic Op	6. Self Cert	7. Basic De	8. Socioe
Intro to Univ_2018	37	17	31	34	45	31	57	25
Intro to Univ_2019	36	16	29	32	44	29	55	23
Intro to Univ_2020	35	13	33	31	49	27	49	26
2018/2019-2020	-1.5	-3.5	3	-2	4.5	-3	-7	1
2018-2019	1	1	2	2	1	2	2	1

8. Socioe	9. Physica	10. Emotio	11. Self Aw	12. Meani	13. Religio	14. Gender	15. Socioc	16. Ecologi	17. Global I
25	72	43	71	27	25	28	45	37	47
23	73	39	70	25	24	25	44	36	45
26	73	41	73	28	23	19	53	39	51
2	0.5	0	2.5	2	-1.5	-7.5	8.5	2.5	5
2	-1	4	1	2	1	3	1	1	2

CBP Examples and Findings

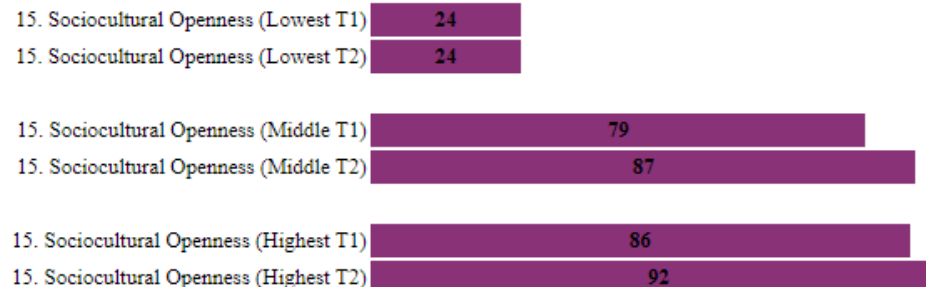
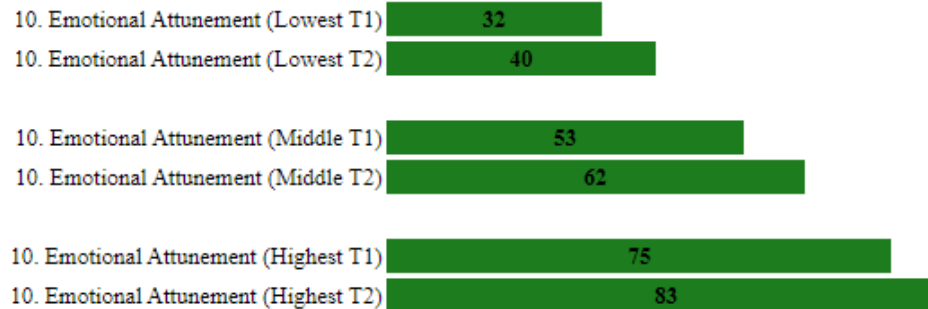
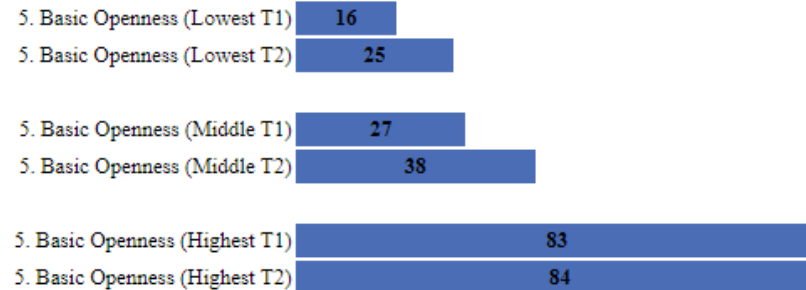


CBP Examples and Findings: Japanese Students, September – December, 2020



10. Emotional Attunement (T1)	7%	0%	7%	20%	0%	27%	20%	13%	7%	0%
10. Emotional Attunement (T2)	7%	0%	0%	13%	13%	13%	13%	20%	13%	7%
11. Self Awareness (T1)	7%	0%	0%	7%	0%	7%	40%	0%	20%	20%
11. Self Awareness (T2)	0%	0%	0%	13%	7%	13%	20%	0%	13%	33%
12. Meaning Quest (T1)	13%	13%	20%	7%	13%	7%	20%	7%	0%	0%
12. Meaning Quest (T2)	20%	7%	27%	0%	7%	27%	7%	7%	0%	0%
13. Religious Traditionalism (T1)	7%	27%	20%	20%	20%	7%	0%	0%	0%	0%
13. Religious Traditionalism (T2)	7%	7%	33%	33%	7%	0%	13%	0%	0%	0%
14. Gender Traditionalism (T1)	33%	27%	20%	0%	7%	13%	0%	0%	0%	0%
14. Gender Traditionalism (T2)	47%	20%	20%	7%	0%	0%	0%	7%	0%	0%
15. Sociocultural Openness (T1)	0%	13%	13%	7%	13%	7%	7%	0%	27%	13%
15. Sociocultural Openness (T2)	7%	0%	20%	7%	13%	0%	0%	13%	0%	40%
16. Ecological Resonance (T1)	7%	0%	20%	13%	27%	7%	7%	13%	0%	7%
16. Ecological Resonance (T2)	0%	7%	13%	13%	13%	20%	13%	0%	7%	13%
17. Global Resonance (T1)	7%	13%	13%	7%	0%	13%	0%	7%	27%	13%
17. Global Resonance (T2)	7%	0%	40%	0%	0%	0%	13%	0%	33%	7%
Deciles:	1	2	3	4	5	6	7	8	9	10
Deciles:	1	2	3	4	5	6	7	8	9	10

CBP Examples and Findings: Japanese Students, September – December, 2020



CBP Examples and Findings:

Japanese Students, September – December, 2020

3. Needs Fulfillment (Low Interest T1)

14

3. Needs Fulfillment (Low Interest T2)

17

3. Needs Fulfillment (High Interest T1)

46

3. Needs Fulfillment (High Interest T2)

65

15. Sociocultural Openness (Low Interest T1)

22

15. Sociocultural Openness (Low Interest T2)

32

15. Sociocultural Openness (High Interest T1)

75

15. Sociocultural Openness (High Interest T2)

90



CBP Examples and Findings: MSU – ICU Teacher Education, Fall 2020

My goals were to provide online learners with an opportunity to engage students and faculty from another international context and through this process to foster deep or potentially transformative learning regarding their beliefs and assumptions about intercultural experiences...We chose the BEVI as the instrument to assess the extent to which the students' participation in this project fostered the deep learning we were interested in developing.

John M. Dirkx, Ph.D., Professor, Michigan State University

In my COIL project, we worked on an empirical paper with collaborative efforts on literature review, data collection and analysis...For literature review, three MSU students were responsible for reviewing literature on learner-centered teaching and culturally sustaining pedagogy. The ICU students reviewed literature on technology acceptance model...we conducted content analysis of syllabi... interviewed instructors [and] completed individual self-reflection...

Guanglong Pang, Doctoral Student, Michigan State University

CBP Examples and Findings: MSU – ICU Teacher Education, Fall 2020

Process

Select international partner

Study COIL methodology

Identify COIL project

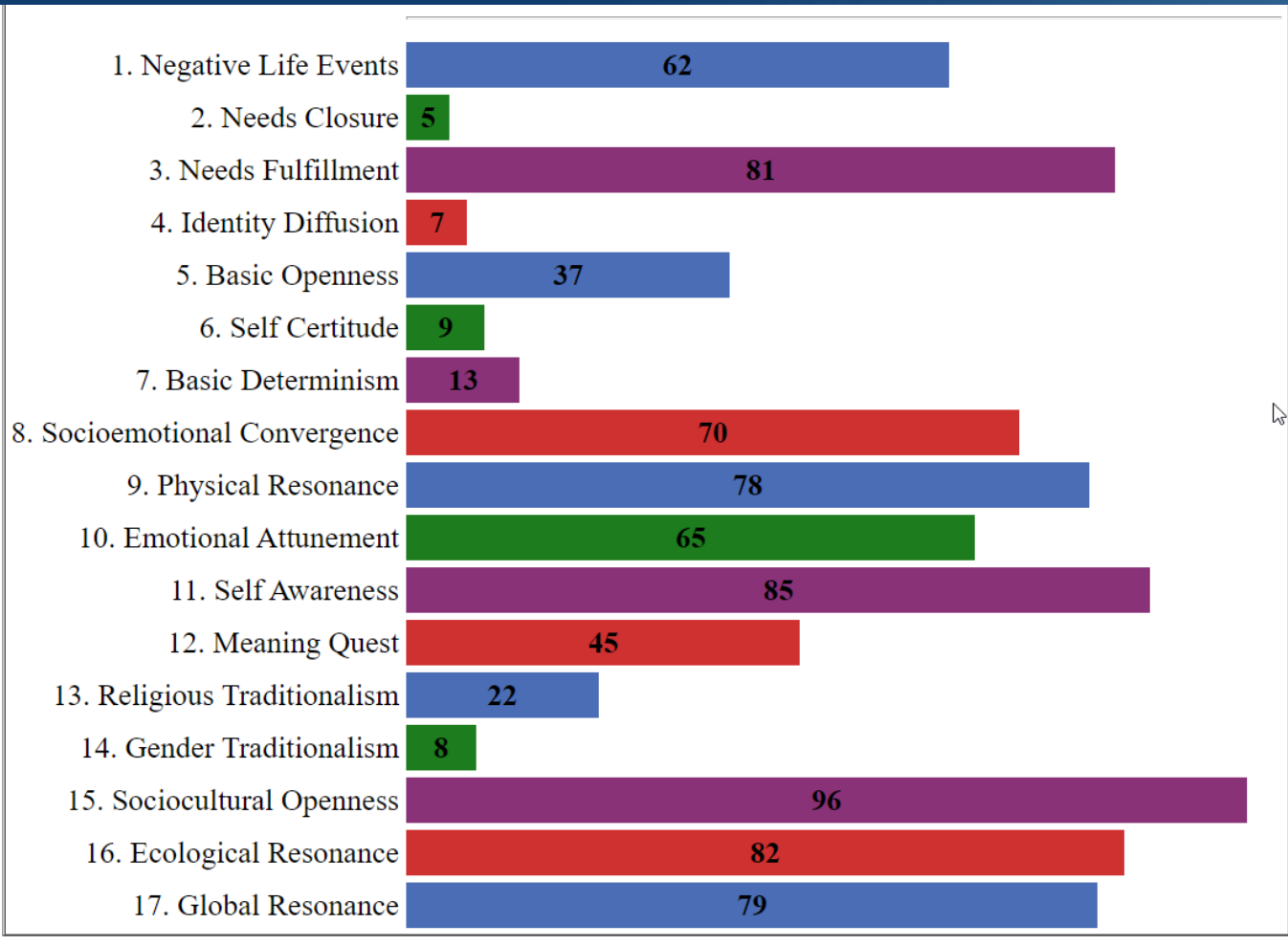
Revise course syllabi and calendar

Form research teams and facilitate process

Administer BEVI

Share project results

CBP Examples and Findings: MSU – ICU Teacher Education, Fall 2020



CBP Examples and Findings: MSU – ICU Teacher Education, Fall 2020

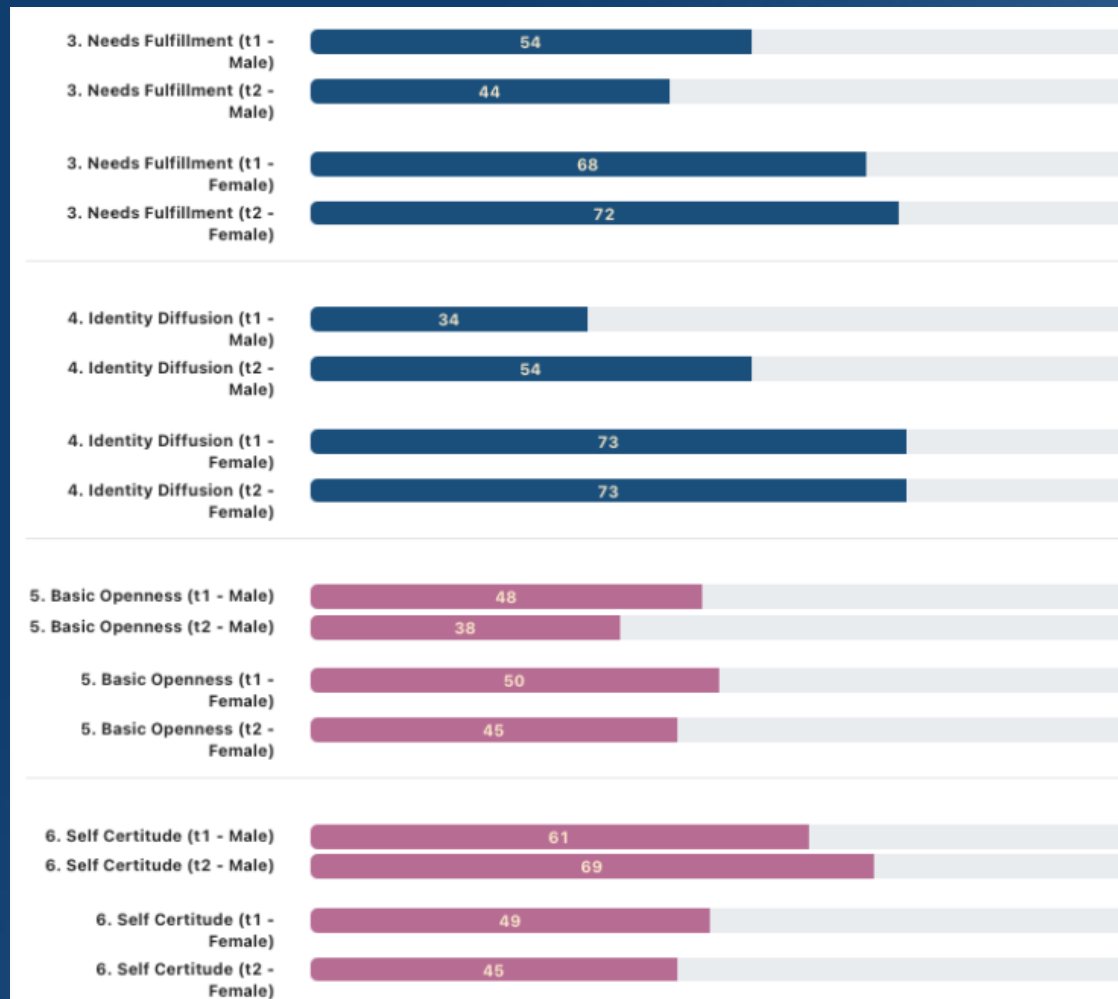
1. Negative Life Events	0%	0%	50%	0%	0%	0%	0%	0%	17%	33%
2. Needs Closure	67%	17%	17%	0%	0%	0%	0%	0%	0%	0%
3. Needs Fulfillment	0%	0%	0%	0%	0%	0%	17%	33%	33%	17%
4. Identity Diffusion	50%	17%	33%	0%	0%	0%	0%	0%	0%	0%
5. Basic Openness	17%	0%	0%	50%	17%	0%	0%	0%	0%	17%
6. Self Certitude	67%	0%	17%	0%	0%	17%	0%	0%	0%	0%
7. Basic Determinism	17%	50%	17%	17%	0%	0%	0%	0%	0%	0%
8. Socioemotional Convergence	0%	0%	0%	17%	0%	33%	0%	17%	17%	17%
9. Physical Resonance	0%	0%	0%	0%	0%	0%	17%	50%	17%	17%
10. Emotional Attunement	17%	0%	0%	0%	17%	17%	0%	0%	33%	17%
11. Self Awareness	0%	0%	0%	0%	0%	0%	0%	33%	50%	17%
12. Meaning Quest	17%	0%	17%	0%	17%	17%	17%	0%	17%	0%
13. Religious Traditionalism	33%	17%	17%	0%	17%	0%	0%	0%	17%	0%
14. Gender Traditionalism	50%	33%	0%	17%	0%	0%	0%	0%	0%	0%
15. Sociocultural Openness	0%	0%	0%	0%	0%	0%	0%	0%	33%	67%
16. Ecological Resonance	0%	0%	0%	17%	0%	0%	33%	0%	0%	50%
17. Global Resonance	0%	0%	0%	0%	0%	0%	17%	17%	67%	0%
Deciles:	1	2	3	4	5	6	7	8	9	10

CBP Examples and Findings: MSU – ICU Teacher Education, Fall 2020

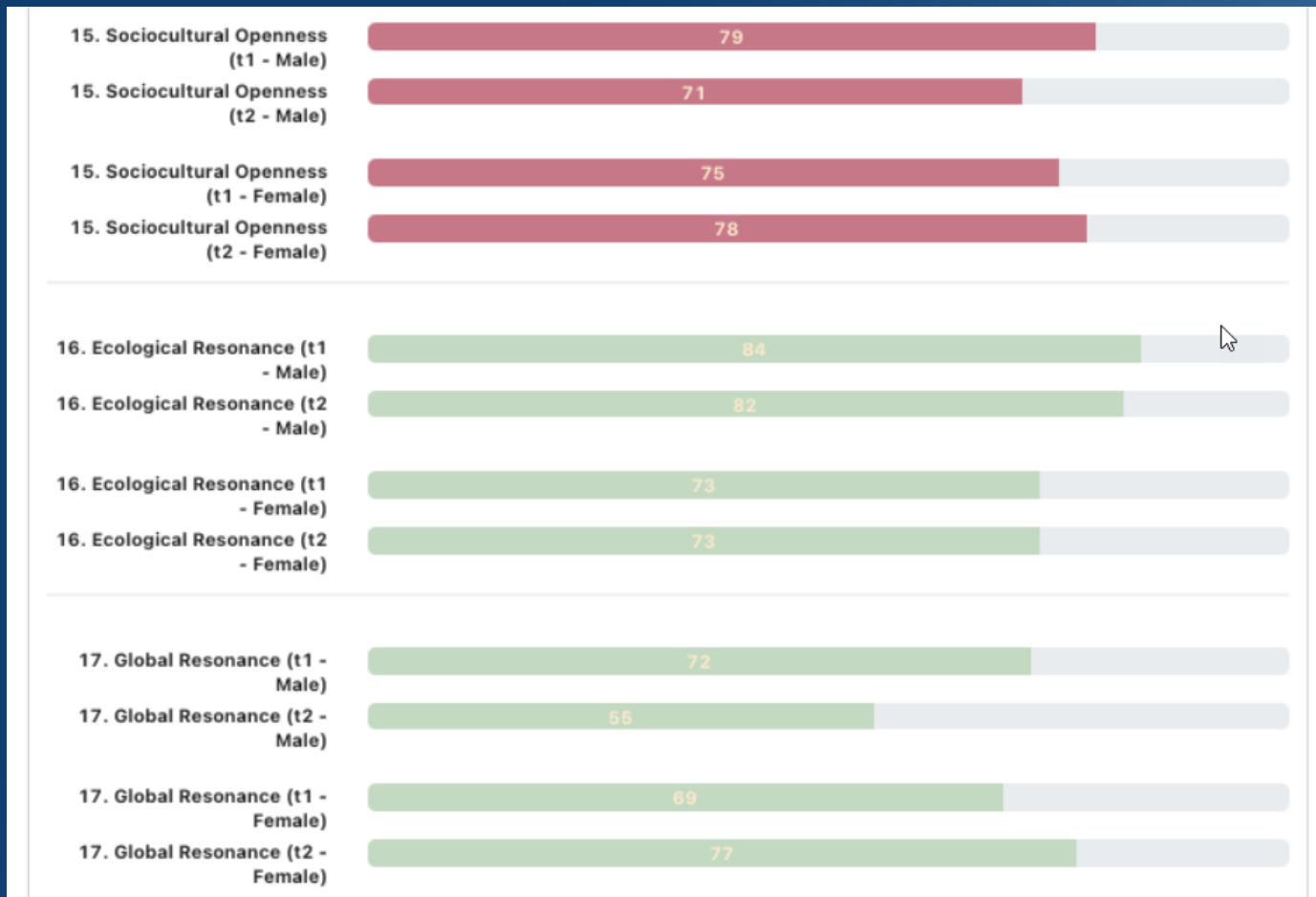
Lessons learned

- Start small – avoid being too ambitious
- Platform issues
- Be sure expectations are clear and understood.
- Work to involve students in a more participatory manner
- More intentional about cross-cultural and intercultural dimensions

CBP Examples and Findings: Aurora Course on Sustainability, Fall 2021



CBP Examples and Findings: Aurora Course on Sustainability, Fall 2021



Implications and Applications: Forum BEVI Project / COIL BEVI Project

Changes in beliefs and values about self, others, and the world at large seems determined largely by the 8Ds (duration, difference, depth, drive, determine, design, deliver, debrief).

The amount of “change” that is facilitated and measurable is a function, at least in part, of the “8Ds” including:

- 1) **duration** (i.e., how long an international, multicultural, or transformative education experience occurs);
- 2) **difference** (i.e., how different the experience is from what the “self” of the experienter is accustomed);
- 3) **depth** (i.e., what is the capacity of the learner to experience all that the intervention is able to convey);
- 4) **drive** (i.e., what is the inclination of the learner to engage fully in the learning process);

Implications and Applications: Forum BEVI Project / COIL BEVI Project

Changes in beliefs and values about self, others, and the world at large seems determined largely by the 8Ds (duration, difference, depth, drive, determine, design, deliver, debrief).

- 4) **determine** (i.e., through formal and informal assessment, how well does the intervener understand his / her audience;
- 5) **design** (i.e., based upon knowledge of the audience and careful deliberation and development, what is the quality of the intervention);
- 6) **deliver** (i.e., how able is the intervener to fulfill the transformative potential of the intervention);
- 8) **debrief** (i.e., before, during, and after the intervention, how deeply does the intervener assess the nature of the learning experience, and use such feedback to improve future interventions).

Thank You and Discussion

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