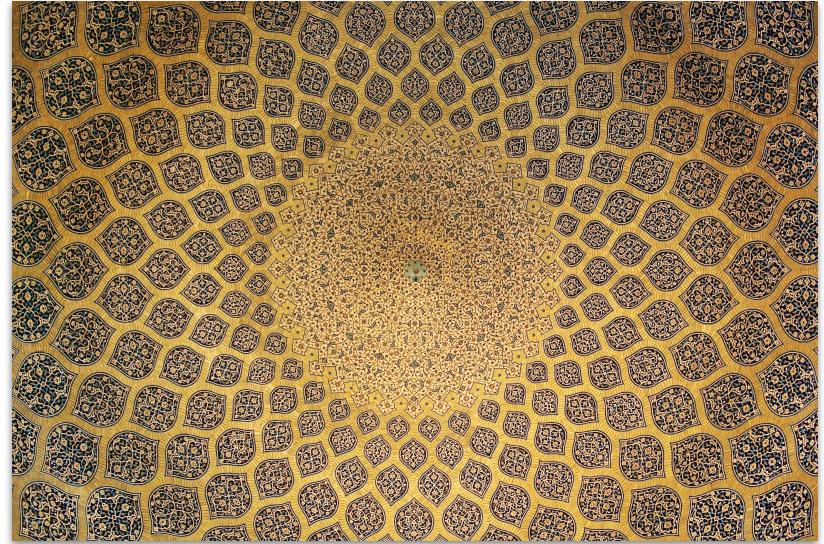

CACHO

— Symmetrical Co-design for COIL —

Challenges in collaborative online international education

- Defining collaboration
 - Initial approach: **symmetrical co-design**
 - Active practices to equalize power
 - Clear incentives and rewards
 - Shared expectations about time commitments and educational priorities



Challenges in collaborative online international education



- US/English-language educational hegemony
 - Initial approach: **inverted syllabus**
 - **Bilingual classroom**, drawing on language skills and aspirations of participants
 - Actively teaching to legacies of power and embedded cultural assumptions in a **safe AND challenging** space

COIL - Practical Challenges

Finding Partners

Existing Relationships, pre-existing institutional track-record of collaboration, partnering with lesser-known universities



Preparation and Commitment

Course development: time before and during class for pedagogical questions.

Student time/effort: credit hours, percentage of grade, etc.

Faculty prep & teaching: dedicated faculty prep/discussion time weekly



Shared expectations

Institutional rewards for innovative and time-consuming teaching

Teaching is poorly rewarded and incentivised

Problem-based course, allows for incorporation of research

Publications & grant applications

Teaching tools: CACHO toolkit

Practical tools for implementing problem-based, symmetrically designed course:

- Exercises on positionality, ethics, partnerships, data gathering/analysis, reflection, and knowledge mobilization
- Offers instructors tools for implementing decolonial international education



Website & Dissemination

<https://sites.google.com/asu.edu/kaach/home>

Peer-reviewed article
in special issue on
“Hybrid Pedagogies” in
the journal *Digital
Creativity*

“Intersecting experiences:
design aspirations for
intercultural, multilingual and
interdisciplinary learning.”



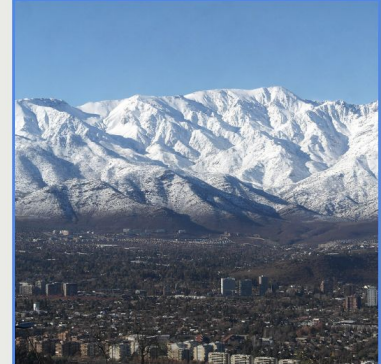
Principles

Scaffolds for this inter-
sectional learning experience



Toolkit

Activities to support and guide
participants in KA'ACH



Background

Theoretical and practical
antecedents for learning

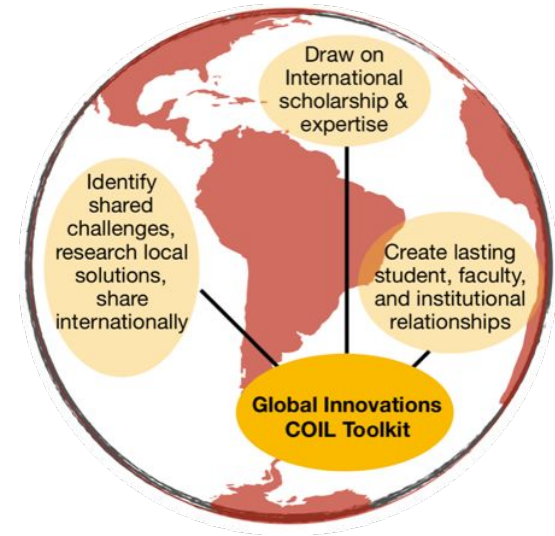
Assessment & Learning Success

- Need to develop meaningful learning outcomes that incorporate goals of international education and problem-based learning
- Working with Elle Yuan Wang at EdPlus action lab to develop meaningful measures for student success
 - Online course completion
 - Motivation
 - grit/persistence/resilience?
 - Can any of these be taught as part of the course?



Promise and Potential of CACHO

- Meaningful, equitable, practically-oriented international experiences
- Research to address global problems
- Knowledge Mobilization to join the global conversation
- Symmetric, co-designed international learning preparing all students as knowledge-makers, mobilizers, and equitable and just global partners.



I live to the rhythm of my country
and I cannot remain on the sidelines.
I want to be here. I want to be part of it.
I want to be a witness.
I want to walk arm in arm with it.
I want to hear it more and more,
to cradle it, to carry it like a medal on my chest.

— Elena Poniatowska, *A Question mark Engraved on My Eyelids*