**COIL UNIT PLAN**

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| **1. Title of COIL Unit** |
| Comparing Commercials as a lens to identify cultural elements and develop critical thinking |

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| **2. Partners** | |
| Name: | Magda Novelli Pearson |
| Course: | ITA1131 |
| Institution, City, Country: | Florida International University, Miami, USA |
| Position: | University Instructor & Program coordinator |
| Department and/or Program: | Modern Languages |
| Number of Students in Course: | 18 |
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| Name: | Luisa Canuto |
| Course: | ITA102 |
| Institution, City, Country: | UBC – University of British Columbia (Canada) |
| Position: | Assistant Professor of Teaching |
| Department and/or Program: | French, Hispanic and Italian Studies |
| Number of Students in Course: | 32 |

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| **3. Language(s) of Instruction at Each Institution** |
| FIU English - Italian  UBC English - Italian |
| **4. Primary Language(s) of Most Students in Each Course** |
| FIU English/Spanish  UBC English |
| **5. Language of Student Collaboration** |
| Italian and English |

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| **6. Course Model for Non-COIL Component in Each Course (face-to-face, fully online, or hybrid)** |
| Fully online (FIU)  Fully online (UBC) |

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| **7. COIL Unit Dates** |
| **7 febbraio – 7 aprile** |

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| **8. COIL Unit Student Learning Objectives (1-3 only)** |
| 1. Students will develop understanding and appreciation of Italian culture   through the “live” interaction with teachers and students from the two partner universities   1. Students will foster the skills of self-awareness and curiosity by completing targeted Intercultural Competence activities and reflecting upon them. 2. Students will collaborate in teamwork with international partners to discuss and analyze different perspectives and engage in meaningful cultural and language exchanges |

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| **9. Description of Ice-breaker (duration and activity)** |
| As part of this COIL initiative, during the first week of February, the professors from both Institutions will offer ONE live, 60-75 min synchronous session to present the overall COIL initiative and its specific tasks. The synchronous session will also offer students the opportunity to introduce themselves in the target language and identify one or more ‘interesting’ element they may have in common. This exchange will then help the two instructorscreate collaborative groups, across partner universities that will work together synchronously and asynchronously during the semester on specific tasks.    This ice-breaker activity will last 1 hour and 15 minutes. |

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| **10. Description of the Student Collaboration** |
| Students from both Universities will work in ~~relatively~~ small groups (which will be formed after our first synchronous meeting) to identify, share information and compare similar cultural elements across three different countries (i.e. Italy, Canada, US). More specifically, students will analyze how commercials are used to communicate specific messages to the community and which cultural elements come into play. As an example, students will look at how governments informed citizens of COVID-19 measures, what images and words were used and which communication channels governments relied on to reach as many people as possible.  Each group will post a final project on the platform FlipGrid to present their specific topic and how it was interpreted across different commercials in Italy, US, Canada.  While making this brief video students from both universities will be asked to work on both their language skills, as well as their critical skills and make a product that willmotivate them to practice the Italian language. In addition, by working together in small groups across different natonst will prepare them for teamwork with international partners. |

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| **11. Describe Any Common Readings, Films, or Other Resources Students Will Use** |
| Commercials found in Youtube ad different webpages |

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| **12. Technology Tools Used (synchronous and asynchronous)**  **\*** Please refer to [FIU’s Disability Resource Center](https://studentaffairs.fiu.edu/get-support/disability-resource-center/) for more information regarding accessibility. |
| FIU: Canvas  UBC: Canvas  FIU + UBC: We will be using for our synchronous meeting Zoom platform  Use of email, Fb, Skype, WhatsApp, etc. for student’s collaboration  Flipgrid for final project |
| **13. Technical Support Available at Each Institution** |
| FIU: FIU online  UBC: ArtsISIT |

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| **14. Description of How the Task Is Graded and Student Learning is Determined** |
| **FIU: We will use rubrics (for discussion and video project). Rubrics will be specific for FIU students.**  **Samples of evaluation activities:**   1. **Writing forums (posted on canvas)** 2. **Build the presentation for the video and orally presented it in class during the synchronous meetings.**   **UBC students:**   1. **Reflective question PIOR and POST analysis of different commercials (expectations of cultural elements)** 2. **Video production** |