|  |
| --- |
| **1. Title of COIL Module** |
| **Cross-Cultural Examinations of Gender Differences Related to Parental Attitudes in Italy & Latino cultures** |

|  |  |
| --- | --- |
| **2. Partners** | |
| Name: | Magda Novelli Pearson |
| Email: | pearsonm@fiu.edu |
| Course: | ITA2240 Italian Intermediate Conversation |
| Institution, City, Country: | FIU - Miami - FL |
| Position: | Italian Program Coordinator |
| Department and/or Program: | Modern Languages |
| Number of Students in Course: | 10 |
| Modality for non-COIL component (face-to-face, fully online, or hybrid): | Hybrid |
|  | |
| Name: | Fabio Bartoli |
| Email: | Bartoli\_f@javeriana.edu.co |
| Course: | Italiano 2 |
| Institution, City, Country: | Pontificia Universidad Javeriana de Bogotá |
| Position: | Professor |
| Department and/or Program: | Departamento de Lenguas |
| Number of Students in Course: | 22 |
| Modality for Non-COIL Component (face-to-face, fully online, or hybrid): | Online |

|  |
| --- |
| **3. Language(s) of instruction at each institution** |
| Italian and Spanish |
| **4. Primary language(s) of most students in each course** |
| English, Spanish, Italian (FIU)  Spanish (PUJ) |
| **5. Language of student collaboration** |
| Italian |

|  |
| --- |
| **6. COIL module dates** |
| Dates: September 2021 – October 2021  Duration of each meeting: One hour |

|  |
| --- |
| **7. COIL module student learning outcomes (1-3 only)** |
| 1. Through the use of visual representations (i.e. pictures, movies and commercials) of Italian life-style, students will develop their knowledge, understanding and appreciation for Italian culture. Students will collaborate on a project through the interaction with partner Universities. 2. Engaging learning activities and role-plays in the target language, will help students foster their cross-cultural/intercultural awareness and understanding. More specifically, a targeted Intercultural Competence (IC) activity will facilitate the development of students’ Intercultural Competence with a focus on their skill of openness [and via that will also serve as the inspiration for their project]. 3. While working in teams, with both international and domestic university partners, students will further their collaborative and communication skills. The teamwork will also promote on-going and future cultural and language exchanges. |

|  |
| --- |
| **8. Description of how faculty will prepare students to engage in COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological knowledge and skills)** |
| The COIL project aims to examine similarities and differences between Italian and Latino families in respect of educating their children.  Latino culture, and the Italian culture, are characterized by collectivistic rather than individualistic values[[1]](#footnote-1). Latino collectivist culture is represented by different values such as *familismo, simpatia, personalismo, respeto, and machismo*, values similar to the ones common in Italy.  Understanding how certain cultures deal with gender differences is important for our students in their everyday and professional lives.  This COIL projects addresses two research questions to our students: 1) are there differences between mothers’ and fathers’ attributions and attitudes within Latino and Italian families? 2) how highly correlated are the family values in those countries in educating their children based on their gender? |

|  |
| --- |
| **9. Description of icebreaker (duration and activity)** |
| Students will complete an ice-breaker activity related to self-awareness. This activity will be synthesized and debriefed by the two instructors during the first brief synchronous lesson. This first icebreaker activity will also help form the groups of students which will continue to work together throughout the project.  This activity will last 1 hour. |

|  |
| --- |
| **10. Description of the student collaboration** |
| During the Fall semester 2021, students of both universities will be presented samples of Italian family case studies during the first synchronous meeting where both myself and my Colombian partner (Italian professor at PUJB) will be lecturing.  The second step will be providing our students with a sample bank of questions to be asked to their family members and friends.  By the mid of the Fall semester students will be presenting during a synchronous meeting the results of these interviews.  Finally, students from FIU and PUJB will be worked in small groups (2 students per group: 1 from FIU and 1 from PUJB) and prepare a presentation that respond and analyze the two main COIL research questions (see above) based on the results of these interviews and on the lectures of several articles and essays they had to read in order to prepare the project. Presentations will be due by the last week of the Fall semester 2021. |

|  |
| --- |
| **11. Describe any common readings, films, or other resources students will use** |
| Students will use resources from the Internet such as readings, audio files, videos and images.  Course resources and readings will be listed in the course syllabi, in the section describing the COIL project and tasks.  Sample of the resources which will be used:   * Advertising Campaigns and photographs to analyze the use to stereotypical representations of Italian society; * InfoGraphics from the Istituto Statistico Italiano to analyze and compare statistical information on different aspects of contemporary society such as family distribution, immigration rates and education; * Online Newspaper articles; * Movie segments. |

|  |
| --- |
| **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  PUJ: TEAMS    Synchronous meetings will be held on Zoom or similar technology.    Students will use email and their platform of choice (ex: Skype, WhatsApp, or other social media) for asynchronous and synchronous collaboration on their final projects. |
| **13. Technical support available at each institution** |
| FIU: FIU online  PUJ: Mesa de servicios DTI |

|  |
| --- |
| **14. Description of how students will reflect on their COIL experience at each institution** |
| **There will be two reflection assignments:**   1. **reflection on the targeted Intercultural Competence Activity** 2. **reflection on the viewing of the students’ video-recorded final projects created within the COIL framework, which are expected to be created by students’ at all two institutions but presented by the students at each of their institutions** |
| **15. Description of how the collaboration task(s) are graded and student learning is determined at each institution** |
| **Samples of evaluation activities:**   1. **Discussion forums (posted on each university's LMS)** 2. **Monitoring of asynchronous collaboration completion** 3. **Final oral presentation to be delivered within each course but shared -via recording- to the other partners** 4. **Follow up brief reflection assignments related to the targeted intercultural competence activity and to the video recorded presentations of the final projects** |

**COIL ASSESSMENT & SUSTAINABILITY REPORT**

(To be completed after course is taught)

|  |
| --- |
| **16. Summary of results of student learning assessments and reflections (forward artifacts and/or reflections separately)** |
|  |
| **17. Use of results for continuous improvement** |
|  |
| **18. Plan for COIL sustainability (resources or activities needed to continue or expand the collaboration)** |
|  |

1. Pilgrim C, Rueda Riedle A. The importance of social context in cross-cultural comparisons: First graders in Colombia and the United States. Journal of Genetic Psychology [↑](#footnote-ref-1)