Globalizing an Online Graduate Business Education Course

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Co-Presenters:
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• Dr. Mary Risner, Center for Latin American Studies, UF

Session Chair:
• Carrie Martins, Grad Student Advisor, UF

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Globalizing an Online Graduate Business Education Course

A discussion of lessons learned and examples of the virtual exchange activity plan, syllabus, lesson plan with assessments, and pre- and post-module survey results

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About the Grant

CIBER Consortium for Minority-Service Institutions & Community College Grant

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Describe the VE purpose and preparation

Examine VE activities and materials

Discuss lessons learned with challenges and issues

Review results and findings

Explore resources and next steps
Virtual Exchange
Purpose and Preparation
Why a business education course?

Multicultural awareness is important for successful multicultural business teams.

Future CTE teachers and leaders need

• Exposure with intercultural communication which is essential for acceptable global attitudes and behavior.
What is this course and where is this course offered?

UCF – Charge On!

• University of Central Florida
  • College of Innovation and Education
  • Department of Educational Leadership and Higher Education
  • Career and Technical Education Programs
• BTE 6935 Seminar in Business Education
  • Graduate level elective
  • Online course
Preparing: Professional Development Webinars, Resources, and Training

**International Business (IB) Webinar Series by GSU-CIBER**

- The Student Goal Centered Syllabus
- Conversations with Global Business Leaders
- Perspectives from Early Career IB Faculty
- Tools and Innovative Teaching Formats in Sustainability Education
- Leading Critical Discussions on Sustainability in International Business Classroom
- Global Case Teaching Materials and Resources to Engage and Inspire
- Team Based Learning in International Business
- Enhancing your Academic Writing: A Conversation with Seasoned Scholars

**Resources**

- MBA Conclave Virtual Experience; Aug 3-5, 2021
- SUNY COIL website
- COIL Coordinators: UCF, UF, and CLADEA
- Asia Society, Center for Global Education
- PISA 2018 global competence website
- Various research articles and textbooks on international business education

**Training**

- 2021 Virtual Exchange Institute, UF Center for Latin American Students and the FCIE: June 28th to July 30
  - This was completed after the COIL module, however, it was an excellent way to review and improve the module for the next course.

https://ciber.robinson.gsu.edu/ib-webinar-series/  Lisa.Martino@ucf.edu ©2021
Virtual Exchange

Module Activities and Materials

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Course Goals
1. Lead discussions on historical, current, and future issues and trends in business education curriculum
2. Illustrate improved cultural understanding and awareness for a globally conscious workforce.
3. Demonstrate appropriate use of APA style format in academic writing assignments

Course Outcomes
At the completion of this course, students will be able to:
1. Develop a U.S. business education history, issues, and trends brief
2. Interview foreign partners through a collaborative online international learning exchange experience
3. Integrate multiculturalism and global business competencies into aspects of business education lesson plan
4. Compare and contrast U.S. and international business education components
5. Create a business education program or course curriculum mapping plan
Global Competency Module

Outline

UCF WEBCOURSE PRE-COIL ASSIGNMENTS

- BTE 6935 Module 2 Pre-COIL Survey
  0 pts
- BTE 6935 Module 2 Lesson Global Business Competencies
- BTE 6935 Module 2 Class Discussion (UCF)
  10 pts

COIL ASSIGNMENTS

- BTE 6935 Module 2 Instructions and Rubric Interview Questions
- BTE 6935 Module 2 Interview Assignment (COIL)
  150 pts

UCF WEBCOURSE POST-COIL ASSIGNMENTS

- BTE 6935 Module 2 Instructions and Rubric Lesson Plan
- BTE 6935 Module 2 Global Business Ed Lesson Plan (UCF)
  150 pts
- BTE 6935 Module 2 Post-COIL Survey
  0 pts
Module Objectives

Explore the complexity of global business relationships to apply to existing or future business education programs

Engage with foreign partners through a collaborative online international learning exchange experience

Illustrate improved multicultural understanding and awareness

Discuss cross-cultural strategies for intercultural communicative, attitude, and behavior competence

Integrate multiculturalism and global business competencies into aspects of a business education lesson plan

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Pre-Survey Questions

1. Do you understand the goals and outcomes of this COIL module?
2. What are your expectations for this COIL module experience?
3. Describe your understanding of global business education competencies. Provide an example.
4. Define what means to have multicultural understanding and awareness. Provide an example.

Post Survey Questions

1. Do you feel the COIL module goals were met to your satisfaction? Please explain (25-50 words)
2. Were the COIL module materials, activities, and assignments sufficient to meet the goals and outcomes listed? Please explain (25-50 words)
3. Please describe how the module COIL virtual exchange with international partners impacted your learning experience. (25-50 words)
Module Lesson:
Compare three definitions for global competency

PISA Global Competency
Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

GSU-CIBER Global Competency
Global competency refers to the ability to navigate, communicate, and interrelate effectively when encountering cultural differences. Global competency enables individuals to reduce risk and maximize opportunities while achieving results in culturally complex situations.

Asia Society’s Global Competency
- Investigate the World
- Recognize Perspectives
- Communicate Ideas
- Take Action

What is global competency?

This is a COIL module. COIL stands for Collaborative Online International Learning, a virtual exchange with an emphasis on multiculturalism.
Module Assignments

Module Assignments
Assessments include one class discussion and two main assignments. One assignment is before the COIL experience and one assignment is after the COIL experience.

Module Class Discussion (10 points):
Instructions: At least 50-word post and 25-word reply. Be professional and engage in the conversations for full points. Post a discussion and reply to two peers. Answer the question:

• What cross-cultural strategies will you implement for intercultural communicative, attitude, and behavior competence in a business education course?

Module Assignment A:
Interview Questions (150 points)

Assignment Instructions: Develop ten (10) survey questions regarding global competence to ask COIL guests. Questions are open-ended, relevant based on global competencies important to business education programs and courses. Share your questions in discussion board to ensure there are no duplicates. Then, rank order your peers’ questions in order of priority.

Question Format (30 points)
• No spelling or grammar errors.
• Question is in proper sentence structure and format.
• Question is open-ended.

10 Questions (100 points)
• Each question is worth 10 points
• Questions are in rank order (high to low preference)
• Questions should focus on global business education competencies

Peer Replies (20 points)
• Reply to ALL peers and provide feedback on questions overall.
• Rank their top three questions and why

Module Assignment B:
Develop a Lesson Plan (150 points)

Assignment Instructions: Develop a lesson plan based on a course from the Florida DOE Career Cluster Business Management & Administration Curriculum Frameworks. Go through the list and choose a course. Then, select a main standard with benchmarks to develop your lesson plan that includes global competency.

• Lesson Description (25 points)
• Standards/Benchmark (5 points)
• Lesson Summary (20 points)
• Lesson Activities (25 points)
• Global Competency (25 points)
• Assessment/Evaluation Tools (25 points)
• Accommodations: LEP students (25 points)
COIL ZOOM MEETING AGENDA
Dr. Mary Risner

Overview
• Purpose: Discuss international business needs for entry level employees.
• Guiding Question: What are the competencies that international businesses need from future U.S. business partners?
• Participants: Business educators/faculty, business education graduate students, and global business partners.

Introductions
• Facilitator introduces self and acknowledges support from CIBER Consortium for MSIs and Community Colleges (CMCC) – CIBER CMCC and COIL coordinator, Dr. Mary Risner, Center for Latin American
• International partner guest speaker introductions
• Each speaker may present for 5-10 minutes to include personal introduction and experience, business/company overview, and global business interactions and insights.
• Student introductions
• Name, degree, career goals, and a purpose statement (what does the student hope to learn).

Interview Questions
• Each student will ask each participant pre-approved questions regarding global business education competencies
  • If student is not present, facilitator may ask pre-approved questions

Conclusion
Wrap up the session with time for additional questions and comments

Agenda details: Virtual conference will have a discussion panel/webinar format with questions and answers. Session will be recorded.
Virtual Exchange

Results and Findings

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Pre-Survey Answers

What are your expectations for this COIL-module experience?

• “To better understand the cultural differences in business between what my experiences are versus the learning partners.”
• “To learn more about business education in other countries compared to the way we teach and learn in the United States.”
• “To learn more about how business is conducted in other countries and develop a positive relationship with our international counterparts.”
• “I expect to finish this module with a wider viewpoint of global business specifically from someone who has experienced the business world differently.”

Post-Survey Answers

Please describe how the module COIL virtual exchange with international partners impacted your learning experience.

• “I have worked for one company for my entire adult life and it was an eye opening experience to hear international perspectives from another company.”
• “I feel that with the diverse environment that most American students who live in South Florida experience we tend to forget that other cultures don’t have as much exposure to diversity.”
• “It definitely helped me to examine how I could incorporate the Global Business Competencies into my classroom instruction.”
• “The communication element is what I need to focus on by way of me condensing my thoughts effectively.”
The Positive

- Student feedback on course structure was excellent.
- “I’m not just saying this but this course was the most organized course I’ve ever taken.”
- “I believe the course structure was great.”
- “...your setup of the course and each module having a discussion board and a writing assignment was simple and effective.”

The “Not So” Positive

- “I think the biggest issue with the course this semester was that with only 4 students enrolled.”
- “I wish I would have made the two I was available for. In hindsight, I have learned a lot from reading my classmates’ responses.”
  - NOTE: This student did not attend the two live Zoom meetings. I did record them and submitted via announcement tool.
Findings

What have I learned?

Review and reflection of course surveys and discussions are necessary to improve the VE module for the next term.

Flexibility and adaptability are key to a successful COIL experience.

1. The original Mexican professor from a different university backed out. Luckily, Dr. Mary Risner had additional contacts!

2. Students appreciated the experience to speak to other students, faculty, and international business leaders.
   • Originally, I only intended to have one virtual Zoom session, but we had two professors (Mexico and Peru) and two people from Florida Enterprise to talk about what international businesses need from entry level employees.

3. Students appreciated the opportunity for more engagement with the Mexican students on an individual basis.
   • The Mexican professor asked me if some of my students would engage in email exchange as a type of resume/interview assignment for her students (undergraduate Business Communication) I explained to my students that if they do this, it will be in lieu of the course final. Two students out of four accepted. – This was unplanned.

4. The course is fully online, so requiring students to attend the Zoom live sessions was optional. I could not change the course offering. One student out of four did not attend either Zoom meeting. The other three attended at least one of them. I did record the session and sent it out. However, I’m not sure the student reviewed the session recordings.
   • Make sure the recording session was viewed by requiring the students who did not attend submit a short reflection paper on the session.
Virtual Exchange

Challenges and Issues
Challenges and Issues

Lessons Learned

Figuring it all out!
What to teach?
What resources to use?
COIL and Assignment instruction clarity.

Lesson: Take time to learn and reflect

Finding an International Partner!
Who to trust?
Where to go?
How to start the conversation?

Lesson: Be flexible and make back-up plan

Getting Administrative Buy-in!
What is ROI?
Does this align with department and institution mission/goals?

Lesson: Get support early on

Disseminate Findings!
What data should I collect?
How do I evaluate program?
Who needs to know?

Lesson: Make time for weekly reflections and data collection

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Resources

- Georgia State University, Center for International Business Education & Research. (n.d.). About GSU-CIBER. https://ciber.robinson.gsu.edu/
- SUNY COIL. (n.d.) Welcome. https://coil.suny.edu/
Next Steps

Deeper Connection with International Partner
Connected with Mexican professor to develop detailed and engaging VE activities with students from both colleges – incorporated mock interviews among students.

Change the Course Term
Original Mexican professor asked for Summer term. It was switched last minute to accommodate her schedule, but only four students enrolled. Switched back to Spring so hopefully more students will enroll.

Update Module Zoom Assessment
Incorporated alternative assessment and instructions for students who cannot attend the live sessions to provide evidence that they watched the recording.

Compare Course Data
Note changes made to next course offering, use same pre- and post-survey questions, compare results and disseminate.
Questions or Comments?

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