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**Stevens Initiative Connected Classrooms**

**Connected Classroom Growth Framework**

**Overview of Growth Framework for all universities:**

Postsecondary institutions worldwide seek to offer rich learning experiences in which all students acquire the skills and knowledge they will need to solve the most critical problems in their fields of interest. To do so in today’s world, often requires working in global teams across cultures, and through a combination of in-person and virtual communication.

The Growth Framework for Universities was developed through the Stevens Initiative Connected Classrooms program.

The Stevens Initiative brings virtual exchange experiences to students across MENA and US and supports faculty and postsecondary institution leaders to implement, grow and sustain these experiences on their campuses by providing:

* **Faculty Capacity Building and Coaching** to effectively implement virtual exchange courses using a proven virtual exchange faculty training model. The Stevens Initiative has chosen the Collaborative Online International Learning (COIL) virtual exchange faculty training model for Connected Classrooms (CC). Virtual exchange courses, using COIL teaching strategies, in which students in one (or more) classrooms team up with another classroom internationally, has proven to be an effective method for helping students achieve global competence skills.
* **Strategic Support for the leadership teams** driving virtual exchange at their institutions to develop and execute customized workplans to grow and sustain virtual exchange using the Connected Classroom Growth Framework. The framework provides the leadership team a pathway to set up a system that offers all students the international experiences, providing them the skills and experiences needed to prosper in today's workforce.
* **A Global Virtual Exchange Community** to sustain learning and create synergies between Connected Classrooms faculty leaderships teams. The Stevens Initiative will provide opportunities to connect, share information, and strengthen the virtual exchange community.

**Connected Classrooms Growth Framework:**

The **Connected Classrooms Growth Framework** describes seven key components, based on our experiences as faculty, instructional designers, and senior international officers at universities worldwide that we have found to be essential to the growth and sustainment of virtual exchange using COIL. Each component has five stages of development along a continuum.

Designed as a model to develop over a three year period, this framework will assist you in elaborating ideas and strategies on how to grow the number of faculty teaching COIL courses, and how to set up an institutional system that will help you sustain that growth well beyond the three years.

How to Use the Framework:

The purpose of this framework is to help you create an annual workplan by evaluating your present stage of development, understanding any foreseen challenges, and discovering existing opportunities within the different stages of each of the framework’s components.

Begin by reviewing each element and rating which stage you are at, at this present time. This provides you a baseline. From there, use the next stages of development to as goals and guideposts for advancing to the next stage of development, and create a yearly workplan to determine the timeline and key activities necessary to progress to the next stage.

 You will be able to execute these plans, refine them and evaluate your progress annually. By reaching stage five for each of the components, your institution will have a solid and sustainable Connected Classrooms structure and practice for that component embedded into the institution’s operations.

Our field experiences throughout the world show that each institution, based on its own strengths and unique qualities, will forge its own path and timing for progressing through each of these stages. In any given year, you may find variations among these key components in terms of development stage, and how an institution accomplishes each stage will vary from one to another. You may find yourself selecting a different stage for each component. This framework’s process, used in conjunction with the leadership team you develop at your institution, should spark reflection, conversation, teamwork, and constructive feedback to build up your workplans.

**The Seven Key Components:**

1. The annual recruitment, selection, and training of faculty to teach COIL courses.
2. The on-going technology and logistical support of Connected Classroom Faculty Scholars to sustain their COIL courses.
3. The on-going Connected Classrooms Institutional Integration and the establishment of brain-trust learning networks for faculty scholars as well as the leadership teams within the postsecondary institutions. The on-going promotion of COIL courses and the Connected Classrooms strategy to ensure visibility and expansion.
4. The Promotion and Public Relations for virtual exchange.
5. The financial support to ensure faculty participation and effective training.
6. The securing of international faculty partners.
7. The compilation of student impact assessment outcomes for continuous improvements and outcome measures of COIL courses.

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| **Components** | **Stage 1**  | **Stage 2**  | **Stage 3**  | **Stage 4**  | **Stage 5**  |
| 1. **Faculty Recruitment, Selection and Training program.**
 | * No plan to train faculty on COIL teaching strategies.
* No one oversees recruiting faculty to learn COIL teaching strategies.
* No internal capacity is available to teach faculty about COIL.
* No materials are readily available through the institution to train faculty on COIL strategies.
 | * Plan is developed to recruit and train an annual cohort of COIL faculty.
	+ Someone is charged with the task of recruiting and securing training for faculty, and the first cohort of faculty recruited for training.
	+ Trainer/s are secured, and materials are now developed and accessible for COIL training through the institution.
	+ COIL teaching strategies clearly differentiated from other types of global collaborations.
	+ COIL strategies defined in a complementary way to other global and virtual exchange strategies
	+ COIL training for the first cohort of faculty.
	+ Leadership Team supports those trained in the first cohort.

 * Plan is developed to monitor:
	+ The first cohort as it implements COIL courses.
	+ Tracking system established to understand who is doing COIL.
	+ System is developed and implemented for tracking the number of faculty members, students, COIL courses, and fields.
 | * Plan is refined for the recruitment and training of the second cohort of COIL faculty
	+ Second Cohort of faculty is recruited according to the Recruitment and Training plan
	+ Trainer/s are secured, materials are further developed, and the COIL training for the second cohort of faculty is implemented.
	+ Potential internal COIL trainers identified, coaching begins
* Monitoring plan is refined.
	+ Second cohort implemented their first COIL courses
	+ Most of the first faculty cohort begin to implement a second COIL course.
	+ Connected Classroom Leadership team continues to support the second cohort of faculty.
 | * Plan is refined for the recruitment and training of the third cohort of faculty scholars.
	+ The third cohort of faculty scholars recruited from a wide range of departments and departments chair support is secured.
	+ The third cohort begins training.
	+ The internal training capacity begins to be identified from the first three faculty cohorts as part of the training capacity.
	+ Internal COIL trainers continue to be coached and begin training
* Monitoring plan is refined to ensure high participation and engagement from both the students and the faculty.
	+ The second faculty cohort implements their second COIL course.
	+ The third faculty cohort implements first of two COIL courses.
	+ The number of students engaged in COIL courses, and outcome measures started to be gathered and summarized.
 | * Annual faculty scholar's recruitment and management plan firmly in place, with consistent implementation, consistent yearly schedule
* A growing cadre of faculty scholars begins and continues to teach COIL courses each year.
* Most faculty who start teaching COIL courses continue to do so each year.
* Annual Training Plan firmly in place.
	+ Internal COIL training team now providing consistently high-quality training to faculty.
	+ COIL training materials easily accessible to faculty and continually updated, accessing both the external and internal learned COIL experiences
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| **Select the stage that most closely reflects your current status for this component, with a brief summary**  |  |  |  |  |  |
| **2. Tech/ Logistics Support** | * No specific tech or logistics support available for COIL faculty
 | * Specific needs for tech and logistics leadership support identified within institutional departments and key points of contact is clearly known to the faculty scholars and by leadership teams.
* Method established for how faculty can get help for securing classroom space, time slots, and special support.
 | * Faculty consistently able to get most of the tech and logistics support they need to implement courses (video conference tools, needed software.) most of the time.
* Gaps identified for added tech and logistical support needed and plan created to secure that support.
 | * Sustainable tech and logistics support are secured, points of contact clear to COIL faculty, and faculty are utilizing these resources as needed on a regular basis
 | * Faculty consistently able to get the tech and logistics support they need to implement COIL courses 95% of the time.
* A mini guide of technical and logistical best practices to implement a COIL course is developed and used by the faculty.
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| **Select the stage that most closely reflects your current status for this component, with a brief summary**  |  |  |  |  |  |
| **3. Leadership Teams and Brain-Trust Networks** | * No virtual exchange integration with the institution strategic plans and no top institutional leadership actively pushing virtual exchange
* No COIL courses at the institution but signs of interests among two or more faculty identified.
* No virtual exchange Champion designated and no knowledge of supporting COIL courses.
* No COIL faculty learning community cohort exists informally or formally
* No Leadership team formed
* No learning network of institution leaders exists informally or formerly to discuss COIL development issues
 | * At least one postsecondary institution executive shows an active interest and begins to advocate for starting and growing virtual exchange within the institution.
* COIL initiative Champion is identified and recognized as well as received orientation workshops on the mechanism of supporting COIL courses.
* Method is created to provide support to sustain the first cohort’s engagement as a COIL team of faculty. Could be basis for early formation of a Leadership team.
* First one-year workplan created to grow and sustain the CC program
* The formation of a network of various COIL initiative leadership teams across institutions.
 | * Leadership team formed, with annual plans/targets. Interest is shown in more than one department in the plan. At least 4 members now on strategic team (providing support from any of following: senior university leadership, COIL faculty training, PR, evaluation, tech support functions)
* COIL Champion recognized university-wide as the go-to champion for COIL and is supported by the Executive leadership to expand it to multiple staff and departments.
* Support mechanism for COIL-trained faculty extends to the second cohort of faculty, integrating them into a growing support network of COIL-trained faculty members within the institution, building a critical mass of advocates.
 | * Leadership team strategizing regularly, and planned targets being met annually, and expanding each year.
* Evidence that multiple departments are now positively contributing to the COIL initiative
* A brain-trust network of leadership team members that connects leaders across different universities is created and begins to meet regularly to exchange ideas on how to enhance COIL initiative growth and sustainability strategies.
* In-between formal brain-trust meetings, communication channel(s) created and nurtured to encourage information sharing, relationship-building amongst COIL faculty
 | * The Connected Classrooms framework, with COIL courses is recognized as a key component for the institution's success and aligned with institutional goals, with evidence of tie-ins across programs, including financial support.
* Leadership team meets regularly, with high-level leadership involved from faculty development, tech, senior university leadership, PR department…etc.
* Faculty members have an “identified brain trust” network of experienced faculty who meet/communicate regularly, continually integrate newer cohorts of faculty, and are called upon for support as needed within the university.
* Leadership team continues to meet and share ideas regularly. And it begins to network occasionally with other similar networks of university leaders.
* Communication channel between brain-trust meetings is robust, and consistently used by majority of COIL trained faculty to share information, learning and build relationships.
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| **Select the stage that most closely reflects your current status for this component, with a brief summary**  |  |  |  |  |  |
| **4. Promotion of COIL courses and Connected Classrooms strategy** | * No leadership for COIL promotion.
* No internal or external public relations or promotion of COIL teaching within the university.
 | * Leadership showing interest in and promoting COIL courses internally and externally is identified.
* At least one promotional piece produced in internal or external media that highlights COIL courses and initiative successes.
 | * Strong executive leadership promotes the approach throughout the university.
* In cooperation with COIL faculty implementers, a few internal and external articles, video clips published internally and externally promoting COIL and its faculty leaders.
* A key advocate is identified within the university who can generate social media campaigns and ways to promote COIL courses inside and outside of the university
 | * Public Relations activities succeeded in support to increase CC university partners, and to increase the number of faculty who are interested to implement COIL courses and needed funds.
 | * COIL courses and COIL initiative strategy consistently in the news internally and externally and the university is now recognized as a leader in the field.
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| **Select the stage that most closely reflects your current status for this component, with a brief summary**  |  |  |  |  |  |
| **5. COIL Funding** | * No external or external funding available for COIL.
 | * External or Internal funding is secured for Connected Classrooms training and support in year one.
 | * Potential funding is secured that is gradually more sustainable (repeatable) for training and support in year two.
* Some additional internal financial support identified for future support.
 | * Funding is secured to support a new cohort of faculty to be trained in year three that is even more sustainable than year 2. (Generally, means more internal funding from the university, or a multi-year external source.
 | * Consistent funding is secured (tuition, fees, departments set-asides, multi-year grants etc.) to confidently support an annual cohort of faculty to be trained and implement COIL courses in the years ahead.
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| **6. International Partners for Faculty**  | * No COIL international partners identified. Faculty must rely solely on their own contacts.
 | * University partners for the first year identified, approached, matched, and managed by a university leadership team, utilizing a selected number of departments in collaboration with the partner universities.
 | * University partners for the second year identified, approached, matched, and managed by the leadership team, one that involves multiple university partners.
 | * The partners identification and matching process occurred through a shared responsibility of the university partners.
* University partners have expanded to a larger number of universities.
* Some faculty and members of the university leadership team begin to now connect at times with the larger virtual exchange global community network.
 | * The university is fully responsible for managing partnerships with other universities.
* Availability of COIL partnerships in the form of MoU’s through using existing university partnerships, faculty connections, past COIL faculty international alumni, etc. in most of the university majors.
* A method is in place (ex: each department/ faculty/school has a regularly updated list of actual and potential COIL partners) that can efficiently and effectively identify and secure all of the international partner faculty needed for those who want to implement a COIL course.
* The implementation of COIL courses with the existing university partners expanded to a larger number of departments and universities.
* Faculty and members of the university leadership team now connecting regularly with the larger virtual exchange global community network.
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| **7.Outcomes Assessment, evaluation** | * No method for assessing student impact from COIL.
* No ties of COIL work to faculty evaluations, tenure, promotion
 | * A method for gathering student impact assessment data is considered.
* Some Depts., Deans begin to recognize and incentivize faculty teaching COIL courses
 | * A method established for gathering student impact assessment data annually, university-wide, for COIL.
* University Depts, university policy makes first formal recognition of COIL teaching in faculty evaluations, promotions.
 | * The COIL assessment method shows a steady improvement in the quality of learning year over year as well as a 10% annual increase in students’ participation.
 | * COIL impact assessment method is integrated into the quality assurance process and tied to overall university assessment tools.
* University-wide recognition of importance of COIL teaching strategies built into faculty promotions, evaluations, tenure
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| **Select the stage that most closely reflects your current status for this component, with a brief summary**  |  |  |  |  |  |

\*This model was developed through the Stevens Initiative, and through the work of the Connected Classrooms Program staff and faculty trainers. Special thanks to Dr. Sally Mudiamu, Director of International Partnerships and Initiatives, Portland State University and to Natalia Dyba, Director of Global Initiatives, U of Washington-Bothell.