

COIL Fellowship 2025

The Story Behind the Story:
Cross-Cultural Interviews in Chile
and the U.S.

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01

INTRODUCTION



INTRODUCTION

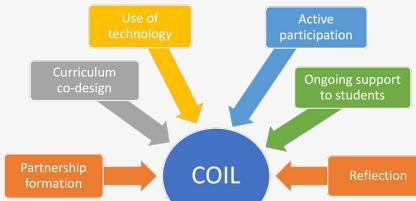
What is COIL?



OBJECTIVE

"COIL Virtual Exchange bridges the two key dimensions of internationalization, at home and abroad; provides new opportunities for partnerships, networks, and collaborations; and makes the process more comprehensive and mainstream" (Rubin & Guth, xv).

"COIL is thereby a method for repurposing tools and affordance of online education so they serve a new goal...of providing meaningful international and intercultural experiences for students and instructors" (Rubin & Guth, 7)



DEFINITION AND DIMENSIONS

"A bilateral exchange and corresponding pedagogy, embedded into existing courses across two, or sometimes more, institutions" (Rubin & Guth, 6).

Four Dimensions:

- ❖ Collaborative exercise of teachers and students
- ❖ Make use of online technology and interaction
- ❖ Has potential international dimensions
- ❖ Integrated into the learning process (Rubin & Guth, 7)

COIL is Intentionally Designed

Faculty in complementary disciplines can work together embedding 4-8 weeks of COIL into their syllabi involving three fundamental components:



READINGS

- ❖ [The Guide to COIL Virtual Exchange](#), Jon Rubin and Sarah Guth
 - [Here](#) are summaries of some key chapters.
- ❖ Another helpful reading:
 - [An unspoken truth: faculty \(in\)equity in the context of invisible violence: virtual exchange case studies](#), by Figarotti, Subbarao, and Bagatella

INTRODUCTION

Institutional Information



SNAPSHOT

- Ranked best community college in Maryland and 17th nationally
- Serves over 17,000 students, 34% of whom attend full time
- Demographics:
 - Black: 26.5%
 - Hispanic/Latino: 26.4%
 - White: 20.7%
 - Asian: 12.5%



SNAPSHOT

- Technical institute with over 108,000 students across 21 campuses
- Holds highest institutional accreditation from Chile's National Accreditation Commission
- Strong engagement in innovation and research



UNIVERSIDAD DEL BÍO-BÍO

SNAPSHOT

- Serves 11,600 students; (57% male / 43% female)
- Ranked #16 in Chile
- Committed to regional development through teaching, research, and technology transfer.
- Educational model emphasizes commitment, diversity, and excellence

02

PROJECT OVERVIEW



Objectives & GOALS

The project had different purposes for each partner based on each institution's goals.

Montgomery College, based in the Washington, D.C. area, had the following goals:

- 1) Increase cultural competency by fostering curiosity
- 2) Teach journalistic, interview, and source-vetting skills
- 3) Develop global citizens and critical thinkers

The Chilean universities, DuocUC and Bio-Bio, had the goal of furthering their students' English skills, and thus, their project was volunteer-based and centered around improving spoken and written English fluency.

The AAC&U Intercultural Knowledge and Competence rubric guided project planning (see next slide).

The three major competencies my COIL project focused on were:

- 1) Attitudes (Curiosity & Openness)
- 2) Skills (Intercultural Communication and Empathy)
- 3) Knowledge (of Cultural Worldview Frameworks)



INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aach.org



Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moonian, 95-110. Thousand Oaks, CA: Sage.)

	Capstone 4	Milestones			Benchmark 1
		3	2	1	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	Shows minimal interest in learning more about other cultures.	
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.	



03

PLANNING AND IMPLEMENTATION



Planning

Documents

- ❖ Facilitators Shelley Jones and Carla Naranja (Montgomery College) provided numerous handouts to develop this project, available upon request.
- ❖ This page links to planning documents I created in putting together my project's curriculum.

[COIL Team Faculty Questionnaire](#)

[Chilean Institution Detailed Research and Data](#)

[Initial Planning Document](#)

[Project One-Pager](#)

[Class Contact Info Spreadsheet](#)

[Final Curricular Packet](#)

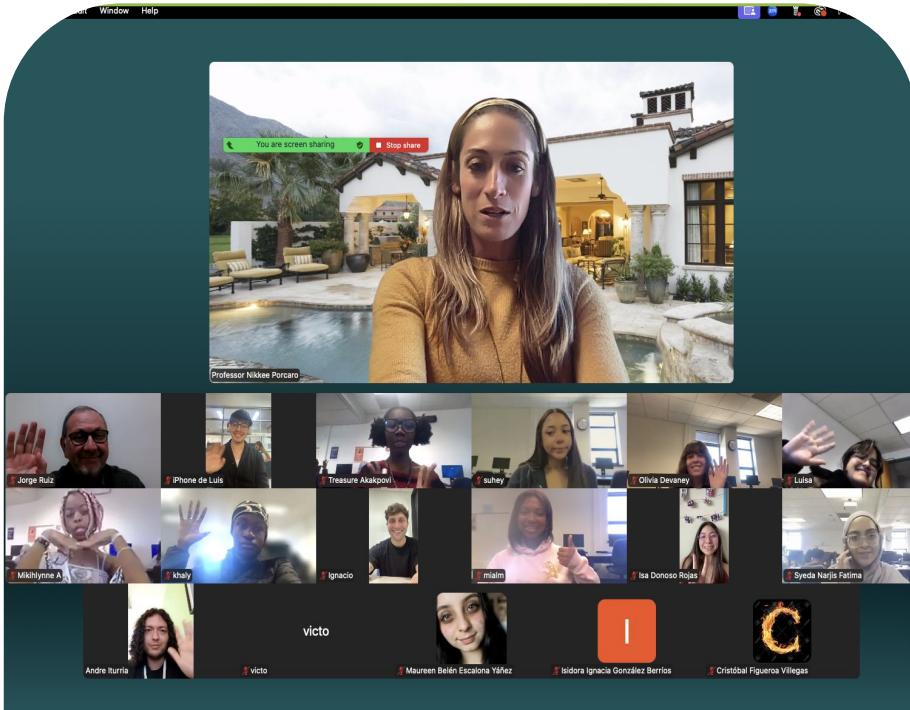
[Pre-COIL Class Survey \(U.S.\)](#)

[Post-COIL Class Survey \(U.S.\)](#)

04

TEXTUAL PRODUCTS





APPLICATION

Gabriel (DuocUC) and I created a class [Padlet](#) where students could introduce themselves at the beginning of the project. At the end of the project, Montgomery College students posted their final articles, as well as short video reflections on their favorite passages.



05

MULTIMEDIA PRODUCTS





Olivia, Solange,
and Isadora



Khaly, Ignacio, and Costanza



Angelyn and
Jara



Narjis and Maureen



Mikihlynne and Luis

Montgomery College Student “Writer’s Debrief” Analyses



Dominique

Chilean Students Reflect

वैज्ञानिक
चिलीन स्टूडेंट्स



Cristobal



Luis

Surprise/Sorpresa!

**My Montgomery College students
were just 16 years old, part of a
Behavioral Health-focused Early
College Cohort partnership with
Montgomery County Public
Schools.**



06

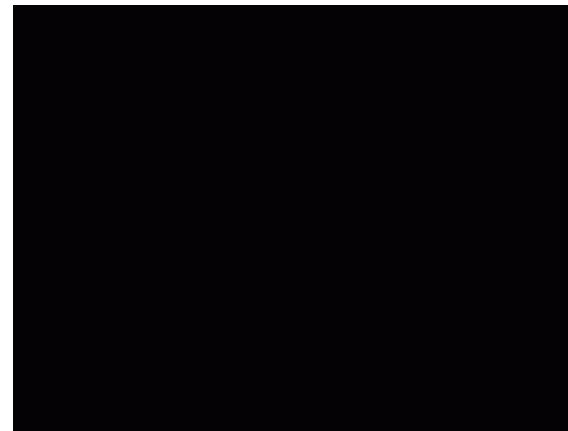
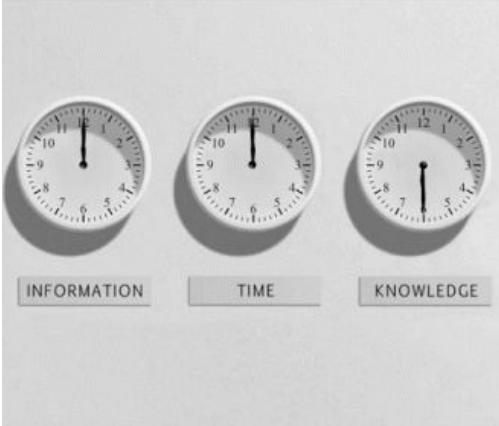
CHALLENGES



CHALLENGES OR...

OPPORTUNITIES?

- ❖ Time Zones
- ❖ Language Barriers/
Misinterpretations
- ❖ Competing
Responsibilities
- ❖ Last-Minute
Institution Add



07

DATA ANALYSIS



Chile Basics

My data focused on Montgomery College students, and was collected using a mixed methods survey through Microsoft Forms.

Students took a pre-survey before the project started in mid-October 2025 and a post-survey after the project was completed in mid-November 2025.

Full data is available through the links below, but I highlighted some of my findings on the next few slides.

[Pre-Survey](#)

[Post-Survey](#)

3. The country of Chile

1 2 3 4 5 6

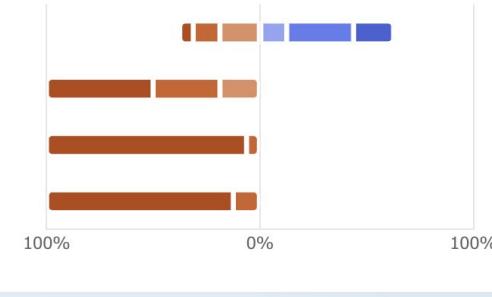
The location of Chile (Geographic location)

The cuisine of Chile (popular food or drinks that are unique to Chile)

Universities in Chile

Poets/authors/artists/entertainers from Chile

Pre-Survey



1. Part I: The country of Chile

1 2 3 4 5 6

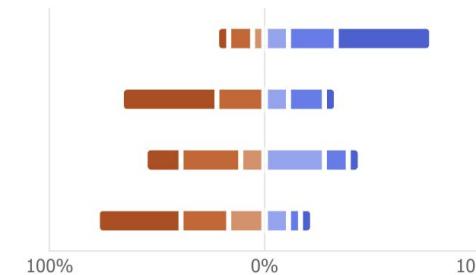
The location of Chile (Geographic location)

The cuisine of Chile (popular food or drinks that are unique to Chileans)

Universities in Chile

Poets/authors/artists/entertainers from Chile

Post-Survey



Pre-Survey Rundown



General Impressions



Cultural Commonalities



If You Could Ask a Chilean Student...

Montgomery College Student
Knowledge
&
Worldview

Pre-Survey Average: 4.4375

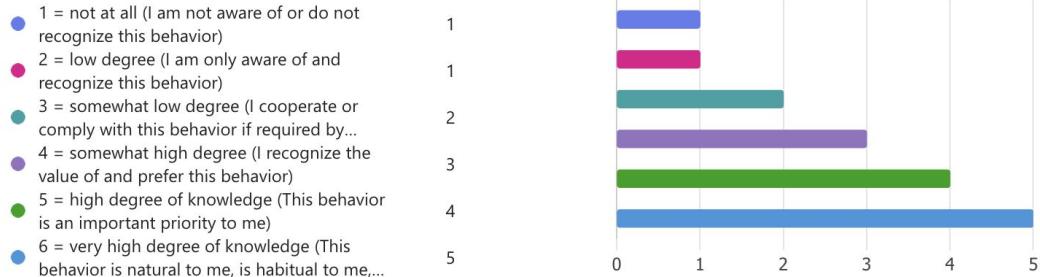
Post-Survey Average: 5.0556

Percent Increase: 14%

11. Knowledge: Worldview/Self awareness: Respond to the following statement as it relates to you.

I understand the importance of politics, history, beliefs, values, economics, and communication styles to members of other cultural groups.

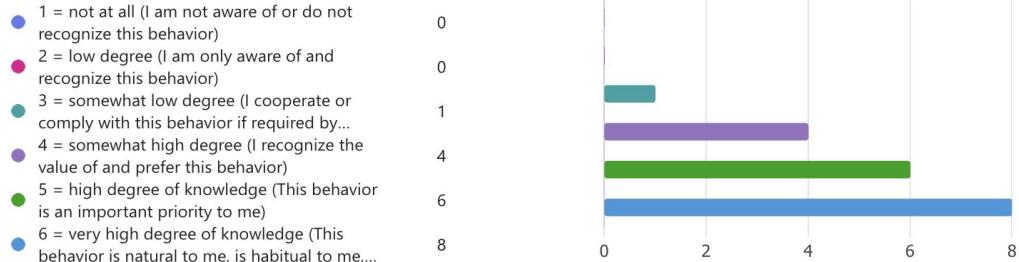
Pre-Survey



6. Knowledge: Worldview/Self awareness: Respond to the following statement as it relates to you.

I understand the importance of politics, history, beliefs, values, economics, and communication styles to members of other cultural groups.

Post-Survey



Qualitative Data

Knowledge and Worldview



Pre-Survey: Impressions of Chile

- "I don't really have any general impressions of Chileans because, if I'm being honest, I didn't even know the country existed until this class."
- "They are South American but that's about all I know."
- "I don't have any except that they make good food."
- "I have a friend from Chile; however, he was born and raised in the U.S., so he has no Chilean cultural values."

Post-Survey: New Perspectives

- "This experience allowed me to gain insight into what living in another country might look like. I already knew that other countries are different from the U.S., but this experience allowed me to actually experience how different things are. I gained perspective on the way gender plays a role in Chile and the way it plays in the U.S."
- "Speaking with students from Chile helped me see how cultural context shapes people's values, priorities, and daily experiences. For example, I noticed differences in how we approach education, social life, and communication, which made me reflect on my own assumptions and broaden my understanding of global perspectives."
- "I always knew learning a new language was hard but it taught me a lot to see how they're learning English and how hard they're working on it."

Knowledge & Worldview

Pre-Survey Average: 4.25

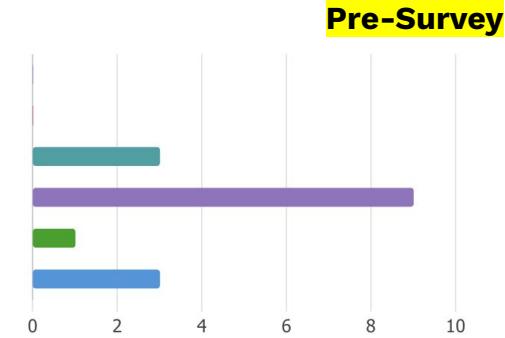
Post-Survey Average: 4.85

Percent Increase: 14%

12. Knowledge: Worldview/Self awareness: Respond to the following statement as it relates to you.

I actively seek to improve my understanding of similarities and differences between cultures.

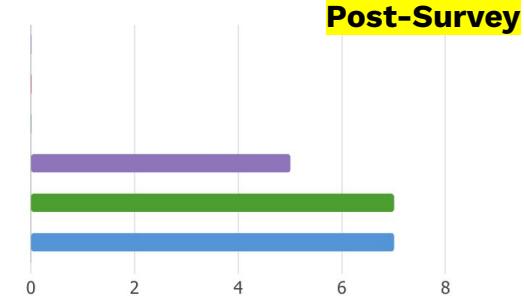
- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 3
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 9
- 5 = high degree of knowledge (This behavior is an important priority to me) 1
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...) 3



7. Knowledge: Worldview/Self awareness: Respond to the following statement as it relates to you.

I actively seek to improve my understanding of similarities and differences between cultures.

- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 0
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 5
- 5 = high degree of knowledge (This behavior is an important priority to me) 7
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...) 7



Montgomery College Student
**Intercultural
Communication and Empathy**

Pre-Survey Average: 4.1875

Post-Survey Average:
4.42105

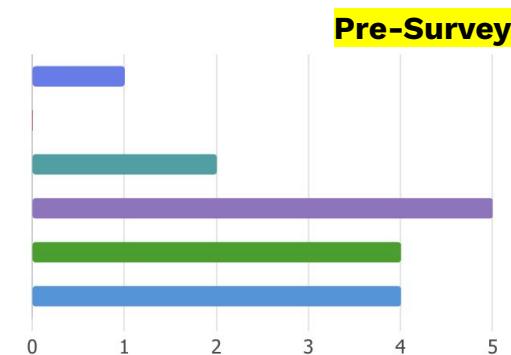
Percent Increase: 5.6%

6. **Skill: Intercultural Communication and Empathy: Respond to the following statement as it relates to you.**

I use a world view different from my own to interpret the views and actions of persons from different cultures.

- 1 = not at all (I am not aware of or do not recognize this behavior)
- 2 = low degree (I am only aware of and recognize this behavior)
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...)
- 4 = somewhat high degree (I recognize the value of and prefer this behavior)
- 5 = high degree of knowledge (This behavior is an important priority to me)
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...)

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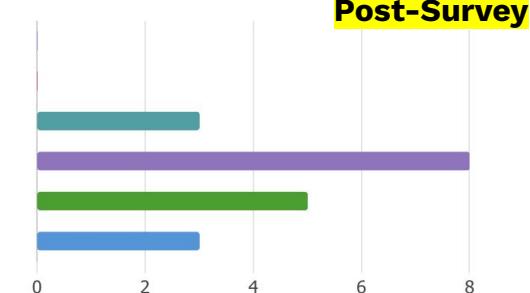


11. **Skill: Intercultural Communication and Empathy: Respond to the following statement as it relates to you.**

I use a world view different from my own to interpret the views and actions of persons from different cultures.

- 1 = not at all (I am not aware of or do not recognize this behavior)
- 2 = low degree (I am only aware of and recognize this behavior)
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...)
- 4 = somewhat high degree (I recognize the value of and prefer this behavior)
- 5 = high degree of knowledge (This behavior is an important priority to me)
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...)

0
0
3
8
5
3



Montgomery College Student Attitude and Openness

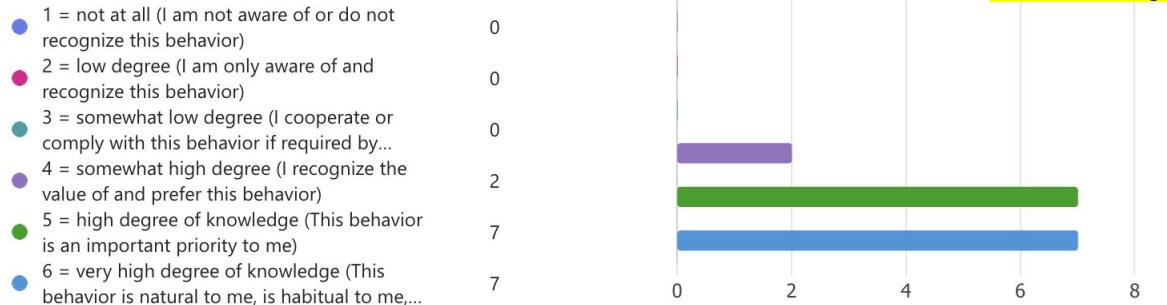
Pre-Survey Average: 5.31

Post-Survey Average: 5.47

Percent Increase: 3%

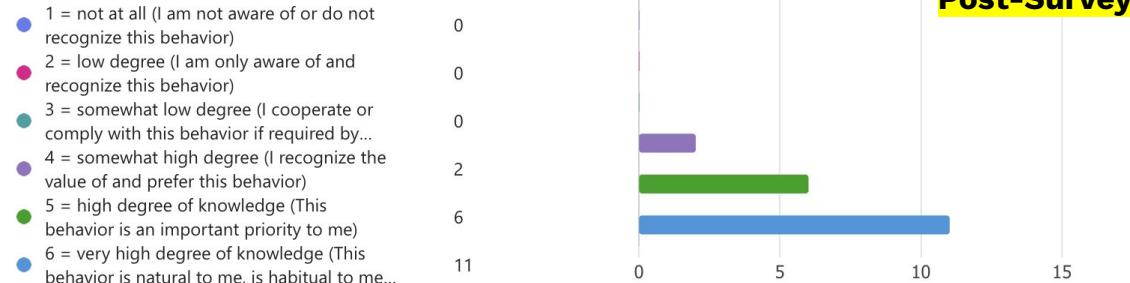
7. Attitude: Openness - Respond to the following statement as it relates to you.

I welcome and initiate interactions with people who are culturally different from me.



12. Attitude: Openness - Respond to the following statement as it relates to you.

I welcome and initiate interactions with people who are culturally different from me.



Attitude and Openness

Post-Project Commentary

● “I try to act in a supportive way that recognizes the feelings of other cultural groups by being mindful of the way they might perceive things and being patient with what they might not know... COIL enhanced this for me because I was able to be patient with my partners and recognize when they were struggling with their English. I was able to act in a supportive way and let them know they can take all the time they need.”

● “Apart from each person being sensitive to different aspects of their own life, recognizing how someone else feels about their cultural group is a big part of empathy. I find it crucial to read a person's body language to analyze signals that may not be communicated through what they say...When a person shares their story, they are being vulnerable with you, and the least you can do is be respectful towards their feelings.”

● “Through this project it was frustrating at times trying to get good answers from my partners since we couldn't properly understand each other, but through trial and error we found methods of communication that allowed for us to work together and understand each other... I never once faulted them for not being able to understand me since I was constantly empathizing with their side of the situation.”

● “In the COIL experience, I read the article [about an earthquake in Chile] which talked about a family that stayed in their country even when it was having a natural disaster, because they wanted to support their community...I was very impressive [sic] with this statement, as it is very hard to see this sense of community among other countries.”

Attitude and Openness

Pre-Survey Average: 4.2625

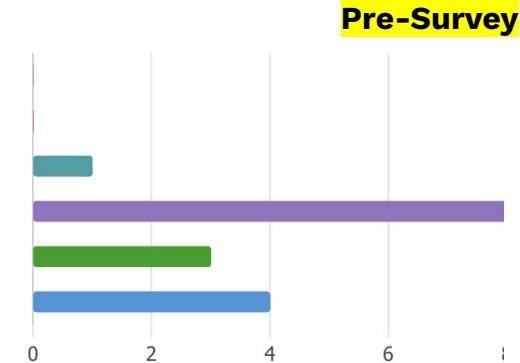
Post-Survey Average: 5.052

Percent Increase: 18.5%

Attitude: Openness - Respond to the following statement as it relates to you.

I ask questions about other cultures different than my own.

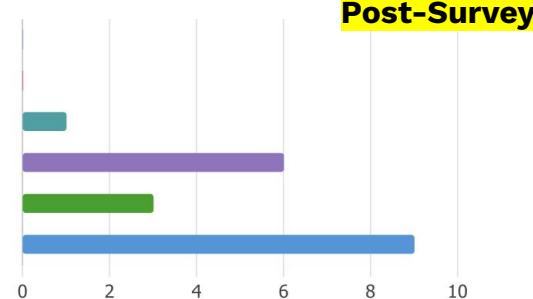
- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 1
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 8
- 5 = high degree of knowledge (This behavior is an important priority to me) 3
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...) 4



14. Attitude: Openness - Respond to the following statement as it relates to you.

I ask questions about other cultures different than my own.

- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 1
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 6
- 5 = high degree of knowledge (This behavior is an important priority to me) 3
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,...) 9



Montgomery College Student
Attitude and
Openness

Pre-Survey Average: 5.0625

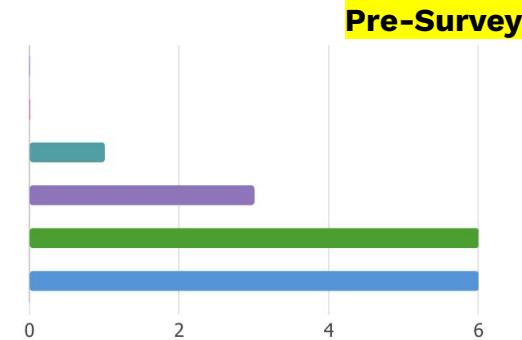
Post-Survey Average: 5.526

Percent Increase: 9.1%

10. Attitude: Openness - Respond to the following statement as it relates to you.

I welcome opportunities to collaborate with others who are culturally different from me in a team environment.

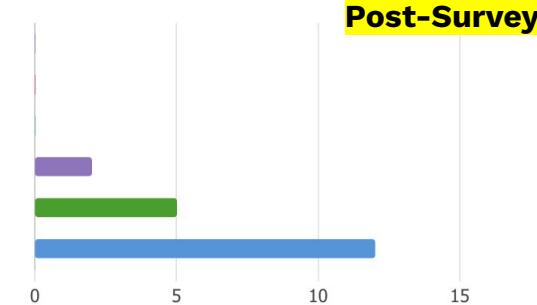
- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 1
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 3
- 5 = high degree of knowledge (This behavior is an important priority to me) 6
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me,... 6



15. Attitude: Openness - Respond to the following statement as it relates to you.

I welcome opportunities to collaborate with others who are culturally different from me in a team environment.

- 1 = not at all (I am not aware of or do not recognize this behavior) 0
- 2 = low degree (I am only aware of and recognize this behavior) 0
- 3 = somewhat low degree (I cooperate or comply with this behavior if required by...) 0
- 4 = somewhat high degree (I recognize the value of and prefer this behavior) 2
- 5 = high degree of knowledge (This behavior is an important priority to me) 5
- 6 = very high degree of knowledge (This behavior is natural to me, is habitual to me... 12



Word Walls

How have your impressions of Chile changed as a result of participating in this experience?

different viewpoints

different jobs learned about Chile

parts of the country

people who are a lot

respect for the country

Chilean students

appreciate Chile

country and its people

people country impressions of Chile

different

safe place

experience

way Chile as a place eyes of its people
Chile is good people their humor

"I see Chile as a place full of kind and hardworking people who are a lot like us."

"I have a lot of newfound respect for the country and its people. I had no idea the true extent of the country's dark history, and am glad it's now a safe place to live for Chileans and immigrants."

"I could know more about the past political regime. The 1973 coup is something that I had never heard about and I could know it through the COIL experience. Consequently, I searched more about the topic as well."

Word Walls

Would you recommend that the College continue to develop virtual cultural exchange opportunities like this?

6 respondents (35%) answered people for this question.



"Yes, because opportunities like this allow students to enhance their knowledge of other countries and allow them to experience and learn from people different from them. It also allows them to grow in skills they need for the future, like communication skills. This experience allows students to get outside their comfort zone and learn something new."

"Yes, I would definitely recommend it. Virtual exchanges are a low-cost, accessible way for students to connect with people from around the world. They help broaden perspectives, encourage cross-cultural learning, and make global issues more relatable. Plus, they provide a unique experience that can't be fully captured in a textbook."

"I would recommend that MC continue developing cultural exchange opportunities like this in a heartbeat. In our behavioral health and sociology classes we're learning that acknowledging cultural differences is significant so you can better understand the values and life experiences of those different to you."

Word Walls

What are the benefits of having had the opportunity to speak with university students from another country?

students from another country



"The main benefits are gaining a broader worldview and building empathy. Talking with students from another country challenges assumptions, encourages curiosity, and helps me see issues from multiple perspectives. It also improves communication skills and cultural understanding, which are valuable for both personal growth and future professional experiences."

"...hearing from university students from another country is a unique way to get to know new people...most of us do not have the chance to talk to people from other countries, but interacting with people the same age as us is even more special. There are things to connect on, but also learn about each other, and I think it creates memories that last longer than traditional icebreakers."

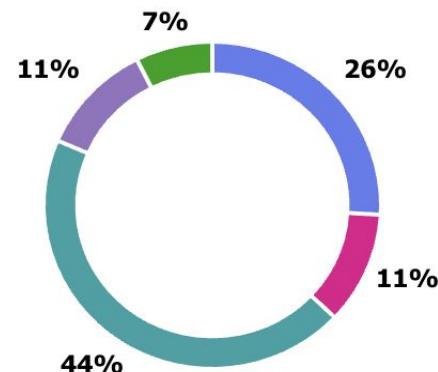
"I made some new friends! I've spoken a little with my partner after the project and think it would be cool to visit in Chile one day. I was also able to practice some of my Spanish speaking and learned about the country from experts, considering they live there."

Major Takeaway

Post-Survey-Only Question

5. As a result of this experience, would you consider any of the following activities in the future as a means of increasing your intercultural knowledge, skills, and/or attitudes to different cultures? Check all that apply:

- I would consider keeping in touch with the university students from Chile whom I met during this... 7
- I would consider volunteering my time to work with the Chilean community in the DMV area of the U.S. 3
- I would consider traveling to Chile in the future. 12
- None of the above 3
- All of the above 2

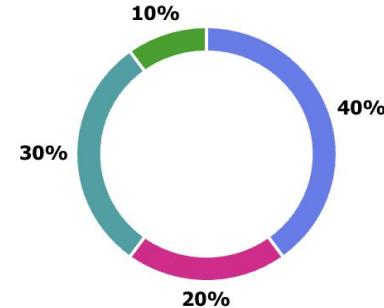


Chilean College Student Data OVERVIEW

5. As a result of this experience, would you consider any of the following activities in the future as a means of increasing your intercultural knowledge, skills, and/or attitudes to different cultures? Check all that apply:

- I would consider keeping in touch with the university students from the United States whom I met during...
- I would consider volunteering my time to work with the American community in Chile.
- I would consider traveling to the U.S. in the future.
- None of the above
- All of the above

4	
2	
3	
0	
1	



Every Chilean student who took the survey chose continued engagement as their goal!

"I really appreciate the opportunity to meet new people in other countries, and I think I can say that I've made a new friend. I'm very happy to be able to share ideas, interests, routines, and projects."

"I feel that I've gained new perspectives, because now I feel more confident speaking the language, and it sparked my curiosity to keep learning about their culture."

"My impressions of the United States have changed in a positive way...I realized people there can be very friendly and open. I also understood their culture better, and I feel more connected and interested in learning more about the country."

BENEFITS & RECOMMENDATION S

How did this project benefit your learning?

I was surprised by how much the U.S. university students knew about other countries, including Chile. I didn't expect them to be so curious and open-minded. Their interest in our culture and their friendly attitude really surprised me in a positive way.

The main benefit is the opportunity to practice English (listening and speaking). Another is the chance to broaden my horizons through cultural exchange.

Would you recommend your university continue developing COIL or similar projects?

I would recommend this opportunity to anyone that can be part of it. It helps to be more aware of your level of english and it also give's [sic] you the opportunity to talk to a native speaker.

Yes, I would definitely recommend the school continue to develop virtual cultural exchange opportunities like this. They allow students to connect with people from other countries, practice another language, and learn about different cultures in a real and meaningful way. It also helps build confidence, empathy, and global awareness. Experiences like this make learning more engaging and open new opportunities for the future.

Of course. It's always beneficial for students to learn about the world and other cultures, and to practice a foreign language in real-life situations.

DATA FOR IMPROVEMENT



Based on this qualitative and quantitative data, what might I consider changing?

- More time to implement the project (stretch it to 3-4 weeks instead of 2.5)
- More instruction on background of country before project starts (geopolitical history, famous citizens, cultural norms)
- Specific cultural communication and troubleshooting training for students (of both countries)

08

SCALABILITY AND CLOSING



Scalability Considerations

Level 1

This project was designed for a 1:1 partnership between two institutions.

Level 2

A last-minute add changed the project to one American university class of 13 with one Chilean university to those 13 American students partnering with two Chilean institutions and a total of 17 students.

Level 3

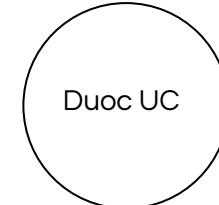
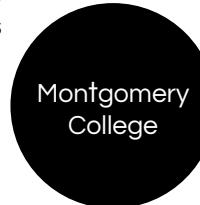
I decided to run this project in a “Domestic Version” with my college-level class of 25 and have them interview each other with a cross-cultural focus, as MC is a majority-minority school with a high population of students from immigrant families.

Level 4

Future scalability options can include:

- Leveraging the iterative learning process of this project and repeating it in my courses each semester
- Expanding it as a unit in all English 101 courses at the college
- Training other disciplines on how they might use the COIL model in their classes
- Assisting other institutions with implementing this project through Zoom trainings

Primary
Interlocutors



Potential
Secondary
Interlocutor
s



Thank You/Gracias!



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