**CALL for Student Writing About COIL Experiences – Publishing Opportunity**

As we develop the **Guide to COIL Virtual Exchange**, Sarah Guth and I feel that it is time that students who have or are presently participating in COIL Virtual Exchange to have the opportunity to share their experiences with a wider audience. To enable this, we are reaching out to you to identify students who might write a thoughtful essay describing and analyzing their experience in one or more COIL Virtual Exchange courses. While we may also include shorter “testimonials” from students in our book, what we are primarily looking for are longer reflective pieces of 1000-1600 words. This will be a professional publishing opportunity for the selected students.

Our first choice for student writers will be those who have taken two or more COIL courses, as these students will have a broader perspective and understanding than those who have only taken a single class. However, we will consider submissions from any experienced student. We are also open to co-written pieces. An ideal approach to co-writing might be a piece written from students on both sides of a COIL exchange, possibly comparing their experiences and those of their classmates. We are also interested in hearing about student fears and disappointments around these courses, as we can learn from these as well. We desire truly authentic and insightful comments from students - who are the primary reason for the development of COIL Virtual Exchange.

We are sharing this informal “call”, because in addition to students who have already experienced COIL Virtual Exchange, we hope that some instructors might want to integrate this writing project into their fall teaching. Writing the essay could be embedded within a COIL Virtual Exchange course or offered as extra credit or even as an independent study. But we must be clear that only a limited number of student writings, most likely 3-4 pieces in total, will be included in our book.

**The deadline for the full submissions will be December 20, 2019, but first we would like to receive 150-200-word abstracts by November 15.** We will let you and/or your students know whether their abstract has been accepted by November 30. If you are an administrator, we hope that you will share this offer with your COILing instructors, or possibly you are aware of potential student voices that could be a strong contribution to this aspect of the book? We will try to answer questions as they arise. Please send all queries and submissions to: [jon@coilconsulting.com](mailto:jon@coilconsulting.com).

We would like to encourage students to write in their native language if they prefer, but our publisher requires all writing be in English. So, if a student wishes to write in their native language, either they or their teacher or a third party of their choice will have to translate. Regrettably, we cannot take on that additional burden.

As stated above, we are interested in authentic reflections. At the same time, we would like to suggest the following questions not so that they all be answered, nor to guide the writing, but rather to further stimulate reflection. We are open to other directions that students find compelling and feel will be meaningful to others, especially to other students.

**Questions for Student Reflection**

1. Think back to when you first learned that you would be participating in a COIL Virtual Exchange. How did you feel? Excited? Concerned? Now think about what you experienced during the Exchange and how you feel about it now that it is over. How could you describe these feelings and experiences so that readers, including students, will feel they understand what a COIL Virtual Exchange is like?
2. Regarding the COIL virtual exchange course/s you have taken, what do you wish might have gone differently? Were there problematic issues that might have been foreseen, or did they emerge during the exchange? Were you, your classmates, and your teachers flexible enough to shift your approach to better suit the situation? How did you adapt? Were these difficulties partially due to unclear intercultural communication or to a lack of understanding about your partner’s context? In what way?
3. Have you worked with students from another country on a project before? If you have, what was different about this experience? If this was your first international collaboration experience, what was most interesting about it? What surprised you about the students you met and the projects you worked on together?
4. How did your COIL Virtual Exchange experience affect your view of the world or your ideas about the country/culture of your partners? How has it changed your view of yourself, your school, or your country? Do you hope to take another COIL Virtual Exchange course, or did this experience make you want to travel abroad? Is this possible for you and your project mates?

Jon Rubin and Sarah Guth

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