

## CRITICAL THINKING

**Institutions:** Kansai University (Japan) and Universiti Malaysia Pahang (Malaysia)

**COIL Type:** Enhanced

**Time Frame:** 5 weeks from April to May 2016

**Students:** 11 (Critical Thinking class, Japan), 20 (Problem Solving class, Malaysia)

**Exchange Aims:** For students from each country to share information with their partners regarding social issues affecting their own country.

**Pairings:** Students worked in 5 teams consisting of 2-3 Japanese students apired with 4 Malaysian students.

**Exchange Stages:** The project consisted of 6 separate stages.

1. Brainstorming: All students shared ideas openly on what subject areas might be best for examination during the project. From their suggestions five were chosen, one for each team.
2. Socializing: Student used Social Networking software to introduce themselves to their partners and begin interacting as teams.
3. Research: The teams began exchanging questions to one another regarding the topic and gathering data to answer their partners questions about their own country.
4. Presentation: Once sufficient data was gathered it was shared with partners who used it to make a presentation.
5. Recording: The presentations carried out in teams and video footage recorded.
6. Sharing: The videos were then made available online for others to see.

*[the diagram below shows the different stages of the project]*

**Tools Used:** A number of different tools were used for each section of the project.

1. Brainstorming: Padlet, a free tool that creates an online whiteboard. [www.padlet.com](http://www.padlet.com)
2. Socializing: Edmodo, an online social network designed for educational purposes. [www.edmodo.com](http://www.edmodo.com).
3. Research: Google Drive, was used to create files that all students (from both teams) could access and contribute to.
4. Presentation: Presentations were created using either Powerpoint or Google Slides.
5. Recording: Flashback Express, a free recording tool was used to record presentation from student computers and their accompanying audio voiceover. [www.bbflashback.com](http://www.bbflashback.com)
6. Sharing: Video files were then uploaded to YouTube and set to 'private' so that only select people could receive access.

**Results:** The students and teachers involved expressed high satisfaction with the project and highlighted its significant impact in developing their communication skills, understanding of foreign culture, and their digital skills. One adjustment both teachers felt should be made in hindsight was to switch the order of the Socializing and Brainstorming stages so that students would build an informal relationship earlier in the project before and more rigid request were made of them.

