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E-COIL

EXPERIENTIAL COLLABORATIVE ONLINE INTERNATIONAL LEARNING

International Industry Partner Guide

Sheridan Centre for Academic Excellence

Sheridan

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E-COIL International Industry Partner Guide

Land Acknowledgement

We acknowledge the land for sustaining us and providing us with the necessities of life. This territory is covered by the Dish with One Spoon treaty and the Two Row Wampum treaty which emphasize the importance of joint stewardship, peace and respectful relationships. As we reflect on land acknowledgments, let us remember that we are all stewards of the land and of each other. We recognize the land on which we gather has been and still is the traditional territory of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis and the Mississaugas of the Credit First Nation. Since time immemorial, numerous Indigenous nations and Indigenous Peoples have lived on and passed through this territory. Sheridan affirms it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land.

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Introduction

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Introduction

E-COIL International Industry Partner Guide

Many international organizations currently face a range of complex and interconnected challenges, and navigating these challenges requires a coordinated and collaborative approach. The E-COIL is here to help by engaging discipline-specific student groups to propose solutions for the critical issues facing your industry and devise a practical resolution for a particular problem. Students will be working through an immersive experiential learning activity within a particular course related to their discipline. These students may also team up with another international institution and work together on this activity.

As a part of this course, you will present a problem or challenge to a group of students and they will engage in the process of ideation to solve the problem over a 6-12 week process, overseen by a Sheridan professor. At the end of the 6-12 weeks, you will be presented with one or more pitches depending on the number of groups working on a solution.

Your engagement would be 6-18 hours which involves presenting the problem to the student groups, consultations with student groups to provide feedback and reviewing and providing feedback for the final pitches.

Introduction

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Depending on the program, students will be guided through a series of facilitated lessons or self-directed modules by their instructor to prepare them to engage in the E-COIL. Students will learn to:

- Engage in the process of defining a problem
- Empathize
- Ideate solutions
- Strategize plans for implementation
- Testing and redefine solutions

In teams, students will prepare a final pitch through a presentation or video that will be presented to you, the industry partner.

Introduction

Benefits

Sheridan Students

- Provides global connections for students
- E-COIL can be delivered virtually or in a blended mode
- Provides an Experiential Learning (EL) opportunity with real-world problems and solutions
- Build on 21st Century learning skills (critical thinking, collaboration and problem-solving skills, etc.)
- Opportunity to engage in sustainability efforts

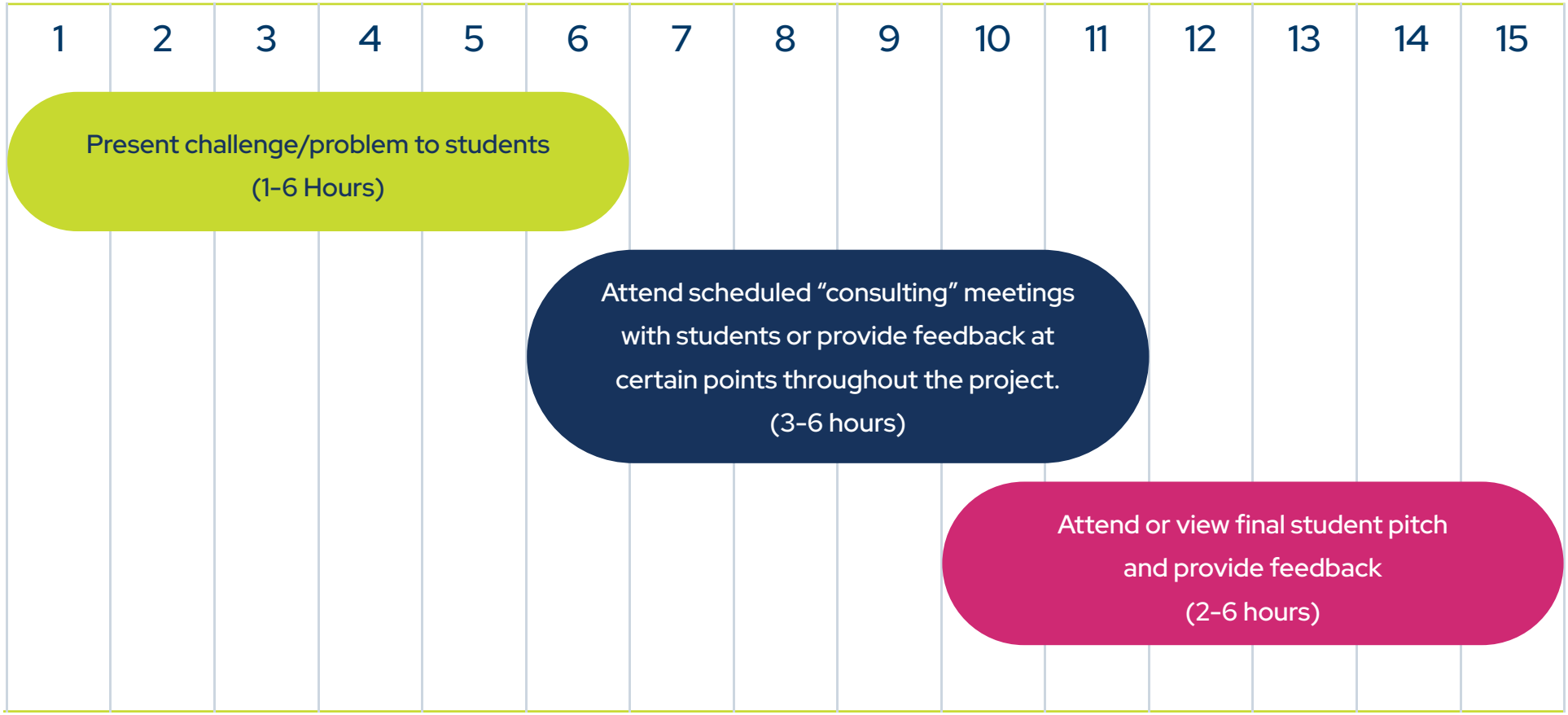
International Industry Partners

- Idea generation from discipline specific students
- Access to Sheridan student talent
- Potential solutions for your proposed challenge/problem
- Low-cost exploration of new business ideas (students work on a project without financial obligation from the industry partner)
- Intellectual Property can be assigned to your company or organization

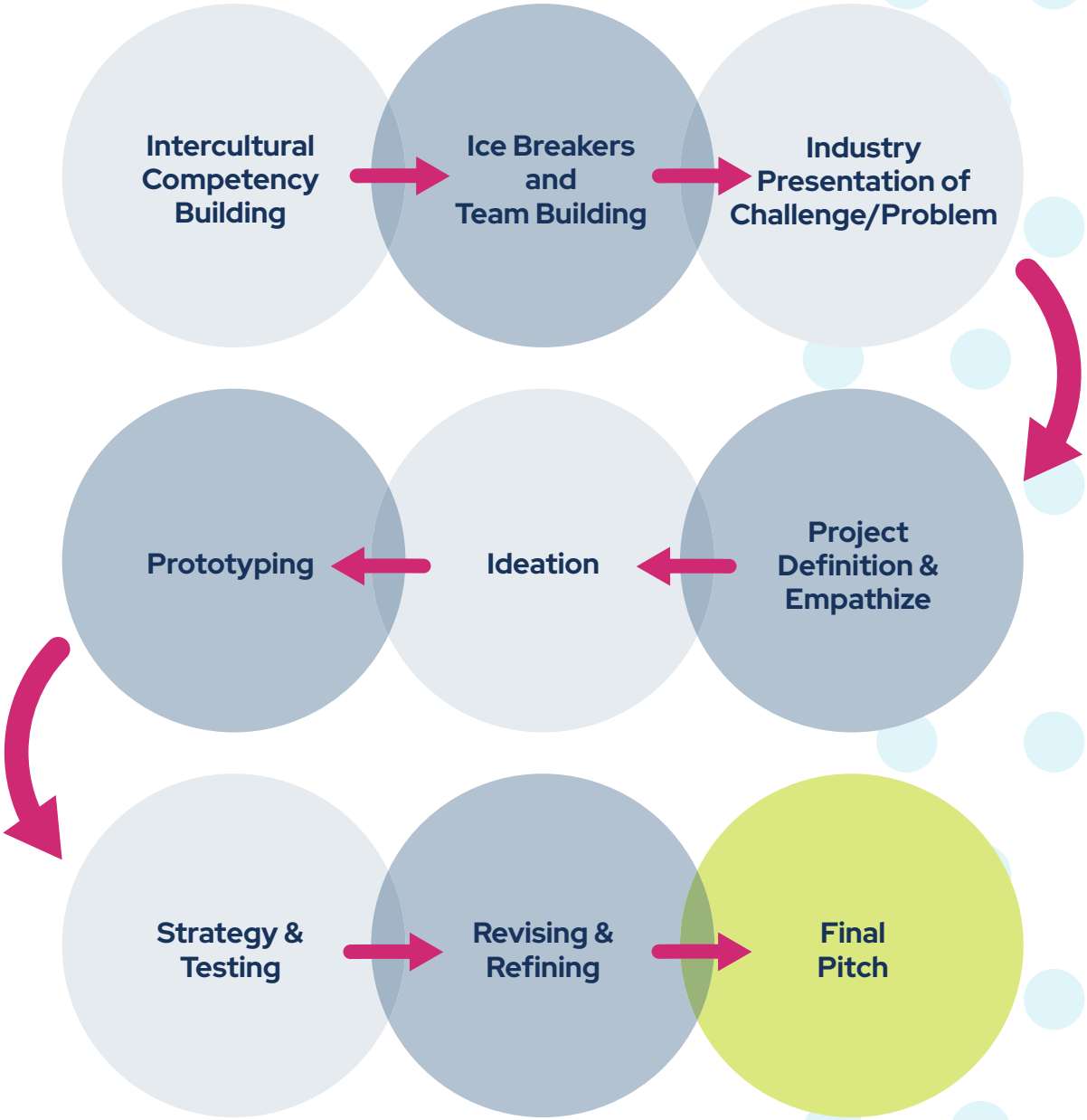
Introduction

Commitments For International Industry Partners

Unit: Hours



Project Steps



E-COIL Steps for Students

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4-Phase Guide

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Phase 1

Meet with Sheridan Professor

This virtual meeting will provide an opportunity to discuss the problem you would like to present for potential solutions in your industry. It will be important to discuss the scope of the problem and timeline of the project.

To prepare for the virtual meeting with the Sheridan professor, please come ready to discuss the specific problem or opportunity you would like to present for potential solutions in your industry. During this discussion, you and the professor can work together to define the scope of the problem, ensuring it is grounded in a real-world scenario that reflects your organization's needs. Additionally, the professor will outline the timeline for the project to ensure it aligns with both the academic schedule and your organizational goals. This conversation is essential to providing students with a meaningful, practical learning experience that mirrors professional environments.

Something to consider: Does your problem or challenge relate to sustainability? Is it tied to the United Nations Sustainability Development Goals (SDGs)? If it does, discuss with the professor to see how students can leverage the SDGs in their problem-solving process.

(Martin, 2024)

Phase 2

Meet with Student Teams and Present Challenge

The professor can help you to meet with student teams to present the challenge. Consider engaging in a virtual ice-breaker activity to begin with to facilitate rapport and build empathetic relations. When working with people from other cultures, it is important to establish trust and learn about the cultural diversity in the team before focusing on the task. Icebreakers are an essential part of this socializing phase needed to build a strong relationship. The professor you are working with can plan out appropriate icebreakers.

Introducing a new challenge or problem to a team requires careful consideration to ensure that the team understands the challenge and is motivated to find a solution. It will be the responsibility of you - the industry partner to introduce the challenge or problem to the group/teams. Encourage the team to ask questions and share their thoughts on the challenge or problem. This will help to generate ideas and to encourage active participation from everyone.

Phase 2

Industry Presentation of Challenge/Problem

Tips on How to Effectively Introduce a New Challenge or Problem to a Team:

1

Provide Context

Start by providing the team with background information on the challenge or problem. Explain why it is important, what the potential impact is, and what has been done so far to address it. This will help the team to understand the broader context and why their work on this challenge is significant.

2

Set Clear Goals

Clearly define the goals and objectives of the challenge or problem. This will help the team to understand what is expected of them and what they are working towards.

3

Provide Relevant Information

Provide the teams with all the necessary information they need to understand the challenge or problem. This may include research, data or other relevant materials.

4

Encourage Discussion

Encourage the team to ask questions and share their thoughts on the challenge or problem. This will help to generate ideas and encourage active participation from everyone.

Phase 3

Consulting with Teams

As the Industry partner, you have a strong understanding of your business and industry and can therefore provide feedback to student teams on their progress as they prepare for testing their prototype.

Once the student teams arrive at developing a prototype, the teams must prepare a detailed plan for how their project will be accomplished and tested to ensure it is successful. This plan will act as a road map for how the project solution could be executed, monitored, and controlled. By strategizing and testing, the team can identify and address issues early on and reduce risk along the way. This is when a consultation should be offered to help provide feedback on their prototypes for them to revise and refine their final solution.

The professor can help organize the consultation meetings which could last anywhere from **20 minutes to an hour** with each team depending on your availability.

Phase 4

Review Pitches

The final pitch is the culminating activity for this E-COIL project. Teams will be expected to either present their solutions to you, the industry partner in a live virtual call or record their pitches to be shared with you. Depending on time zones and availability, recorded pitches will likely be the most practical option. This can be decided by you and the professor.

Pitches should be approximate **5 minutes** per team, and they will highlight the main benefits of their solution. Using the included rubric, you can provide feedback for the teams and if you desire, select a "winning team".

Phase 4

COIL-CEL Industry Partner Grading Rubric

Presentation

The presentation is clear, engaging, and tailored to the audience. It effectively narrates the design process and presents organized ideas and solutions, supported by well-synthesized images, literature, and traditional knowledge.	**Strongly Disagree (1)**	**Disagree (2)**	**Slightly Disagree (3)**	**Slightly Agree (4)**	**Agree (5)**	**Strongly Agree (6)**
Comments						

The Solution

The solution is relevant, practical, and impactful, demonstrating thorough research, critical thinking, and innovative ideas. It clearly addresses the problem and is well-supported by evidence.	**Strongly Disagree (1)**	**Disagree (2)**	**Slightly Disagree (3)**	**Slightly Agree (4)**	**Agree (5)**	**Strongly Agree (6)**
Comments						

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Introducing a New Challenge

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Introducing a New Challenge

Define the Problem

When determining the problem that you will present to student teams, it is essential to share a rich and meaningful problem or challenge in an engaging way while providing background and context. Here are the recommendations for formulating and presenting the challenge or problem:

Define the Problem

Clearly define the goals and objectives of the challenge or problem. This will help the team to understand what is expected of them and what they are working towards.

Things to consider when defining the problem are on the right hand side.

Time Allocation- Be mindful of the time allocated to students to complete the challenge to ensure the scope is reasonable. This should be discussed with the professor ahead of time.

Ethical Considerations- Be mindful that the challenge or problem doesn't inadvertently exclude certain individuals or groups based on factors such as race, gender, ethnicity, or socioeconomic status.

Things to consider

- Provide relevant context and background information to help the teams understand the broader picture (This could include information about the shareholders, the environment, the culture, existing solutions and any constraints or limitations).
- Define the criteria for success. What does a successful solution look like? Establish measurable goals and outcomes that will guide the team's efforts and help in evaluating potential solutions.
- Clearly communicate any constraints or limitations that the team needs to work within. This could include budgetary constraints, time constraints, technological limitations, or any other factors that might impact the feasibly of a solution.

Further Consideration

Cultural Relevancy

In a globalized world, cultural relevancy is vital for problem-solving on a global scale. Solutions need to be adaptable to different cultural contexts while addressing the local nuances of specific communities. Be sure you have shared with the professor and students any local nuances such as perspectives, values and experiences of those in your community.

It is important to keep in mind that students can offer diverse and fresh perspectives due to their own unique societal, historical and personal contexts which can offer novel solutions and approaches in resolving your challenge.

Resources

Consider (but not required) to offer resources or references that could support students in understanding the problem and working toward a solution. This could include information, tools, expertise, and any other resources that could facilitate the problem-solving process.

Emotional Engagement

Emotionally engage students by helping them understand the real-world implications of the challenge or problem you are introducing. Can students see themselves reflected in the challenge or problem? How can they connect with it? When students can see a personal relevance and connect to the problem, it can motivate them and spark a natural desire to explore and understand the problem further. They will in turn invest time and effort in solving it and producing a quality solution for you.

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How Students Will Engage in Solving Your Challenge or Problem

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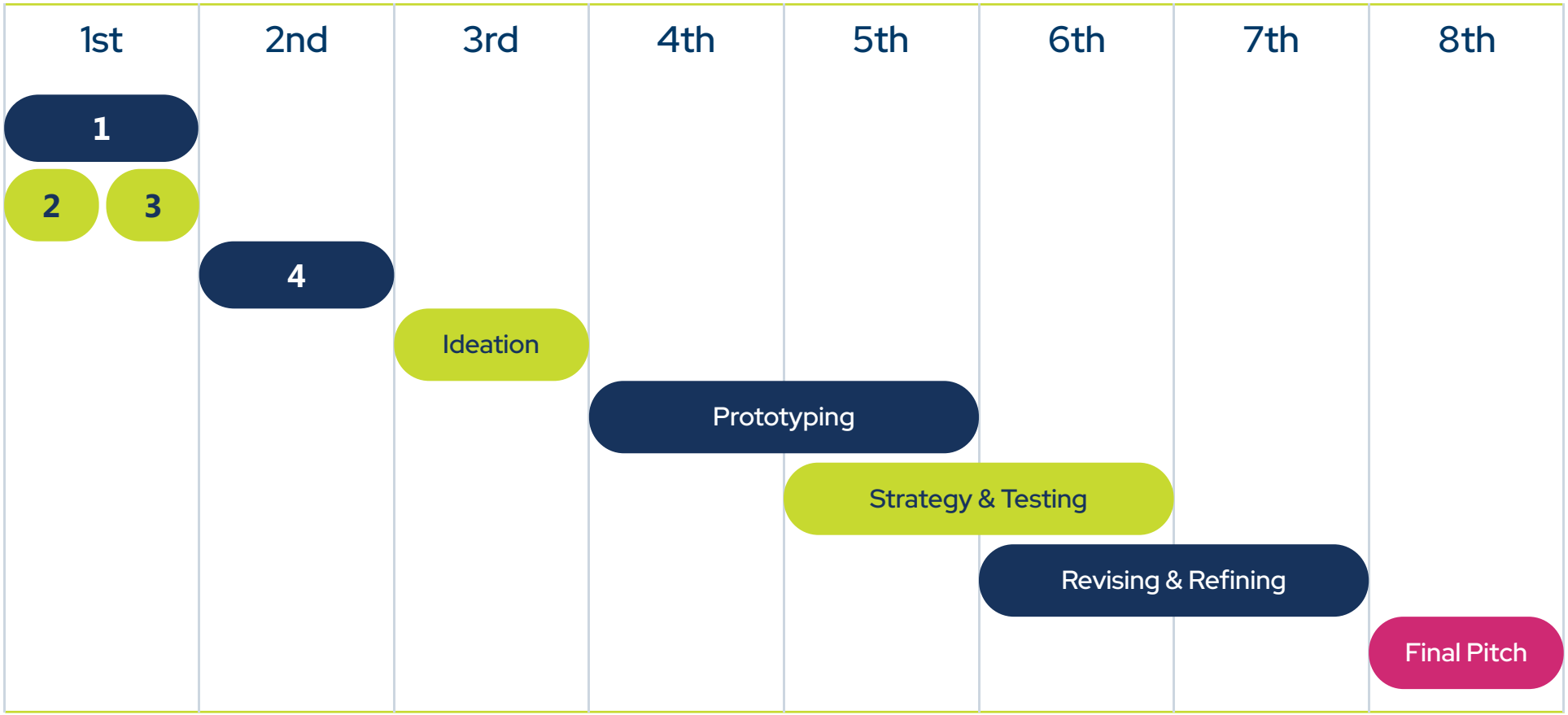
Project Steps

Weekly Outline and Suggested time



1 Intercultural Competency Building

2 Ice Breakers and Team Building

3 Industry Presentation of Challenge/Problem

4 Project Definition & Empathize

Steps Definition

Sheridan students will actively engage in solving international industry challenges by following a structured nine-step guide designed to build intercultural competency, foster teamwork, and develop innovative solutions.

1. Intercultural Competency Building

Students will develop skills to navigate cultural differences, preventing misunderstandings and fostering effective collaboration. They will learn to appreciate diverse cultural perspectives and build intercultural humility. (1 week)

2. Ice Breakers and Team Building

Students will participate in activities to create an inclusive atmosphere, build trust, and develop rapport with peers and industry partners, setting the stage for successful collaboration. (1-2 classes)

3. Industry Presentation of Challenge/Problem

The industry partner will introduce the challenge, providing context, setting clear goals, and encouraging team discussion to ensure understanding and motivation. (1 class)

4. Project Definition & Empathize

Teams will define and analyze the problem, focusing on understanding user needs through empathy to guide their objectives and project scope. (1 week)

Steps Definition

Sheridan students will actively engage in solving international industry challenges by following a structured nine-step guide designed to build intercultural competency, foster teamwork, and develop innovative solutions.

5. Ideation

Students will brainstorm to generate numerous ideas, conduct research to inform their concepts and focus on innovative solutions. (1 week)

6. Prototyping

Teams will create prototypes, using methods like sketching, building, or role-playing, and iteratively test and refine their concepts. (1-2 weeks)

7. Strategy & Testing

Students will develop a strategic plan for their project, test prototypes, gather feedback, and refine their solutions to ensure they meet user needs. (1-2 weeks)

8. Revising & Refining

Teams will iteratively evaluate and improve their solutions, using storyboards to organize and present their ideas effectively. (1-2 weeks)

9. Final Pitch

Students will present their final solutions to the industry partner, either live or recorded, highlighting the benefits and addressing potential concerns to demonstrate the value of their solutions. (1 week)

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FAQ

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FAQ

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Q What is required of me?

You will need to present a challenge or problem to student groups, attend scheduled consultation meetings to provide feedback, and review the final pitches. Your total engagement will be between 6-18 hours over the course of 6-12 weeks.

Q What will I gain from this?

You will gain access to Sheridan student talent, fresh ideas from discipline-specific students, potential solutions to your proposed challenge or problem, and a low-cost exploration of new business ideas without financial obligation.

Q What will I not gain from this?

You will not receive guaranteed solutions, as the outcomes depend on the students' work and creativity. Additionally, Sheridan does not guarantee the implementation or success of the proposed solutions.

FAQ

E-COIL International Industry Partner Guide

Q Will Sheridan guarantee the work?

No Sheridan does not guarantee the implementation or success of the proposed solutions.

As they depend on the students' work and creativity.

Q Will this cost me anything?

No there is no financial obligation for the industry partner.

Q Can my organization or company own the intellectual property generated from this collaboration?

Yes if an agreement is made between Sheridan and the company or organization. A partnership with Sheridan can help industry and community partners mitigate some of the risks and costs associated with innovation and growth. Sheridan's IP expectation, in the majority of cases, is that IP will be assigned to any companies or external organizations engaged in an applied research project or collaboration with employees and/or students at Sheridan.

Employees and students participating in these projects must provide their informed consent and sign an Employee/Student Participation Agreement, which acknowledges the IP rights set out in the Collaborative Research Agreement between Sheridan and the external partner. More information along with a sample agreement for collaborators can be found HERE.

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Conclusion

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Conclusion

E-COIL International Industry Partner Guide

Thank you for partnering with us in this exciting and impactful initiative. Your collaboration is invaluable in shaping the next generation of problem-solvers and innovators while addressing critical challenges around the globe and in your industry. By sharing your expertise and providing meaningful feedback, you are playing a key role in fostering experiential learning and cross-cultural collaboration.

We are deeply grateful for your time and commitment to this process, and we look forward to seeing the innovative solutions that emerge through the creativity and dedication of the student teams. Together, we can make a difference in tackling complex issues and paving the way for a more connected and sustainable future. Thank you for your support and engagement!

Reference

Mishra, S. (2023, March 30). *Webpage of ChatGPT, a prototype AI chatbot, is seen on the website of OpenAI, on a smartphone. Examples, capabilities, and limitations are shown. · Free Stock Photo*. Pexels. https://www.pexels.com/photo/webpage-of-chatgpt-a-prototype-ai-chatbot-is-seen-on-the-website-of-openai-on-a-smartphone-examples-capabilities-and-limitations-are-shown-16125027/

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