



DO IT COIL Manual

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- collaborative task(s),
- evaluation and output,
- iebreakers,
- reflection,
- technology choices for your design,
- creating a student manual

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- Pre-COIL preparation
- Logistics and Communication

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- Communication with your partner
- Coaching students' intercultural learning process

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Introduction

How to use this manual?

This DO IT COIL manual guides you through the process of developing and implementing an online international collaborative project. We start by finding a good match, then we look at how to design the tasks, and finally we explore what is involved when launching and facilitating a COIL project.

The different development steps will be explained with theoretical background and practical examples and additional resources.

Remember that developing a COIL project requires time and often some professional development or additional support, for example when internationalizing your learning outcomes or creating a collaborative assignment that is international and can be done online. Not an easy task! However, with sufficient time (it's recommended to start 1 semester prior to implementing the project) and some help, you'll find the process rewarding and hopefully fun!



Introduction

COIL in the IoC context

COIL can seem to be a very practical way to internationalise our curriculum, but for COIL to be successful in the long term, it should not exist in a bubble. In other words: sustainable and scalable COIL practices (by practices we mean an institutionalised effort), require that these projects are connected to the wider curriculum and serve a purpose. This purpose may very well be internationalising the curriculum or making our internationalisation efforts more inclusive to all students. Keep in mind, though, that internationalisation is not a goal in and of itself, but rather a means to an end. The institutional goal could be global citizenship or preparing our students for the future of work.

Therefore, COIL should be seen in the wider context of the disciplinary program: when, where and how often does a student engage in a COIL project? What are the main learning outcomes of their COIL experience and how do these contribute to the graduate attributes?

When we contextualize COIL within a program and the wider curriculum, the experience itself has more impact and allows students to connect their learning experience with the graduate attributes. COIL can be seen as one of the opportunities to gain some international and intercultural experience. Other activities, such as an International Week, Summer School, BIP, guest lectures and internationalized cases and literature, support the institutional strategic approach to curriculum internationalisation and global learning.



COIL considerations: an international online collaboration should be...

1

Intentional

2

Purposeful

3

Engaging diverse
stakeholders

4

Inclusive

COIL benefits



University

Students

Collaborative learning
Intercultural learning
Global learning
Learning for global citizenship



Lecturers

Collaborative teaching
Intercultural teaching
Global teaching
Teaching for global citizenship



Benefits for all stakeholders

Communicative skills:

- Communication and collaboration with peers from a different country or culture without leaving home
- Communication and collaboration in an international team using English in a professional context

Digital skills & digital literacy:

- Collaboration in a virtual team
- Ability to use of the interactive technical tools – digital platforms

Building of relationships with global partners for a globally connected future – networks for future – scholarly collaboration

Internationalization at home – inclusive learning



Benefits for lecturers and students

team work and interdisciplinary perspectives

Competence to **work in teams**:

- Peer to peer collaboration in teams
- Awareness of team work benefits
- Ability to deal with team work challenges

Competence to **understand the own discipline from another perspective**:

- Understanding of the own discipline from another perspective
- Critical thinking about limitations of own discipline
- Understanding of the benefits of the interdisciplinary collaboration



Benefits for lecturers and students

intercultural competence

Intercultural competence development:

- Awareness of the intercultural differences
- Better understanding of own cultural values and habits
- Identification of the cultural differences
- Respect for cultural values and habits of others



Introduction to COIL

A YouTube video player thumbnail for a video titled "What is COIL (Collaborative Online International Learnin...". The video is from FIU Global Learning. The thumbnail features the text "COIL Collaborative Online International Learning" in a large, bold, black font. Below the text are three illustrations: a female teacher pointing at a globe with a red YouTube play button, a diverse group of people including one in a wheelchair, and a "Watch on YouTube" button at the bottom right. A "Share" button is visible in the top right corner of the video player interface.

FIU Global Learning

What is COIL (Collaborative Online International Learnin... Share

COIL

Collaborative Online International Learning

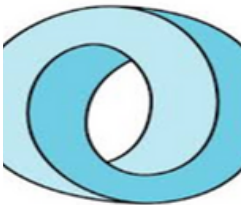
Watch on YouTube



COIL or VIRTUAL EXCHANGE



Collaborative: peer to peer experiential learning with a focus on working together (team skills)



Online: learning how to work in a remote team and manage digital tools in a professional context



International: cross cultural learning by bringing the world into your classroom, offering non mobile students an international experience



Learning: enhancing existing curriculum with virtual collaboration and learning from peers around the world



Demystifying COIL



It involves a cross-border collaboration or interaction with people from different backgrounds and cultures.



Students must engage in some sort of online interaction, whether it is asynchronous or synchronous.



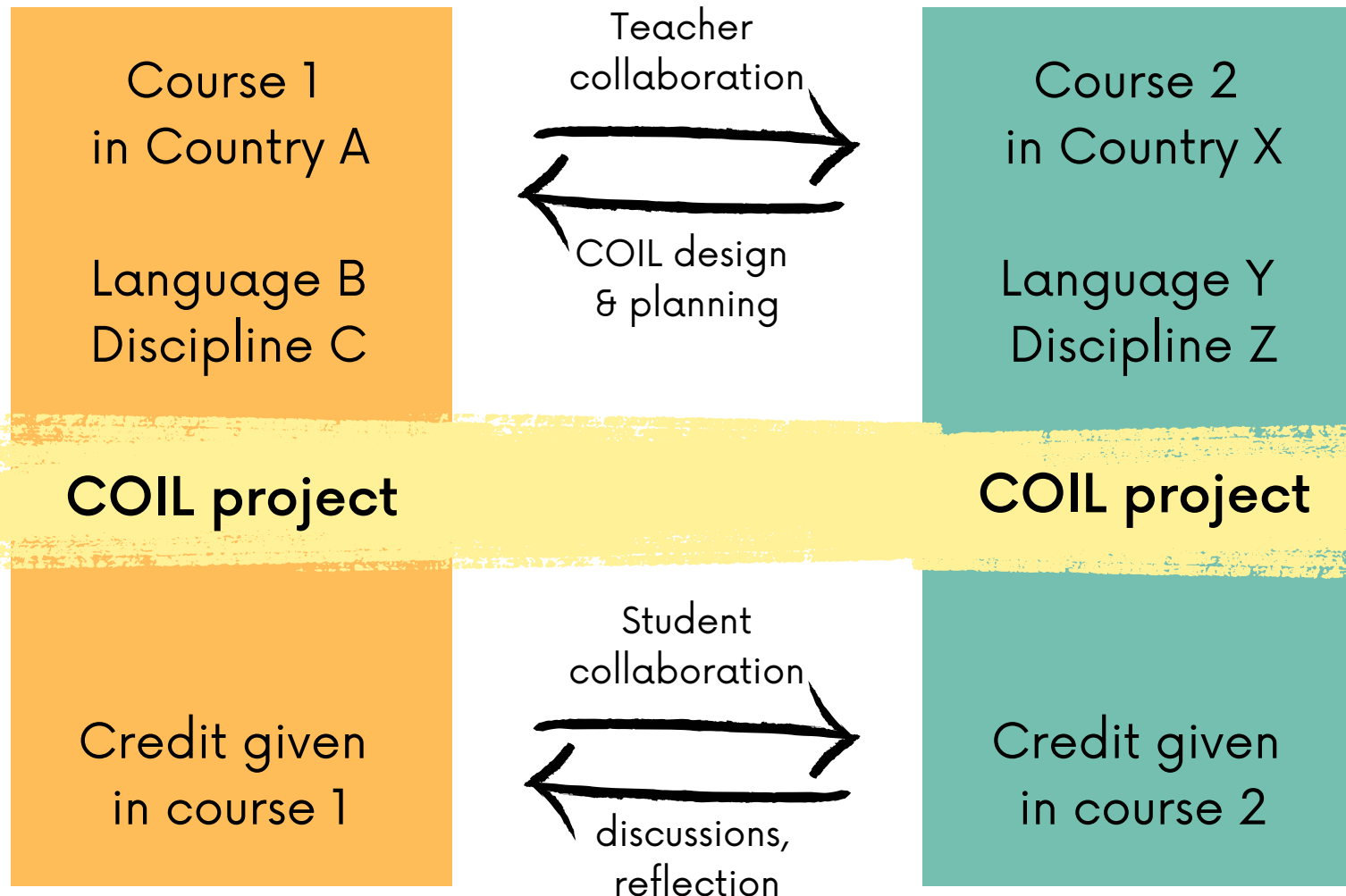
It must be driven by a set of internationalised learning outcomes aimed at developing global perspectives and/or fostering students' intercultural competences.



There must be a reflective component that helps students think critically about such interaction.

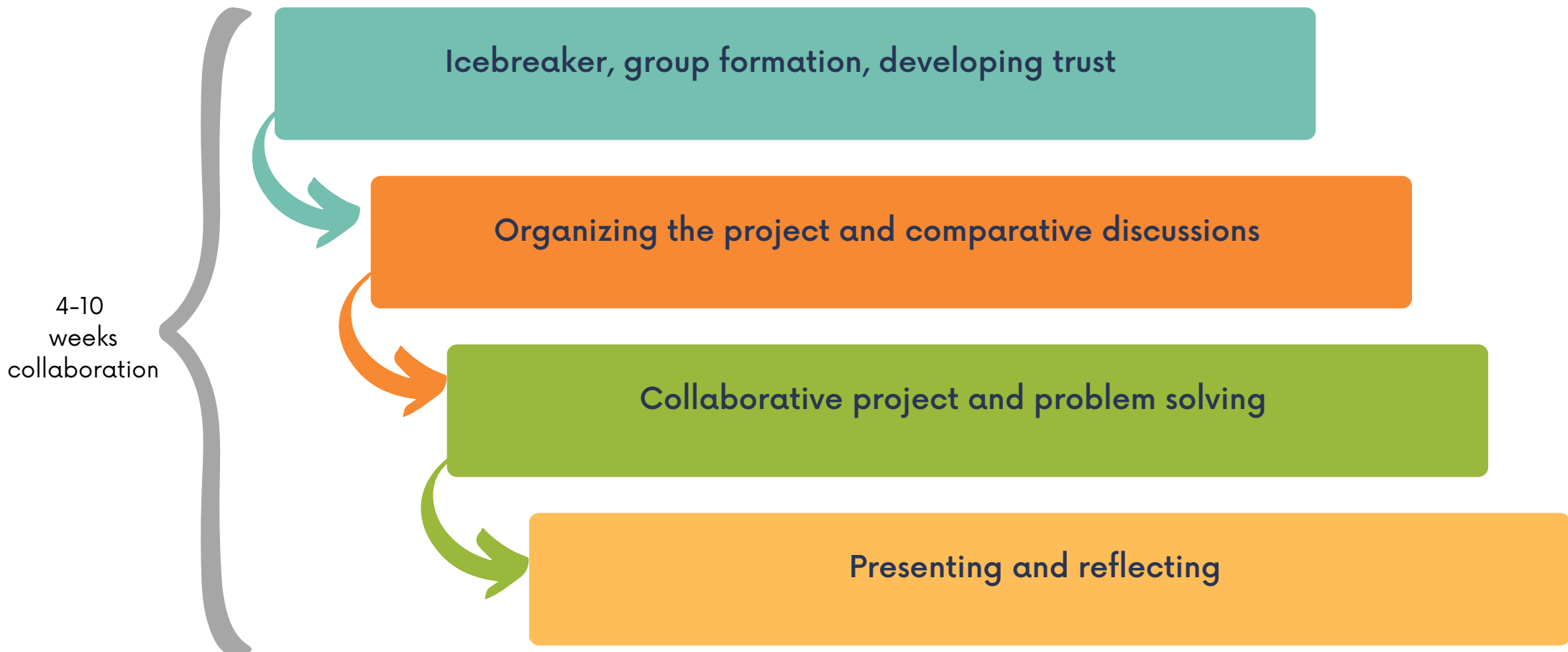


What is COIL





Typical COIL project model





Example

Dietary recommendation for young professionals

Health Sciences
in SA &
Marketing in NL
Tech: Mindmap
tool & WhatsApp

View from my window: sharing stories during lock down

Mindmap of dietary habits, trends and it's carbon footprint

Create a dietary recommendation, find your target audience
and "sell" your message

Weekly coaching with professors, individual reflection



Example

Trade flows between Turkiye and selected EU country

What can you see in the picture – cultural perceptive matters

Collaboration in students' teams: finding the data on countries, their trade and their trade relations

Analysis the data, discussing the results and findings, policy implications

Coaching with professors, individual and group reflections

Economics of
International in
Czechia &
Econometrics in
Turkiye
Tech: Stata & MS
Teams & WhatsApp



Example

Age management and Occupational Health and Safety

Let me introduce myself and cook our traditional recipe.

Age management and OHS in Czechia and Turkey: challenges in society and organisations

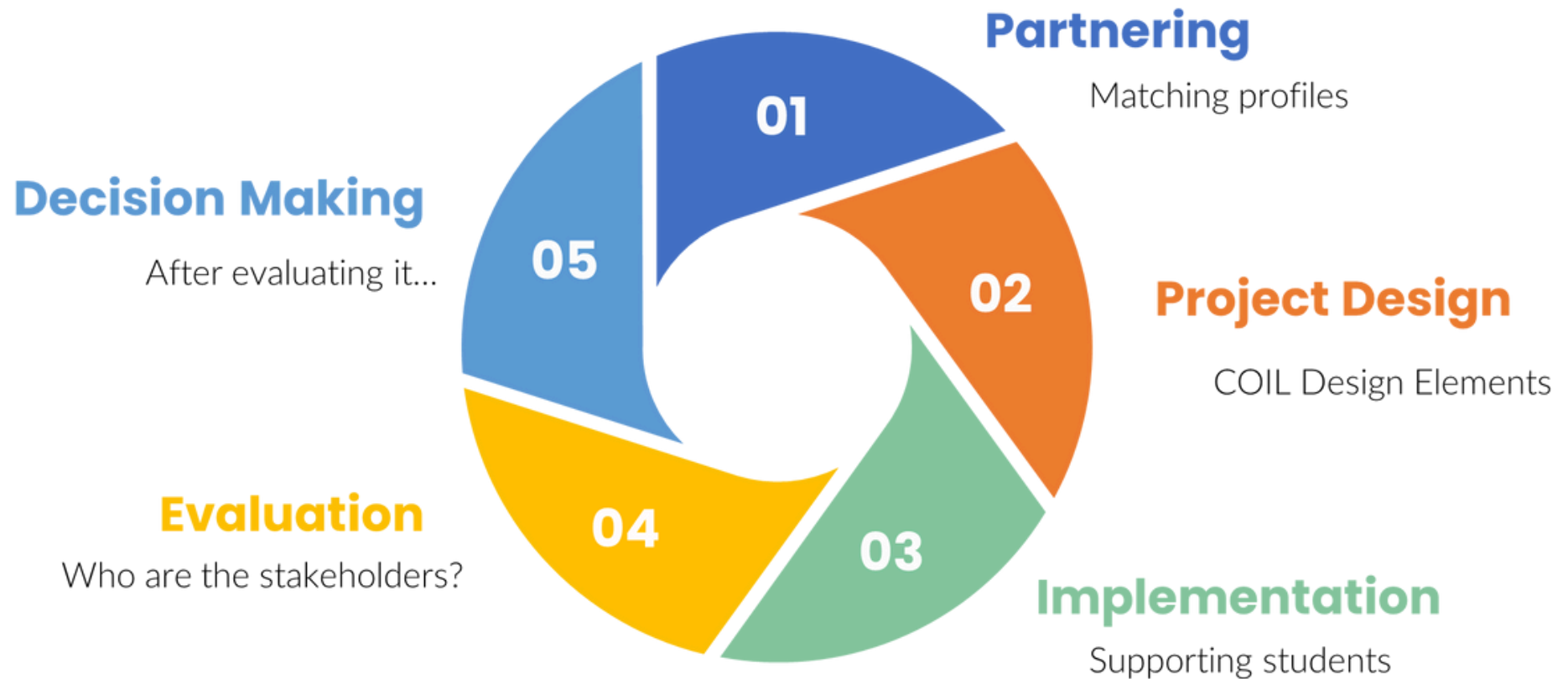
How to introduce age management in practice?
Practical implementation of OHS

Students' presentation of the topics.
Discussion: what did COIL bring me?

Age management and OHS in Czechia and Turkey.
Communication: Teams, WhatsApp



COIL Project Cycles





Getting ready to COIL

COIL begins with a collaboration between teachers.

Teachers work together to:

- Define learning outcomes
- Determine the length of interaction
- Design comparative and collaborative activities
- Select technology
- Monitor and coach student work and learning
- Evaluate the project and decide what to do next



Interdisciplinary COIL Projects

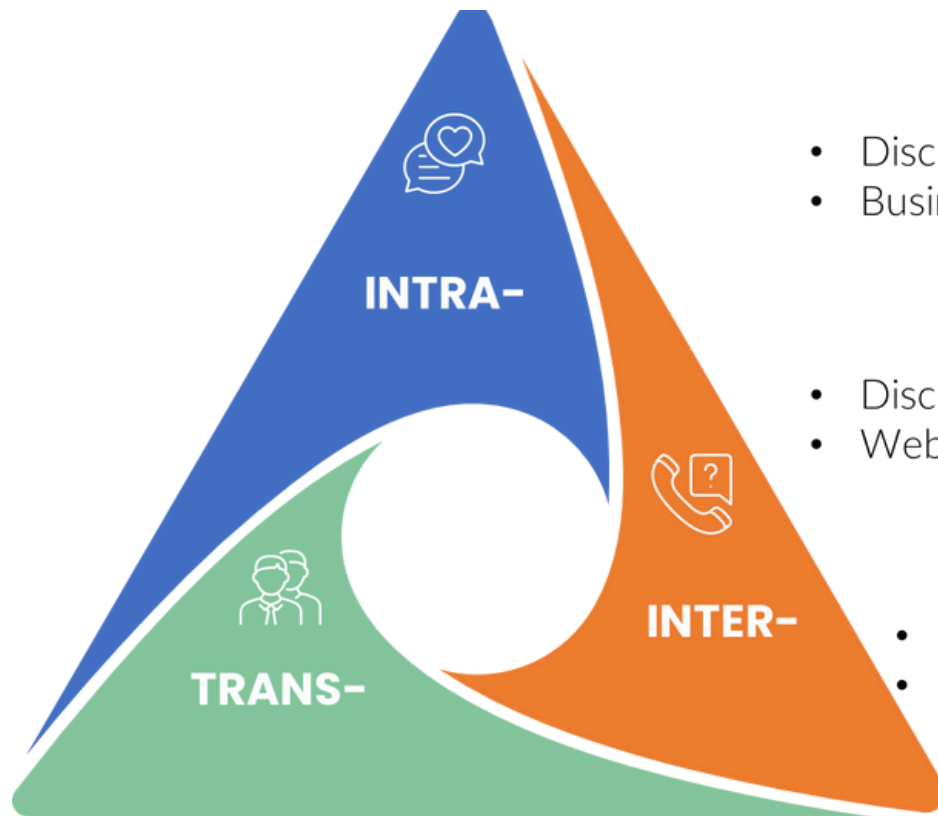
COIL projects do not have to be limited to same discipline collaboration. When we think outside the box, we can discover many advantages to interdisciplinary exchanges.

Interdisciplinary COIL projects offer a lot learning opportunities to students. It:

- Encourages students to use their subject knowledge in different ways
- Challenges students to go outside their comfort zones
- Develops deeper communication and intercultural skills
- More closely represents real life work scenarios



COIL Project themes



INTRADISCIPLINARY

- Disciplines from the “same” field of study
- Business Plan Development & Intro to Marketing

INTERDISCIPLINARY

- Disciplines from different fields of study
- Web Design & Gender Violence

TRANSDISCIPLINARY

- Conjunction of several fields of study
- UN’s 17 Sustainable Development Goals





COIL examples

US: Business Management
Lebanon: Economics
COIL: Cultural Influences on Management Style

Chile: English Composition
Canada: Artificial Intelligence
COIL: AI Impacts on Everyday Life

NL: Cross Cultural Teamwork
SA: Urban Planning
COIL: What makes cities and communities safe & inclusive?



COIL examples

US: Health and Aging
Lebanon: Technology and Society
COIL: The Influence of Technology on Fitness and Aging

US: Nursing
South Africa: Construction Technology
COIL: Constructing a Virtual Hospital

NL: Public Management
US: Criminology
COIL: Just cities; the impact of social justice on health, education and economy



COIL examples

Spain: Teacher Education
Belgium: Applied Psychology
COIL: How to motivate young adults to exercise

SA: Microbiology (Water Sanatation)
NL: Business English
COIL: H2O tales: storytelling about the
importance of clean water.



Partnering



Openness

Be open minded about finding a partner. Try to focus on what you could do together - the overlap of your disciplines and course content. As a reminder, you don't need to find a perfect content match for your discipline; **some of the best COIL projects are between two content areas.** Here are examples of interdisciplinary COIL collaborations.

“

Course name	Course name	COIL collaboration
Architecture	Nursing	Constructing a virtual nursing home
World history	International Comparative Education	Multicultural Contributions to the Scientific Method
Forensic science	Photography	Photographic Evidence for Crime Scenes
Technology & society	Health & Aging	Influence of Technology on Health and Fitness
Psychology	Finance	Consumer Economic Behavior

”



Starting point: curriculum or partner?

Start with **curriculum**:

- what course or module would benefit from an embedded COIL experience?
- where can an international perspective be beneficial to the learning objectives?
- can the learning outcomes be internationalised?
- is this a compulsory course?
How many students will take part? What can its impact be?

Start with the **partner**:

- perhaps you already know an international colleague; someone you've met during a conference or international week?
- perhaps you collaborate with a research partner that would be interested in expanding your collaboration into teaching?
- perhaps your course could benefit from adding the perspectives and best practices of a specific region, country or culture?



Start with your curriculum

Step 1: identify the course where an international or diverse perspective would have added value.

Step 2: check with your leadership and/or curriculum committee how to best align your COIL idea with the wider program.

Step 3: reach out to your institutional COIL Coordinator or the International Office. They can help you find a partner.

Step 4: Create a brief description of your course for potential partners to identify if your course is a match. For an example of your course description, see next page.

Step 5: you are now ready to have a first meeting with a potential match.

Course/Module description for partnering



- Name of course:
- Start and end dates:
(use months instead of semesters, in case your partner is in the Global South)
- Number of students:
- Language of instruction:
- Modality: (in person/hybrid/online course)
- Short description of course: (100 words max.)
- Goals for the COIL: (What do you want your students to get out of this experience? For example: practice and experience global citizenship, or gain confidence speaking English in a professional context.)
- Bonus: adding a picture of yourself



Looking for a partner

Step 1: reach out to your institutional COIL Coordinator or International Office and let them know you're looking for a partner.

Step 2: the COIL Coordinator will send out a request for partnering within the institutional and other networks

Step 3: it can be useful to meet the academic and discuss the feasibility of the idea and find out what to consider when identifying a suitable partner. For example: a preference for a region, country or even a city, a preference for an intra- or interdisciplinary collaboration.

Step 4: share the partnering profile within the available networks. COIL/VE specialized networks are (among others) COIL Connect, SUNY GPN, UNCollaboration, Stevens Initiative, AAC&U.

Step 5: introduce the potential match to the academic. It's recommendable to moderate the first meeting between the academics, to facilitate the conversation and to make sure they're a good match.



Exploratory meeting with (potential) new partner

Things to discuss

- Begin and end dates of your module
- Number of students
- Relevant learning objectives
- Areas of interest
- Checklist

source: SUNY COIL Center

Do's and don'ts

- Do: take the time to get to know your partner and establish a sense of trust
- Don't: bring a complete project plan to the first meeting. Be open to co-create the design together.
- Use the UN Sustainable Development Goals as an inspiration for your project



Resources

UN Sustainable Development Goals: <https://sdgs.un.org/goals>

SDG Educational Materials: <https://en.unesco.org/themes/education/sdgs/material>

SDG Learning Objectives: <https://unesdoc.unesco.org/ark:/48223/pf0000247444>



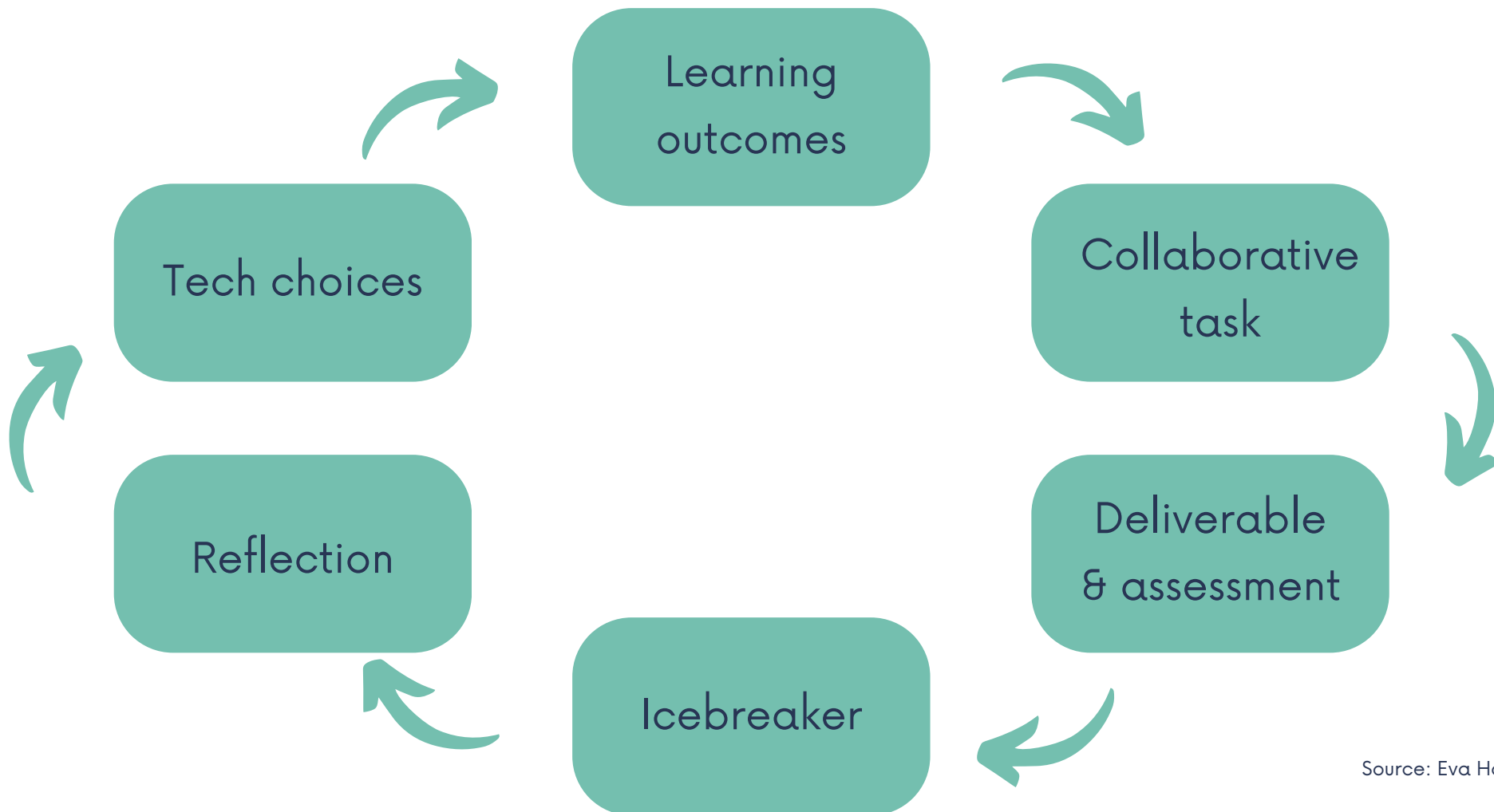
Developing your COIL project

To design a COIL project, you need to consider the following elements:

- internationalised learning outcomes
- collaborative task
- student product(s) and assessment
- icebreaker
- reflection
- technology for your design
- student manual



The process



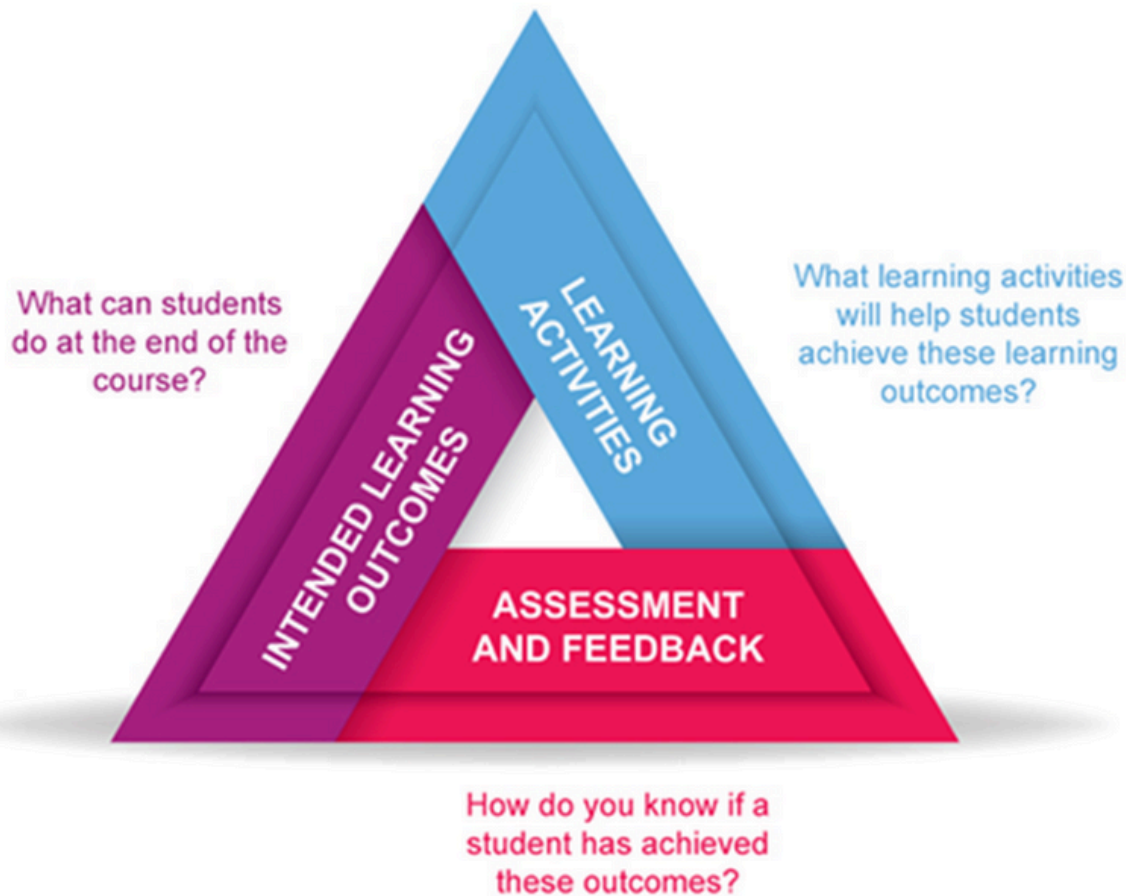
Source: Eva Haug



Learning outcomes



Learning outcomes



Student learning outcomes should align with the activities students will do during the COIL experience and with the assessment of student learning at the end of the project. In other words: the learning outcomes should describe what a student will be able to know, do or feel upon completion of the project, the collaborative activities should enable the student to practice the skills and knowledge and the assessment should provide students an opportunity to demonstrate that learning. When we formulate the learning outcomes for COIL, it's recommended to use active verbs that are observable, measurable or quantifiable.



Design principles for learning outcomes



Student-centered: framed in terms of what the student will be able to know and do and feel, rather than what or how the instructor will teach



Essential and significant: expressing knowledge, a skill, or an attitude that the student can use in their lives and work and that has enduring meaning



Clear and focused: expressed in simple language and targeting one big understanding, skill, or attitude



Observable or quantifiable: can be measured directly through a product or a performance or indirectly through reflection or a survey



Learning Outcomes Examples

By the end of the project students should be able to:

1. describe the urban planning requirements to ensure that a neighborhood is safe and inclusive
2. write a recommendation for a Spanish export product to be introduced in the Moroccan market
3. communicate under challenging circumstances (different time-zones, technological challenges) and acquire key journalistic skills
4. understand the corporate governance context in UK and Malaysia
5. discuss and understand the cultural differences relating to provision of health care in the UK and USA



Learning Outcomes Examples

While working on this project students on both sides will develop the following skills and competencies:

- Professional Expertise: deepen their knowledge and research skills in marketing, marketing communications, consumer behaviour and culture
- Team working skills: the students will face the challenges of working in a virtual, international, cross-cultural, multidisciplinary team
- Cross cultural communication skills: students will research, analyse and compare the role of culture in consumer behaviour, buying behaviour and media consumption in two countries.



Checklist

Make sure your student learning outcomes are:

- centered in the student (not in the lecturer)
- essential and significant
- formulated in clear language
- measurable for assessment by the lecturer



Collaborative task



Collaborative task

At the center of your COIL project is the peer-to-peer experience: the collaborative tasks that your students will engage with. To ensure student engagement and motivation, it's recommended to design tasks that require collaboration. In other words: if students cannot complete the task without the knowledge of the international peers, they have to collaborate. COIL can be a more impactful experience if there is interdependence. The task cannot be completed individually.

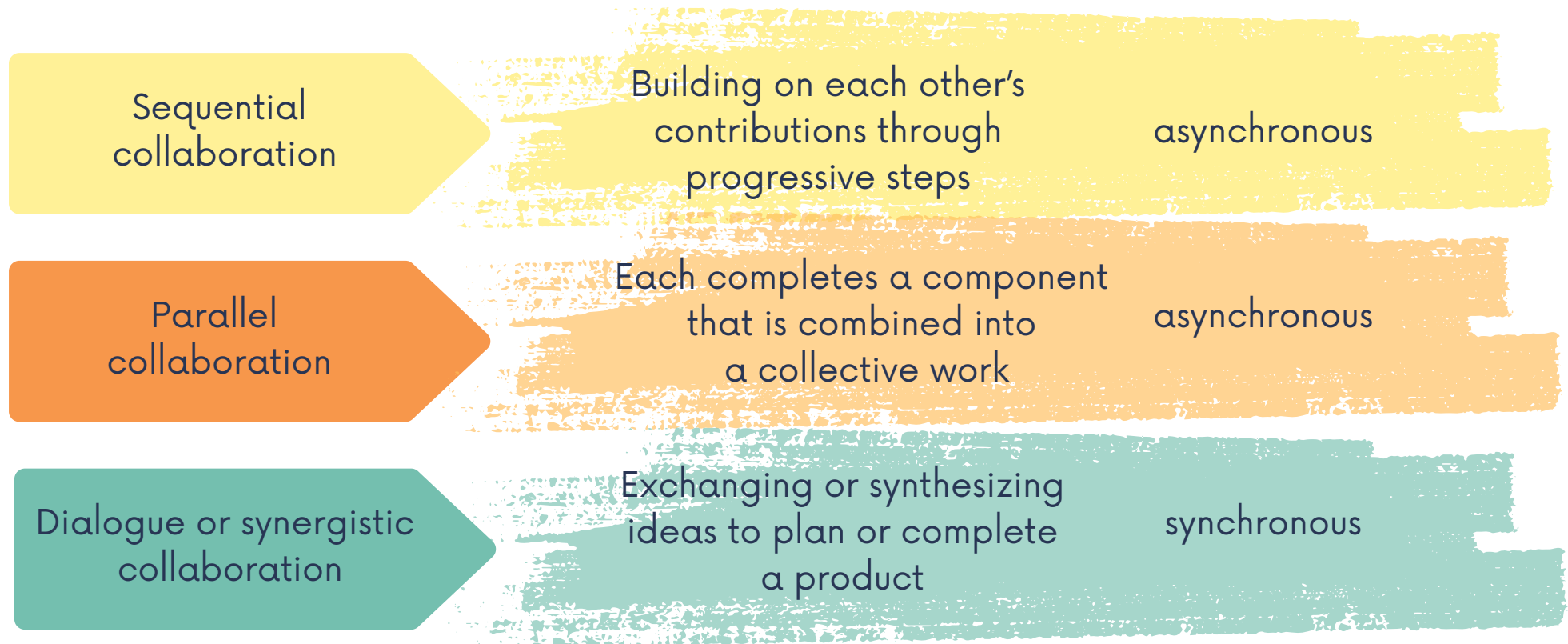
Remember: if you don't intentionally plan for it, it probably won't happen.

- Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.
- Collaboration is an interactive process that engages two or more participants who work together to achieve outcomes they could not accomplish independently.



Collaboration

Synchronous vs asynchronous





Scaffolding student tasks

- Scaffolding is a way of structuring and sequencing a complex assignment to support your students in their learning process. It helps students to understand new content and develop new skills, building on previous and existing knowledge and skills.
- Complex tasks or tasks that require a longer period of time, are easier to manage when broken down into smaller tasks that lead up to the main task.
- Students feel better able to manage the tasks required when done step by step. Remember that collaborating in an international and virtual team is already quite a complex task. Therefore, students need some support with building blocks that lead to the desired (and assessed) end product.



Scaffolding assignments

- There are several ways of scaffold learning. You could break down the project into stages and give the students specific tasks. The student teams carry out specific parts of the assignment, present their findings in class and are given feedback on their performance. This way students keep building on the knowledge they already know, helps to understand new content and achieve the next step in the project.
- One way of doing this, is by having the students submit and present status reports. Each status reports focuses on a particular element of the project and serves as a building block for the project as a whole. The teams are briefed, carry out the task, present their status report in class and are given feedback on their performance.
- The students are provided with support before, during and after the task:
 - **Before:** giving specific instructions for the task, explaining theories and models, pointing out recommended resources
 - **During:** checking on progress, answering questions, giving guidance and general nudging students into the right direction
 - **After:** peer review, providing constructive feedback on status report presentations, evaluating and assessing performance

Source: Beezr (beezr.eu/resources/teacher-materials.html)



Collaborative task ideas

Student-Generated Assessment

- Students are challenged to choose the knowledge or skills that should be tested on a certain topic and to develop a valid assessment for learning.

Collaborative Debate

- Together, students outline two or more positions on a topic. Students are then tasked with coming up with a consensus view that takes into account differing points of view.

Field Report

- Students observe a similar situation or event in their home context, using smart phones and other methods to collect evidence. Have students analyze and summarize reasons for similarities and differences.



Collaborative task ideas

Ranking Alternatives

- Both classes are given a situation and together are challenged to think up as many alternative courses of action or explanations of the situation as possible. Compile a list. Divide the class into small groups and then have each rank the alternatives by preference. Compare reasons for different preferences.

Skit

- Students are asked to create a short informal performance intended to educate others about a particular topic or theme. The skit need not be realistic, and the students may choose to take on non-human roles (e.g., a molecule, a construct, or an idea).

Simulation

- Students take part in the imitation of the operation of a real-world process or system using a model that represents the key characteristics, behaviors, and functions of the selected system or process. Students are asked to reflect upon their experience and lessons learned.



Collaborative task ideas

Creative Annotations

- Students are provided with a text—e.g. a poem, short story, newspaper article, or excerpt from a textbook. Students are challenged to use other media, such as illustrations, .gifs, songs, photos, etc. to represent or explain words or concepts to diverse audiences.

Snowballing

- Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group of 4 to share their findings. The groups of 4 then join together to make progressively larger groups, until there is a discussion of both classes—i.e. $2 > 4 > 8 > 16 >$ whole class.

Role Play

- Students act out or perform the part of a person or character as a technique to develop understanding and compassion for others. Students may be asked to interpret how others might feel or act in particular situations.



Collaborative task ideas

Seeing Through New Eyes

- In pairs, students are asked to write a first-person narrative from the perspective of a third person or character to gain a new perspective of their lived experience. The pairs of students should reflect on the process of seeing the world through the eyes of their partner and the third person.

Role-Based Group Project

- Students are put into groups to accomplish a task. Each student is given a specific role to perform, and roles may rotate throughout the project. Roles might include: manager, recorder, spokesperson, cheerleader, questioner, checker, consensus-builder, Devil's advocate.

Scavenger Hunt

- Students seek out and find examples of particular concept and/or principle covered in class. Have students share what they've found in different contexts and summarize reasons for similarities and differences.



Collaborative task ideas

Recurring Symbol

- Students are asked throughout the semester to reflect on a reoccurring symbol, image, or question that embodies a central theme of the course. The final submission requires the student to review past reflections and discuss how their interests and perspectives have changed during the course.

Review or Critique

- Students evaluate a publication, service, or artifact and provide detailed analysis of the work. Students must present evidence that supports their perspectives.

Developing Interview Questions

- Students are assigned a topic or research question. In groups, students decide who they would interview to gather information and the wording of interview questions. Students may or may not actually conduct interviews.



Collaborative task ideas

Conduct an Audit

- Students conduct research on an organization, policy, or situation. Together they identify strengths, weaknesses, opportunities, threats, hazards, benefits, and/or unintended negative consequences.

Comparative Personal Reflections

- Students explore how their personal experiences and observations shape their thinking and forming of new ideas. Students are asked to compare and contrast their reflections and make connections between them, as well as different theories or readings in their course.

Peer Review

- Students are asked to evaluate the work of other students. Instructors may provide rubric or criteria for judgement.



Collaborative task ideas

Pros and Cons Grid

- Students are asked to make a list of pros and cons on a particular issue. They then share their insights with other students through a prepared presentation. The activity may be conducted in groups or individually.

Project Proposal

- Students are asked to develop a proposal for a international collaborative project. Students are tasked with describing diverse contributions to the proposed project, the competences required, and a work plan to accomplish the tasks.

Jigsaw Puzzle

- Students are divided into groups to study an overarching topic. Each student is assigned a concept to explore. The students then gather with members of other groups who have the same concept to explore. Once they've mastered the concept, they return to their home group to share their expertise.



Collaborative task ideas

Compare Processes

- Students are challenged with observing the same process in different contexts. They exchange notes on where the process was applied, its intent, steps used, similarities, differences, benefits, weaknesses, interesting details, and results.

Graphic Representation

- Each group prepares a graphic that represents a concept. This can be flow chart, diagram, infographic, or any other visual representation of the information. Present the version to another group. Edit based on their comments.

Ways to Assist

- Students are presented with a situation or dilemma. Have them analyze the nature of the dilemma in different situations and methods that can be applied to assist or link services to needs.



Collaborative task ideas

Unpacking Opinions

- In small groups, have students present their opinions on a topic, including evidence, rationales, and examples. Have students identify new information and describe how this influences previous opinions. Summarize group opinion before and after the exercise.

Classify

- Students are given a list of words, emotions, laws, objects, concepts, incidents, theories, or other object of analysis. Challenge groups to develop a framework or basis for classifying the list, organizing the material into groupings. Present the rationale for classification to other groups. Debrief how alternatives may change perspectives.

Virtual Exhibition

- Give students a concept or historical event. Challenge students to create an online multi-perspective virtual museum exhibition about the topic.



Collaborative task ideas

Concept Map

- Give students a main idea, topic, or problem. Have students brainstorm related concepts, subtopics, or evidence. Challenge them to construct a map displaying the relationships between their ideas.

Expert Panel Discussion

- Challenge students to have and record a panel discussion. Each student takes on the perspective of a different expert, one student is the moderator. Have students in another group watch and ask questions.

Fish Bowl Discussion

- Students are split into two groups. One group is inside the “fishbowl,” actively participating in a synchronous or asynchronous oral or written discussion. Students outside listen or read carefully to the ideas presented, taking notes on what was said and how it was said. Students switch roles and share observation notes.



Collaborative task ideas

Make a Policy

- Have students research, observe, or analyze a challenging situation, dilemma or conflict from multiple perspectives. Ask them to develop a policy that will resolve the issue.

Fieldwork

- Students engage in short-term research conducted in the field locally to gain knowledge through firsthand experience. Students report and analyze data, comparing their experiences and findings in different locales.

Survey

- Students select a social issue of mutual interest and conduct a survey of knowledge, attitudes, and/or opinions. Students analyze and present results.



Collaborative task ideas

Concept Mapping

- Students in groups create a storyboard for a film, scenario, process, advertisement, or story.

Podcast

- Students develop a podcast episode to explore a topic. Challenge students to also make thumbnail artwork, show notes, and/or discussion guides.

Newscast or Documentary

- Students develop a multi-perspective newscast or documentary about a current or historical event.



Assessment & deliverables



Assessment and Reward

- Students like to be assured that the activity they are engaging in is meaningful and is 'rewarded' within their studies.
- When COIL activities are perceived as 'bolt-on' exercises by students, the activities can be viewed as 'additional work'.
- There are two roots: formative or summative
- Formative can mean students are less likely to engage and other priorities may take over.
- Ideally need to align to summative assessment OR some other reward



Assesment

Useful questions to ask yourself

- Consider your usual assessment methods and explore whether you can apply these to the collaborative tasks.
- Consider whether you and your COIL-partner will grade the students together or separately. Each lecturer will, obviously, be responsible for grading their own students, but you might consider discussing and comparing your findings of their performance.
- Consider creating a shared rubric to describe the grading criteria, based on the learning outcomes.
- Consider assessing and grading the student's development of their intercultural competence, in other words: grading the process of collaboration in addition to the end product.



Resources for assessment

Beliefs, Events, and Values Inventory (BEVI)

Craig N. Shealy, PhD. James Madison University shealycn@jmu.edu Designed to identify and predict a variety of developmental processes and which seeks to explain which beliefs, values, and 'worldviews' are acquired and maintained. Ultimately the BEVI is designed to determine whether, how and to what degree people are (or are likely to be) "open" to various transformational experiences such as international education.

http://www.acenet.edu/programs/international/fipse/PDF/BEVI_Abstract.pdf

Cultural Competence Self-Assessment Instrument

This instrument helps identify, improve and enhance cultural competence in staff relations and client service delivery. (Washington, D.C., Child Welfare League of America Publications; 1993; Catalogue number 5065)

Intercultural Development Inventory (IDI)

Uses a 44-item inventory based on the Developmental Model of Intercultural Sensitivity (DMIS) to assess the extent of an individual's intercultural development. The IDI instrument and analysis services are available only to those people who have completed a qualifying seminar. <http://www.intercultural.org>

Intercultural Readiness Check

The IRC is an ideal tool for assessing participants' intercultural skills in the areas of intercultural sensitivity, communication, leadership and management of uncertainty. <http://www.ibinet.nl>



Icebreaker



Benefits of icebreakers

- Activities to get to know each other help students build trust
- Students should learn not only what their peers study (disciplinary knowledge), but also where they live and learn (cultural context)
- Students can learn about each others communication style
- Developing trust ensures better communication and collaboration, therefore icebreakers should never be skipped.



Design principles for icebreakers

- focus on who and not what; with whom am I working, instead of what will we work on
- tasks should engage students and motivate to interact with one another
- tasks should be safe and inclusive, not restricting the students' willingness to participate
- tasks should be designed for the smaller COIL teams
- tasks can be done synchronously, but also asynchronously
- tasks can be introduced by the lecturers, but do not have to be facilitated by them (during class time). It's recommended that lecturers reflect with the students after the task.



Icebreaker ideas

My city

Making a tourist guide to know your city in 24 h using Google Maps.

Instagram together

Creating an Instagram group with the students. They create a story uploading pictures of their journey from home to the University.

Photo sharing

Ask students to share photographs representative of their country or village but avoiding the typical ones (not monuments) but one with personal meaning.



Icebreaker ideas

Song

Write a song in a collaborative way: the teacher writes the first sentence based on a well-known tune and every member of the team needs to complete the lyrics to the song.

Movies

Share their favourites films or series and why they love them. Create a playlist and discuss a movie they watch. Share what movies/series are typical of their culture and why.

Recipe

Exchange a recipe of a local dish and guide the cooking at a distance. They prepare the dish and eat together (via video chat). Explain the customs of this dish: when do people eat it and what does it mean?



Icebreaker ideas

Customs

Explain a custom of your country you love/hate and why. What is its meaning in your culture?

Grannies

Explain one thing you learned from your grandfather or grandmother and why is important for you.

My Life as a Movie/Song

Have students choose one or two movies or songs that exemplify or symbolize their lives and explain why. If students haven't seen others' movies or songs, challenge them to watch or listen to them.



Icebreaker ideas

Most Treasured Possessions

Have students share a list of five items they could not live without and why.

Self-Portrait

Have each student create an image that is a self-portrait using any medium of their choice. A basic photograph will not be accepted, although photos can be used in the making of the self- portrait.

Room with a View

Have students describe in great detail their favorite view from any window. Include biographical details in the description, such as why they are in that place or why the view is meaningful. Have students tell someone else why they would like to trade places with them.



Icebreaker ideas

Two Truths and a Lie

Share two truthful statements and one falsehood about yourself. Each member of the group tries to distinguish the truths from the lie. What makes this activity fun is to be as outrageous as possible while sharing a bit of who you really are. Once all responses have been received, post your truths and explain why you chose them to share.

Five Pictures

Students create a collage of five pictures or images that best represent themselves and describe why these were selected. Make sure to have students cite sources for images that are not their own.



Reflection



Benefits of reflection

Significance: Students realize the importance of what they've learned

Process Recognition: Students identify what worked, what didn't, and what needs to change

Solutions/Strategies: Students determine solutions and strategies to improve their learning

Motivation: Students recognize what they enjoy and reconcile what they find difficult

Application: Students describe how they will use new concepts, theories, and ideas

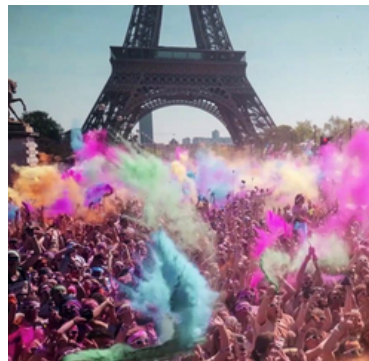
Reflection

can be done before, during and after the COIL experience

before



during



after





Reflection

before

Manage expectations: ask students to share their expectations for the project and intercultural exchange and possible fears they may have.

Onboarding students: what's in it for them? What will they learn and how will it help them become better professionals?

Prepare for intercultural exchange: what do they know about the culture/country of your partner?





Reflection

during

Cultural Mentorship: you don't have to be a specialist in intercultural learning to be a good COIL coach. Here are some guidelines to facilitate the process and help your students reflect. It is recommended to ask your students regularly (in class) how the project is going.

- Provide frameworks for reflection
- Remain vulnerable and share your own experiences
- Pair experience with reflection
- Balance planning and responsiveness: "Plan to be flexible" and help your students to manage unexpected circumstances.

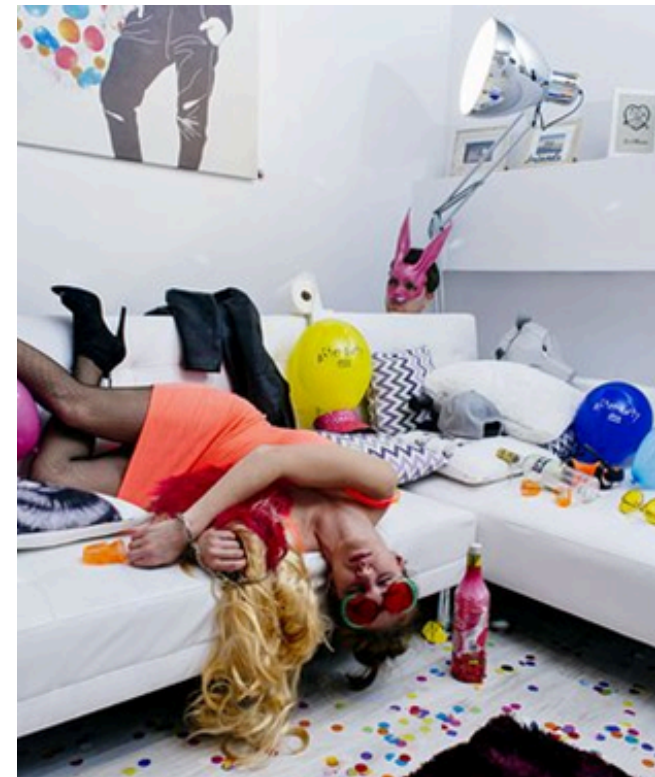


Reflection

after



- How will the students reflect? Individually or with their COIL-team?
- Is the reflection part of the formative assessment or is it not graded?
- Provide students reflection questions, prompts or examples to help them formulate their learning.
- Evaluating reflection: be mindful of cultural preferences, such as speaking in "I" or "we", losing face, accepting criticism, hierarchy etc.





Technology



Creating a manual for students

Once you've designed your COIL collaborative projects, you can design a manual for your students.

The manual should include the following elements:

- Introduction to COIL (what it is and what's in it for them)
- Learning outcomes
- Assessment: deliverables, grading criteria and rubric for assessment
- Description of the activities (ideally described in weekly schedule)
- Deadlines and timeline
- Technology (if needed instructions how to use them)

Educational Technology for COLL projects



The technology you choose for your project is influenced by the design choices you made. Make sure to only select the necessary tools to ensure that students can communicate and collaborate.



Educational Technology for COLL projects

In general, there are **3 important functions** to consider:

1) **Online space** where students and lecturers **exchange information**. Lecturers share the project materials and students share their products. This space can be the Learning Management System (LMS) of one of the partners, such as **Moodle, Blackboard, MS Teams, Brightspace** or other.

Important to remember that the LMS may not be easily accessible to one of the partners. This can create a power imbalance and can make it challenging for the “guest” students to participate in their online space.

An alternative can be a “third space”, such as **Padlet** or **Trello**; an online space that is private but accessible and new to all the participating students.

Educational Technology for COLL projects



2) **Online space for communication**, including video conferences; examples include Zoom, Google Meet, MS Teams, etc.

Choose from those technologies that are used at partners' universities to be sure that (most) lecturers and students are familiar with it. If this is not the case, you can organise a try-out moment to teach students how to use the technology and offer a manual or guidelines.

Educational Technology for COLL projects



3) **Online tools for collaboration**, such as exchanging files, writing, giving feedback, brainstorming and other collaborative activities.

Depending on your design, students may need specific tools. In all cases students will write and exchange. There are many tools to choose from, but most students are familiar with **Google, OneDrive or MS Teams**.

An important consideration is whether the lecturers want to have access to the communication and collaboration products. More often than not, students are able to choose and manage the online collaboration tools, as this is part of learning to work in an international team.

Educational Technology for COIL projects



Additional tools: choose them according to the content of your COIL project and tasks you designed for the participants (Mentimeter, Padlet, Kahoot or Google tools like jamboard, LMS etc.).

You can use the experience from the COVID-19 period, as we've learned to use a variety of online technology for learning and communicating.



Preparing students for their COIL experience



Pre-COIL activities

Consider what your students need to know, be able to do or understand in order to fully participate in the COIL project.

This preparation may consist of:

- Cultural awareness
- Cultural knowledge of the partner country
- Introduction to what COIL is
- Onboarding: what is the benefit of doing COIL for students? (For their discipline and in general)
- Expectations and support



Logistics and Communication

It is recommended that you and your international partner discuss the following details:

- Team size
- Making COIL teams
- Timeline, deadlines and weekly schedule
- Kick off (start of the project) and kick out (end of the project): synchronous meeting?
- Meetings to discuss student progress
- Evaluation and grading
- Technology: preparing the shared learning environment



Facilitation



Coaching students' intercultural learning process

- Cultural mentorship
- Short introduction to intercultural learning opportunities in COIL:
 - trusting
 - communicating
 - scheduling
- Resources: Erin Meyer's Culture Map, Hofstede, DMIS, Hubicl, AAC&U Value Rubrics



Resources



Tips and tools

links, apps, exercises for virtual student team projects (Beezr)

SUNY

www.coil.suny.edu/case-studies

The SUNY Center for Collaborative Online International Learning (COIL) is one of the leading international organizations focused on globally networked learning.

Frames

Toolkit for blended mobility – FRAMES (frames-project.eu) : FRAMES Erasmus project, toolkit for integrating VE in higher education

Crossculture toolkit

www.crossculturetoolkit.org

Experiential Learning Evaluation Toolkit. Rubrics for assessment of learning outcomes. It's recommended to do a pre-assessment (e.g. D. Deardorff model, Iceberg model, Bennet model) and do a post-assessment after the collaboration, with the help of a rubric. The tool offers pre and post surveys.



Tips and tools

links, apps, exercises for virtual student team projects (Beezr)

Open Badges

<http://oro.open.ac.uk/42038>

Assessing online intercultural exchange with Open Badges. Open Badges are a visual record of achievement where the following can be assessed: recognising learner achievement, driving engagement and stimulating task or course completion.

Doodle or Padlet

www.doodle.com or www.padlet.com

Tools to collaborate at a distance. Activity based on introducing yourself to the virtual team members. By choosing an image and telling a story about that image, students explain their cultural background. What does the image reflect about you? Would that be different in another culture? Alternative assignment could be: what image best reflects your culture? Students find an image, post it and tell a story about it, they share it and then others vote for it. Students can post comments, write questions and post images.



Tips and tools

links, apps, exercises for virtual student team projects (Beezr)

Trello

www.trello.com

With this tool teams can manage projects virtually and at a distance, learning how to collaborate and work as professionals. See the Trello Guidelines. Real world usage and similar tools, like LinkedIn, Twitter, Facebook etc.

Webblogs

www.newsactivist.com or www.wordpress.com

Collaborative writing assignments. Students write blogs and other students react on the blogs, reference and connect. This tool enables students to collaborate on various writing assignments, such as essays, reviews, blogs etc. and comment on articles of others. Task for (reacting/commenting) student is: what argument is most convincing and why? How can this article be improved? Can you find relevant articles? This type of course or tool is especially practical for any kind of critical thinking module. Wordpress has the added advantage of including videos and slide cards and has a focus on content creation. Newsactivist is easy to use, students get to write immediately.

Source: Beezr.eu: Teacher materials | Beezr



EAIE Blogs

- [Your virtual exchange reading list: 7 resources to explore - Blog | EAIE](#)
- [Virtual exchange: How can it internationalise your university? - Blog | EAIE](#)
- [Virtual exchange and Internationalisation at Home: navigating the terminology - Blog | EAIE](#)
- [Virtual exchange and Internationalisation at Home: the perfect pairing - Blog | EAIE](#)
- [Words matter: why we should stop talking about 'virtual mobility' - Blog | EAIE](#)
- [COIL: what's in an acronym? - Blog | EAIE](#)
- [5 tips for running Erasmus+ Blended Intensive Programmes - Blog | EAIE](#)
- [Virtual exchange and Internationalisation at Home: navigating the terminology - Blog | EAIE](#)
- [6 ingredients for online international classrooms - Blog | EAIE](#)
- [Bringing global perspectives to leadership in business - Blog | EAIE](#)
- [Virtual collaboration for international learning - Blog | EAIE](#)
- [Three key components of intercultural learning - Blog | EAIE](#)



Publications

- <https://www.eaie.org/resource-author/eva-haug.html>
- <https://research.hva.nl/en/persons/eva-haug>
- Interview with Elspeth Jones: COIL programme design and implementation:
https://www.youtube.com/watch?v=PdlW_QhdsgA
- Virtual exchange: internationalisation from your living room:
- <https://www.amsterdamuas.com/content/news/news/2021/11/week-of-the-international-student-2021.html>
- Sheridan University; Sheridan's Institutional Repository:
https://source.sheridancollege.ca/cgei_webinars/2/
- Open Air RGU, Enhancing global learning and intercultural competence through VE/COIL: lessons from the field: <https://rgu-repository.worktribe.com/output/1405829/enhancing-global-learning-and-intercultural-competence-through-vecoil-lessons-from-the-field>
- Erasmus+ Capacity Building project iKudu, COIL toolkit (various resources):
<https://www.ufs.ac.za/ikudu>



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