COIL proposal

Title of COIL Project

Intercultural activities for COIL

Partner information		
Name lecturer/professor:	**Eva Kovářová**	**Eva Haugh**
University:	**VSB-TUO,**	**Amsterdam University of Applied Sciences,**
City & Country:	**Ostrava, Czechia**	**Amsterdam, Netherlands**
Department and/or Program:	**Department of Economics**	**Faculty of Business and Economics (FBE)**
Module:	**Intercultural competencies**	**Intercultural communication**
Number of students in module:	**14**	**13**
Level (year) of module:	**Teachers, lecturers**	**Teachers, lecturers**
Number of ECTS/credits:	**--**	**--**
Weight of COIL deliverables in ECTS/credits:	**--**	**--**
Have you taken a COIL training? If so, when? If not, are you interested?	**Yes, 2022**	**Yes, 2016**
Is this a new project or a repeating project?	**new**	**new**
Type of course/ module (face-to-face, fully online, or hybrid)	**fully online**	**fully online**
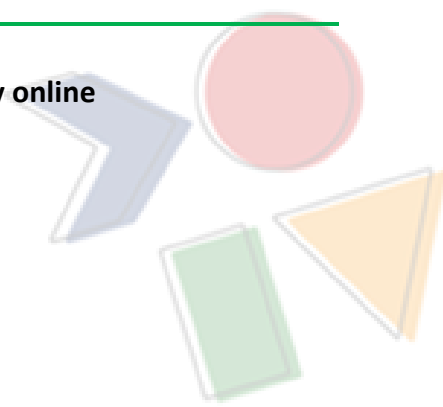
COIL project internationalised learning outcomes (1-3 only)

Participants learn about the COIL modality and intercultural competence by experiencing an international project. The participants develop activities that foster intercultural competence that can be delivered online (in a COIL project).English, technological challenges)

Description of the deliverables i.e. collaborative task and/or other student collaboration

Main tasks:
• Participants organise an online meeting and create a list of interculturally appropriate activities.
• Participants organise an online meeting and develop an online ICC activity that can be used before or during a COIL projects.
Participants prepare a short presentation with the suggested online ICC activities.

- Week 1: icebreaker and lecture about intercultural learning – 5 June •
- Week 2: create a list of interculturally appropriate activities – 12 – 16 June (1st Interim meetings in teams) Main task: organise an online meeting and create a list of interculturally appropriate activities. (Please, make some screenshots from the meeting and upload them to MS Teams).
- week 3: create an online ICC activity for COIL – 19 – 23 June (2nd Interim meetings in Teams) Main task: Organise an online meeting and develop an online ICC activity that can be used before or during a COIL project. (Please, make some screenshots from the meeting and upload them to MS Teams).
    - Upload the assignment (presentation in pptx for 8 minutes) to MS Teams by 25 June 2023 – you can use the presentation template.

week 4: present results to the group and feedback on the activity – 28 June (project online meeting.

Start and end date of modules plus proposed COIL project start and end dates

- First meeting: 5 June 2023
- Two weeks for interim meetings (12 – 16 June, 19 – 23 June)
- Last meeting: 28 June 2023

COIL PROJECT PLAN

Title of COIL Project

Intercultural activities for COIL

Partner nr.1	
Name:	**Eva Kovářová**
Institution, City, Country:	**VSB-TUO, Ostrava, Czechia**
Department and/or Program:	**Department of Economics**
Module:	**Intercultural competencies**
Number of students in module:	**14**
Partner nr.2	
Name:	**Eva Haugh**
Institution, City, Country:	**Amsterdam University of Applied Sciences, Amsterdam, Netherlands**
Department and/or Program:	**Faculty of Business and Economics (FBE)**
Module:	**Intercultural communication**
Number of Students in Module:	**13**

Language(s) of instruction at each institution

English

Primary language(s) of most students in each course

English

Language of student collaboration

English

Type of module (face-to-face, fully online, or hybrid)

fully online

COIL project start and end dates
- First meeting: 5 June 2023
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- Last meeting: 28 June 2023

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9. PRE-COIL: Description of how lecturers will prepare students for their COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological support)

- This course was designed for teachers and staff not only from partner universities but also from other institutions. As a result, there was no preparatory phase required before the start of the course

Description of icebreaker activity

Two icebreaking activities:

- Introduce yourself and country by small picture
- Three things in common (three images)
  - What do you see, write down, make a list, what kind of categories you can identify
  - What does it mean (what we think about what we see - each participant introduce what does he/she thinks about the pictures – comparing the answers)
  - What we feel about what we see

Description of the collaborative task and/or other student collaboration

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Resources students will use

- INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC https://assessment.unc.edu/wp-content/uploads/sites/1284/2022/08/AACU_IKC_ValueRubric.pdf
- Other resources were delivered in MS Teams.
  - Intercultural competencies at each university – participants can upload intercultural activities used at university

Technology choices for COIL collaboration

- MS Teams for the joint online and hybrid classes.

Description of how the collaboration task(s) are graded (common rubric/ formative or summative assessment)

- Overall feedback by jury and lecturers. Without any grades.

Description of student reflection

Participants found the course interesting and engaging, but the most significant challenge was coordinating schedules and finding time for meetings. Aligning calendars across different time zones and workloads proved difficult, and not all group members were always able to attend meetings.

Creating presentations was also time-consuming, and some participants felt there wasn't enough room for creativity or preparation due to time pressures. Despite these issues, participants appreciated the opportunity to collaborate and share insights, which made the project rewarding overall.

Lessons learned

The course highlighted key areas for improvement in managing collaborative teaching projects. The biggest challenge was aligning the schedules of all instructors and keeping to the planned timeline for meetings. To address this in the future, it is essential to:

- Plan meeting times further in advance and ensure better calendar synchronization between all participants.
- Make the sessions more interactive to encourage active participation from all instructors.
- Keep presentations concise, focused, and strictly aligned with the agenda to ensure productive discussions within the time constraints.

Additionally, ensuring that all teachers are equally involved during the sessions can enhance the collaboration and overall experience for both educators and students.