



COIL proposal

Title of COIL Project

Global conversation

Partner information

Name lecturer/professor:	Brechtine Detmar, Chie Misumi	Thandokuhle Emmanuel Khoza
University:	Amsterdam University of Applied Sciences,	Durban University of Technology,
City & Country:	Amsterdam, Netherlands	Durban, South Africa
Department and/or Program:	Faculty of Business and Economics (FBE) & Amsterdam School of International Business (the International department	Lecturer Department of Radiography
Module:	Intercultural communication	Health Sciences in Diagnostic Radiography
Number of students in module:	24	48
Level (year) of module:	2 and 3	2 and 3
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, 2019	No
Is this a new project or a repeating project?	new	new
Type of course/ module (face-to-face, fully	fully online	fully online



online, or hybrid)





COIL project internationalised learning outcomes (1-3 only)

Communication

- The student can
 - Describe one's own preference of how to communicate/behavior.
 - Assess communicative behavior of others.
 - Adapt one's own communicative behavior in order to achieve (business) goals.
 - Mitigate cultural differences to connect with each other.
 - Explain opportunities and pitfalls in working with global teams.
 - Use/choose appropriate digital tools to create effective interactions.

Summarised: Students have improved the ability to effectively perform intercultural communication.

Knowledge:

- Students have gained general knowledge about the each other's countries.
- Students know how the respective countries have dealt / are dealing with the pandemic and have insight why this is done differently.
- Students have more insight in the SDG number 4 in the respective countries.

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

Students can choose out of the following topics. The topics are related to the SDG number 4.7 about education for all. Goal 4 | Department of Economic and Social Affairs (un.org)

Facts and figures about education: set up of educational system in South Africa / The Netherlands. This topic must be combined with one of the following sub-topics:

Impact of covid on education in both countries

1.2 Decolonisation of the curriculum: what does this mean, which steps should be taken?

1.3 Inclusive education: what is done in the respective countries to open up education to all?

Methodology: desk research, students investigate the situation in both countries, interview each other on their findings, compare the situation in both countries, write down similarities and differences and give as a group recommendations for the respective countries.

Products:

- a. powerpoint with the main finding and recommendations
- b. report with the information of the PP plus explanation and the sources
- c. a poster / billboard with your main recommendation(s) – to be published on social media / public entities



At end of the project, the groups present a power point / video with their main findings. This product will be graded by the lecturers according their own grading system.

Amsterdam: at the end of my module they must make a “reflective video / report about the entire module, including this COIL project.

- **South Africa:** each student will be required to write a reflective report pertaining to their experience with the COIL project.

Activities and deliverables will be based on the DO IT! COIL manual.

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

- **28 april – 26 May**
- **week 1:** Kick off: 28 April : 14.30 African time = 13.30 Dutch time
- **week 2:** 3 – 7 May is a holiday week in the Netherlands m but students can connect anyway.
- **Week 3:** 12 May: groups pitch what they have learned so far from each other, cultural wise + set up of their project plan. 3 slides.
- **Week 4:** 17 – 21 May - coaching on demand
- **Week 5:** 26 May - Final presentation



COIL PROJECT PLAN

Title of COIL Project

Global Conversation

Partner nr.1

Name:	Brechtine Detmar, Chie Misumi
Institution, City, Country:	Amsterdam University of Applied Sciences, Amsterdam, Netherlands
Department and/or Program:	Faculty of Business and Economics (FBE) & Amsterdam School of International Business (the International department)
Module:	Intercultural communication
Number of students in module:	24

Partner nr.2

Name:	Thandokuhle Emmanuel Khoza
Institution, City, Country:	Durban University of Technology, Durban, South Africa
Department and/or Program:	Lecturer Department of Radiography
Module:	Health Sciences in Diagnostic Radiography
Number of Students in Module:	48



Language(s) of instruction at each institution

English, Dutch

Primary language(s) of most students in each course

Dutch, English, Zulu

Language of student collaboration

English

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

fully online

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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)

- General introduction to COIL
- Ice-breaker Section
- General information about the universities

Description of icebreaker activity

SET UP of the kick off sessions:

- Thando and Brechtine and Chie present themselves
- Then students go in break out rooms and do 1 icebreaker activity (see above)
- Also perhaps an idea to ask our students to interview a few people on the street (or at work / family) and ask them what they know / think about Dutch people, respectively South African people and / or know about the country itself.



Ice breaker:

- What stereotype do they have about Netherlands / Amsterdam?
- What stereotype do they have about the South Africa / Durban?
- Tell the story of their names.

Description of the collaborative task and/or other student collaboration

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Amsterdam: at the end of my module they must make a “reflective video / report about the entire module, including this COIL project.

South Africa: each student will be required to write a reflective report pertaining to their experience with the COIL project.

Resources students will use

[Goal 4 | Department of Economic and Social Affairs \(un.org\)](#)

Technology choices for COIL collaboration

Synchronous: Teams or Zoom - for the kick off and for the closing session

Asynchronous: up to the students - while working on the project

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

Durban: The coil project will weight 30% of the year mark.

Amsterdam: COIL project is 25 % of the final grade

Students write a reflection report – COIL findings must come back in the final reflection report.

Topic included: what did you learn about your group members?

Amsterdam University of Applied Sciences AUAS – international business, communication, engineering and marketing.

Durban University of Technology – radiography students



Description of student reflection

- "It was fascinating to learn more about other educational systems and cultural differences. Conversations with peers from other countries were enriching."
- "This project taught me how to better adapt my communication style in an international setting."
- "Using technologies like Zoom and Teams was very practical and made remote collaboration easier."
- "I had difficulty when some team members did not respond to messages on time."
- "Language differences made deeper discussions challenging at times."
- "Technical issues with connectivity slowed down our progress."

Lessons learned

1. The COIL project provided valuable lessons for students, both positive and challenging. On the positive side, participants significantly improved their intercultural communication skills, learning to understand their own communication preferences and adapt to the needs of others.
2. They gained a deeper understanding of the differences between the educational systems in South Africa and the Netherlands, as well as how each country responded to the COVID-19 pandemic. Additionally, the project increased awareness of the Sustainable Development Goal (SDG) 4.7, particularly in relation to inclusive education and curriculum decolonization.
3. Students also benefited from practical experience with digital tools like Zoom and Teams, which enhanced their ability to collaborate effectively in international teams. Beyond technical and academic growth, the project fostered personal development, helping students to identify and address cultural biases and improve teamwork within a global context.
4. However, there were also challenges. Technical issues, such as inconsistent internet connectivity, occasionally disrupted synchronous meetings. Language barriers, despite English being the primary language of collaboration, made it difficult for



some students to express their ideas fully. Time zone differences and varying academic schedules created logistical hurdles, while differing cultural approaches to giving and receiving feedback led to occasional misunderstandings within teams.

5. Overall, the project provided a well-rounded learning experience, equipping students with essential skills for global collaboration while highlighting areas for improvement in future iterations.