



COIL proposal

Title of COIL Project

Let's debate!

Partner information

Name lecturer/professor:	Chie Misumi	Marieta Velikova
University:	Amsterdam UAS,	Belmont University,
City & Country:	Amsterdam, Netherlands	Tennessee U.S.A
Department and/or Program:	Amsterdam School of International Business	Economics & Center for Global Citizenship Director
Module:	Cross Cultural Management	Management and Communication
Number of students in module:	30	30
Level (year) of module:	3	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 online, or hybrid)	fully online	fully online



COIL project internationalised learning outcomes (1-3 only)

- To increase knowledge of international affairs by broadening your perspectives.
- Discuss and exchange opinions in a cross cultural setting using researched information to deliver an expected business product
- Demonstrate proactive and driven attitudes while showing flexibility in a virtual collaborative environment.

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

- There were six motions and each student registered him/herself for one motion of a mixed team either 'yes' or 'no'. Each 'Yes' and 'No' team consists of two students from each university.
- Students prepared their arguments with the students from the partner university.
- They had a debate and 'the public' decided which team won.
- The Students submitted their preparation as well as their reflection after the debate.
- Examples of motions: "Has Globalization backfired?" "UK Dilemma Brexit", "Economic sanctions in the 21st century : case for and against the sanctions using examples of Russia, Iran, Cuba", "Will Artificial Intelligence Do More Harm Than Good?" etc

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

- **Feb 15 2024 – March 17 2024**



COIL PROJECT PLAN

Title of COIL Project

Let's debate!

Partner nr.1

Name:

Chie Misumi

Institution, City, Country:

Amsterdam UAS, Amsterdam, Netherlands

Department and/or
Program:

Amsterdam School of International Business

Module:

Cross Cultural Management

Number of students in
module:

30

Partner nr.2

Name:

Marieta Velikova

Institution, City, Country:

Belmont University, Tennessee U.S.A

Department and/or Program:

Economics & Center for Global Citizenship Director

Module:

Management and Communication

Number of Students in
Module:

30



Language(s) of instruction at each institution

AUAS: English
BEU: English

Primary language(s) of most students in each course

AUAS: English
BEU: English

Language of student collaboration

English

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

fully online

COIL project start and end dates

- Feb 15 2024 – March 17 2024

COIL project internationalised learning outcomes (1-3 only)

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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: What is COIL? = Goals of COIL
- General information about the universities
- What are learning goals
- How you are assessed

Description of icebreaker activity

Synchronous meeting

- Bring an item which represents to you.
- Go to a breakout room to introduce yourself to each other
- Come back to a main room to share the conversations

Description of the collaborative task and/or other student collaboration

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Resources students will use

- The students chose own resources to create arguments
- Also for the debate: <https://opentodebate.org/debates/>

Technology choices for COIL collaboration

Synchronous: Zoom, Whatsapp

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

Since the COIL project was part of an existing course, debates were graded according to own assessment models. Each university had their own rubric which were created to assess their own intended learning goals. Formative feedback was given two times during the project period. Each professor took care of his/her own students for the formative as well as summative assessment.

Description of student reflection

What were written in the after-COIL questionnaire.

The students were supposed to answer the questionnaire

Reflection questions:

1. How effective was the opening statement of each side?
2. What were the strongest arguments presented by each side?
3. How successful were the debaters in cross-examining their opponents?
4. How was the overall delivery and speaking style of each debater? How do you think it was



effective for international audience?

5. Were there moments that particularly captured the attention of the audience?
6. Which team do you believe had a stronger overall impact in the debate?
7. Did your perspective or opinions change throughout the debate?
8. What did you learn from the debate? Are there any new perspectives or insights that you gained?

The project offered a positive learning experience, with engaging and relevant debate topics that encouraged critical thinking and discussion. Students appreciated the opportunity to collaborate with international peers, which provided valuable insights into different cultural perspectives and enhanced their understanding of global issues.

However, challenges arose with coordinating across time zones, which limited opportunities for real-time interaction. Scheduling more flexible or asynchronous activities could help address this issue and improve participation.

Some students found the debate format challenging, highlighting the need for better preparation and support. Providing a brief training session or shared resources on argumentation and debate techniques could enhance confidence and performance. Additionally, clearer guidelines on roles and a unified assessment rubric would ensure fairness and transparency in grading.

To improve the experience, students suggested extending the project timeline to allow for deeper engagement and adding more opportunities for interaction. Tutorials on virtual collaboration and debate strategies were also recommended to better prepare participants for success.

Lessons learned

It's good that we do a COIL with someone who is specialized in the topic and/or who could take in charge. In this case the professor from Belmont university is Economist and used to do the debate so I could also learn from her.

Time difference interferes the interactions and relationships of the students. So it's not a bad idea to have a COIL collaboration of not lasting too long and not require too many interactions. Because anyway the students learned a lot of different perspectives of the students from the partner university.



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COIL report nr. 6