COIL proposal

Title of COIL Project

Comparing Students' Behaviors and Gender equality

Partner information

Name lecturer/professor:	**Chie Misumi**	**Lufuluvhi Mudimeli**
University:	**Amsterdam University of Applied Sciences,**	**University of Venda,**
City & Country:	**Amsterdam, Netherlands**	**Venda, South Africa**
Department and/or Program:	**Amsterdam School of International Business**	**Faculty of Humanities, Social Sciences and Education**
Module:	**Cross Cultural Management**	**Management**
Number of students in module:	**60**	**60**
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 to make sound business decisions related to sustainable development.
- 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

Assignment Details:

Meeting #1:

Selection of SDG : Each team will select <u>one of the 17 SDGs</u> to focus on for this assignment. You should try to choose a SDG that is relevant for both of the countries. **This selection should happen in the first meeting with your group members.**

- o   Answer the following questions:
    1. What SDG did you select? Please provide a brief description of the goal selected.
    2. Why did you think this particular goal is relevant to both the Netherlands and India?
    3. What do you already know about what your country does to work towards achieving this goal?

Meeting #2 (if necessary more during the week):

Sharing research and analysis; discussion: For your next encounter, both teams will have researched the chosen SDG and gather information on how each country contributes to achieving the selected SDG. This includes policies, initiatives, partnerships, challenges faced, and progress made. In this meeting, you will share what you researched and compare and contrast the approaches taken by the two countries towards achieving the SDG. Identify similarities, differences, strengths, and weaknesses and discuss why do you consider both countries work similarly or differently towards the goal.

- o   Answer the following questions:

1. How are the actions taken by each country similar? How are they different?
2. Were you surprised to find out about any of the actions taken by the other country different from your own? If so, why? If not, why do you think it was not surprising?

Meeting #3 and #4 if required:

Presentation preparation and recording : You will be expected to create a VIDEO presentation together and submit a recorded VIDEO presentation through Teams/Zoom (VIDEO recording over PowerPoint slides; 8 – 10 min). You should utilize online collaboration tools, such as cloud software to work on the presentation together. During your meeting, exchange insights, perspectives, and data gathered from research that you consider important to share during the presentation. In addition to adding your findings, during the presentation you should also discuss the implications of each country's efforts on a global scale and **explore potential areas for collaboration or mutual learning.**

- Structure the presentation to include an introduction to the chosen SDG, an overview of each country's approach, comparative analysis (i.e., use any cultural theories/models that you know), and conclusions drawn from the collaboration.
- Presentations should be engaging, informative, and well-organized, with equal participation from all team members.

Valedictory session: May 10,2024 at 12:00 p.m. Amsterdam time.

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

- March 11 2024 – April 7 2024

COIL PROJECT PLAN

Title of COIL Project

Comparing Students' Behaviors and Gender equality

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:	**60**

Partner nr.2

Name:	**Lufuluvhi Mudimeli**
Institution, City, Country:	**University of Venda, South Africa (UVEN)**
Department and/or Program:	**Faculty of Humanities, Social Sciences and Education** **Department of Human Sciences**
Module:	**Management**
Number of Students in Module:	**60**

Language(s) of instruction at each institution

AUAS: English
BEU: English

Primary language(s) of most students in each course

AUAS: Dutch
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

- March 11 2024 – April 7 2024

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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 are advised to read the following links to have a better understanding of sustainability and SDG goals.
- https://www.undp.org/sustainable-development-goals?gclid=Cj0KCQjwla-hBhD7ARIsAM9tQKsvCEWwtXl5nqQhPrVMmVkIecEnORGx8rhCMe1SC2WID3WKuziwjxIaArGsEALw_wcB
- https://sdgs.un.org/2030agenda
- https://en.unesco.org/courier/april-june-2017/culture-heart-sdgs

Technology choices for COIL collaboration

Synchronous: MS Teams, 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

- If I had known that students in South Africa were struggling with internet issues, I would've been more understanding. At first, I thought they were just skipping meetings, which wasn't true at all.

- Sometimes it felt like the other students didn't want to speak up, but now I realize they probably felt less confident about their English. If someone had explained this earlier, we could've made more effort to include them.
- It would've been helpful if our lecturer checked in with us more during the project. There were moments when we didn't know how to handle certain challenges with the team.
- The project showed me how important it is to be culturally aware. If we had more guidance about cultural differences at the beginning, it could've made the whole process smoother.
- Coordinating across time zones was really tough. Sometimes we'd plan a meeting that worked for us, but it turned out to be super inconvenient for the other team. A bit more planning support from lecturers would've helped.
- This project made me realize how much assumptions can hurt teamwork. Next time, I'll try to be more open-minded and ask questions before jumping to conclusions."
- Even though it was challenging at times, I really enjoyed learning from people with such different perspectives. It made me rethink some of my own ideas!

Lessons learned

1. We need to educate the students with more information on the general working condition of the partner country. For example, the village where University of Venda is located has wifi problems. It was sometimes difficult for the students from S. Africa to join a meeting due to the network problem. The AUAS students thought they just 'forgot' about the meeting and therefore not being serious enough which was not true.

2. The lecturers involved in COIL need to have frequent communication with each other during a COIL project. For example I didn't know until the last week that the students in South Africa had a problem of not being able to express their opinions to the Dutch students because they 'felt' somewhat inferior due to their English level compared to how the Dutch students spoke. If I knew this earlier I could have discussed about this point with the Dutch students.

3. The lecturer should have good interventions with their own students to be with them during the COIL.

4. The lecturers of partner universities should have cultural awareness course because if the lecturers are not aware of how they work during the COIL with the lecturer of the partner university it already creates a difficulty even before the students start COIL. I teach cultural awareness course at AUAS so I could talk about how we (the lecturers and the students) tend to work and therefore was able to mitigate cultural misunderstanding.