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iKUDU

TRANSFORMING CURRICULA THROUGH
INTERNATIONALISATION & VIRTUAL EXCHANGES

EVALUATION TOOLKIT

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COIL Evaluation Toolkit: Introduction and Decision Guide

This toolkit provides you with tools for evaluating your COIL practice. The aim of evaluation is to gather relevant information to identify what worked well and what could be done differently in future.

To collect this information, you need to select the right tool for the job. In this toolkit we offer five **tools**:

- Group interviews
- Student presentations
- Arts-based reflection
- Reflective journal
- Questionnaire

We also provide you with a **databank of questions** that you can use with the tools to collect information that is relevant to you. These questions are designed to guide students to reflect on their experiences in COIL, and to provide you with information that can help you make informed decisions about future COIL practice. The first step in selecting the right tool is to ask yourself: *what do I need/want to know most*? Following your COIL experience, you may have specific concerns about whether students achieved the learning outcomes. Or perhaps there were problems with internet connection or with the online platforms or tools (e.g. google meet, padlets, WhatsApp, etc.) that were used, and you would like to know easy these tools were to use and whether they have a preference for certain tools.

Some words of advice.

- You may be tempted ask all the questions in the databank, but less really is more! Students do not want to spend time and energy responding to too many questions. Look through the categories of questions and select a handful of questions that will provide you with the **most useful** information for improving your future COIL practice. Depending on which type of tool you use (see below), we suggest that on average you ask between 3 and 8 questions.

- Also keep in mind that some students may be reluctant to provide particularly critical or negative feedback. If possible, find a colleague (as a neutral outsider whom they can be honest with) to collect responses on your behalf and allow students to respond anonymously. Always be sure to emphasise to students that you value their open and

honest reflections, even if they are negative, because they can help you improve the COIL design for the sake of future students. Make them your partner in making COIL work for future students.

Selecting the right tool for you and for your students:

Table 1: Summary of tools

Tool	Topics & questions	Group size	Discipline	Time and timing (pre-, mid-, throughout-, post-COIL)
Group interviews	All topics and questions are appropriate for interviews. However, if you (their lecturer) are the one conducting the interviews, students may be reluctant to give critical or negative feedback. Consider asking a colleague to perform the interviews as a neutral outsider who students can be open and honest with.	Each interview should be conducted with 5-10 students. Not all students need to be interviewed, but you do need a representative sample (e.g. for a class of 100 students, with 50 males and 50 females, you need to interview 5 females and 5 males)	Interviews work well with students from all disciplines.	Limit an interview session to 1hour. Interviews should be conducted after the COIL has ended. If necessary, you may also choose to conduct interviews before and/or during the COIL to answer specific questions, or to be able to compare students' expectations before with their actual experiences during and after the COIL.
Student presentations	Only questions requiring positive feedback. Doing a presentation in front of your lecturer can be intimidating and students may be reluctant to provide any critical feedback.	Presentations take time (e.g. 5-10min per student). Therefore, it works better with smaller groups of students (i.e. 5-15 students).	Presentations work well with students from all disciplines.	Give a clear time limit for each presentation, depending on the number of individuals or groups that need to present (e.g. 10 individual presentations at max10min each = 1hr40min session). Presentations can be done informally at the beginning of the COIL (e.g. what they expect and/or what they hope to learn/gain). They should be repeated at the end of the COIL to

				reflect back on their initial expectations and/or to reflect on other aspects of the COIL experience.
Art-based reflection	All – especially the category 'affect'	Appropriate for all group sizes. Consider the amount of time you will need to process the responses with particularly large groups though (e.g. 100+ students).	This tool works particularly well with students from disciplines such as literature, communication, architecture, etc. as they may be more accustomed expressing ideas visually	This type of reflection is especially appropriate for using throughout the COIL experience. Asking students to provide reflections at regular intervals throughout the COIL offers useful insight into their experience at different points in time and related to various components of the collaboration (e.g. they may be anxious at the beginning, excited/frustrated in the middle, relieved/elated at the end).
Reflective journal	All categories and questions are appropriate. Although you should keep in mind that, once again, if you (their lecturer) are the one reading their journal entries, they may not feel comfortable providing negative or critical feedback. Ensure that you give clear directions – either provide them a specific question to reflect on at different times or provide them with a set of questions that they can select	Appropriate for all group sizes. Consider the amount of time you will need to process the entries with particularly large groups though (e.g. 100+ students).	Appropriate for all group sizes. Consider the amount of time you will need to process the responses with particularly large groups though (e.g. 100+ students).	Journaling should take place throughout the COIL. Indicate to students how regularly you expect them to submit a journal entry and how long it should be.

	from.			
Questionnaire	All topics and questions are appropriate. Keep in mind that if you opt for close-ended questions (e.g. yes/no), then you can ask more questions, but this offers limited information (e.g. you still do not know why they said yes/no). Open-ended questions allow students to give you more information, but they take more effort. So limit the number of open-ended questions. Consider allowing them to respond anonymously to encourage honest, critical reflections.	Appropriate for all group sizes. If you have small group sizes, consider using more open-ended questions. Using close-ended questions with a small group may provide you will rather limited information.	Appropriate for all disciplines. Note, students from biology, mathematics or engineering may be more open to questionnaire than some of the other tools that require more creative responses.	Administer a questionnaire after the COIL. Depending on what you want to find out, you may also provide them with some questions before the COIL (e.g. what do you expect to learn?), in order to compare them with students' responses after the COIL (e.g. what did you (unexpectedly) learning during the COIL experience?)

1. Semi Structured interviews

COIL Experience

The purpose of the group interviews is to obtain student feedback following a COIL delivery to help inform your understanding of how it went, what worked and what could be improved next time.

The interview can supplement any questionnaires or other reflective activity and should serve to feedback experiences and ideas to the tutor. It should be reinforced to the students that this is an opportunity to provide open and honest feedback about the experiences and that there are no right or wrong answers. All students should be encouraged to make their

voices heard. The group interviews may not be suited to all institutions, particularly if students do not wish to be seen to be critiquing the teacher due to cultural norms.

Guidance:

- Ask your students if they would like to take part in a group interview to provide feedback on their COIL experiences. This is not necessarily mandatory (although institutions may opt to make this a requirement if they wish), but participation will help you to better understand the student COIL experience.

- Select topics, and appropriate questions (see the Question Databank for topics and questions related to each topic), based on what you most need to know to improve your COIL practice. You can assign specific questions, or provide students with several options to choose from.

- Make sure that you have any necessary institutional ethical approval to conduct a group interview. Participant information forms and Participant Consent forms may be required.

- The interviews are semi structured – this means that you do not have to strictly follow the question sequence. Feel free to explore interesting conversations and ask different questions as the interviews progress.

- It is recommended that the interview is recorded so that it can be listened back to afterwards.

- Try to keep the interviews to no more than an hour in length

- It is difficult to ensure anonymity in group interview environments, but confidentiality should be reinforced to the group. Be careful not to reveal student names if using the data for other research purposes.

- The group interview environment should be considered an informal safe space where students can voice their opinions openly and honestly. There are no wrong answers and it is important that all voices are heard.

- Some students may be more vocal than others in the group interview environment. If one or two people are dominating the discussion, try to allow other participants the spotlight by directing prompts and questions appropriately. It is normal, however, to have a small number of students who do not wish to participate.

- It is not necessary to conduct the group interview in English – it can be whatever

contextual language is appropriate to the group.

- For the purposes of iKudu, the headlines/results of the group interview will need to be translated into English for reporting.

2. COIL Evaluation: Student presentations

The purpose of these presentations is for students to reflect on their COIL experience and to share their experiences and "take-aways" with their peers and lecturers. These presentations also provide valuable feedback to lecturers about what worked well and what they could do differently in the future to improve the COIL experience for students.

The presentations can supplement any questionnaires or other formats for collecting student feedback and should serve to feed-back experiences and ideas to the lecturer. It should be reinforced to the students that this is an opportunity to provide open and honest feedback about the experiences and that there are no right or wrong answers. The focus she be on providing students with a platform for making their voices heard.

Guidance:

- In order to ensure that student provide relevant and honest feedback, these presentations should not be assigned grades. Student should not be penalised in any way if they provide negative feedback (i.e. lower grades); this should be clearly communicated to students.

- Lecturers may want to emphasise that they value the students' insights because it allows them to make informed decisions about how to improve future COIL projects. As lecturers we need them to tell us how we can best make COIL work for them and future students.

- Even if you communicate the above to students, they may be hesitant to offer any criticism and are likely to focus on positive feedback. To elicit more critical feedback from students, use of an alternative evaluation method is suggested, such as semi-structured interviews conducted

by a neutral third party, i.e. someone who did not participate in the COIL and who students are likely to give honest, critical feedback to.

- Ethical considerations: if you intend to share the information gained from thepresentations (e.g. publications, reports, publicity for COIL etc.), then it is essential

that you take into account ethical considerations. If necessary, gain institutional ethical approval. Informed consent should be gained from all students. In other words, inform them of the purpose for which you are collecting information and how or where the information will potentially be used (e.g. published research). Commit to ensuring that participants' personal information will remain confidential and that they will remain anonymous. Students' anonymity should be ensured if any content is to be used for research or other purposes. Be careful not to reveal student names if using the data for purposes other than your own reflection on your practice. Also indicate that they can in no way be penalised for participation as pointed out above.

- Presentations can be done live, in a synchronous classroom, or can be recorded and shared by students. If students record their presentations, consider whether they will share the presentations with only their lecturers, or whether they will be available to peers as well. If presentations are done live, it is recommended that they be recorded so that it can be listened to afterwards.

- Presentation length should ideally range from 5 to 15mins, depending on group size and the number of topics you wish for students to reflect on.

- Select topics, and appropriate questions (see Question Databank for possible topics and questions for the different topics), based on what you most need to know to improve your COIL practice. You can assign specific questions or provide students with several options to choose from.

- Remember, if students are presenting in front of you, the lecturer, they are likely to be hesitant to provide critical/negative comments. Asking them to do so can create anxiety and students may instead tell you what they think you want to hear. Therefore, it is advised that for presentations, you select 'positive' reflection questions (for example, "What did you like most about the COIL project?" or "Describe one aspect or incident of the COIL project that made you feel excited/inspired/motivated/etc.") and avoid questions 'negative' feedback questions (for example "What did you not like about this COIL project?" or "Describe one aspect or incident of the COIL project that made you feel anxious/stressed/demotivated/etc.")

- It is not necessary to conduct the presentations in English – it can be whatever contextual language is appropriate to the group.

- For the purposes of iKudu, the results of the presentations will need to be translated into English for reporting.

3. iKUDU COIL experience Arts-based Research

a) Arts Based Research

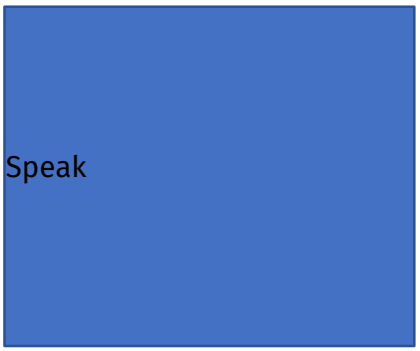
"Art-based research can be defined as the systematic use of the artistic process, the actual making of artistic expressions in all of the different forms of the arts, as a primary way of understanding and examining experience by both researchers and the people that they involve in their studies" (McNiff, 2008, p. 29) As in scholARTistry (Nielsen 2005) and A/r/tography (Cosson 2004) the goal of arts based inquiry is firstly to gain new insights and new questions, rather than absolute answers, secondly to recognise the blurred lines between a self-other continuum, and lastly to speak to diverse audiences within and outside the academy (Cahnmann-Taylor & Siegesmund, 2017, p. 9). Finley (2012, p. 72) explains that that arts- based research values affective and embodied experience and encourages the researcher to "create meaning from experience". Furthermore, "[a]rts-based educational research can contribute significantly to a re-visioning of education" (Eisner, 2008, p. 26). Arts-based inquiry is useful because it allows for alternative forms of data representation that foreground issues of complexity, affect, and new ways of being and becoming (Cahnmann-Taylor and Siegesmund 2017, 1). Finally, it should be remembered that "the arts are particularly powerful to promote the creative and transformational processes that are essential for professional identity development, including reflection and reflexivity on self " (McKay and Sappa 2019).

a) Arts-based tool

STEP 1: Use a VISUAL/VISUALS (picture/s) to express a critical incident impression (i.e. an impression of a sudden, unexpected and perhaps overwhelming event) *before/during/after* the COIL project that stands out when you reflect on your experience.) The VISUALS you use may be pictures you find or pictures you create. For example, you can use a picture you cut out of a magazine, or a picture you draw yourself (stick figures are 100% acceptable ☺), or photographs (only use your own or if you have permission to use others' photographs), or a collage, or clipart, or any other kind of visual image. Remember that even an abstract shape, texture or just a colour is still a visual image! The purpose of the visual image is to tell us more about your experience with COIL. Importantly it does NOT MATTER AT ALL if the visual image is 'good' or not, it is just about sharing your experience and thoughts. Please be creative, playful and have fun with this reflective exercise.

STEP 2: TALK about your visual

Give a short description of your picture and what you want it to express in terms of your COIL experience. You can use words like anxious, uncertain, frustrated, uncomfortable, fun, exciting, interesting, etc. Also use any OTHER words that come to mind as you talk about your visual. You may use TEXT to write your response OR you may respond with an AUDIO voice recording. You may also use both TEXT and AUDIO to talk about your picture if you wish.



STEP 3: TALK about your visual some more

Does your visual relate to any of the questions below? If so, please briefly explain how/why. Possible questions for students (or select from the question databank):

- What was the most important thing you learned/gained from the COIL project?
- What did you learn about working collaboratively with people from other backgrounds and cultures?
- Describe what aspect(s) of the COIL project made you feel eager to participate actively?
- Describe what aspect of the COIL project made you feel motivated/inspired to participate and learn?

- What did you like and dislike most about the COIL project?

Possible questions for instructors:

- What could I have done differently?
- What did I do well?
- How has COIL added value to my teaching practice?

4. COIL experience: Reflective journal

The purpose of a reflective journal is a place where students **engage in critical thinking** about the COIL-experience. It is intended to be a record of the learning process, not a neatly finished 'place of arrival'. The main requirement is that students show a **questioning approach with a focus on self-improvement**. They should try to gain some personal insight into what they have learned by collaborating with their peers.

There are many tools for writing journal entries or blogs. We recommend using **www.edublogs.org**. It is a WordPress based blog tool that is free to use and offers a wide selection of themes as well as specific settings for providing your tutors with online access.

Getting started with Edublogs

1. Sign up for a free Edublog on edublogs.org.
2. Visit your dashboard and familiarise yourself with the look and feel of Edublogs.
3. Choose a design theme or use the customizer to change the appearance of your theme.
4. Set your Blog as private in the Reading Settings. Allow only registered users to see your blog.
5. As a teacher registered on Edublogs, students can use your username or e-mail addresses to add you as a Subscriber so that you can read their entries and write comments. Students can also add each other or the researcher if you would like to share your reflective journal.
6. Students can create and publish their first post and insert text, links, images, or videos. Published post are visible only to the teachers. You can come back and edit a published

post before you hand it in for the assignment.

Structure and content

You can use the questions in the **question databank**, or select from the questions at the end of this document. You can ask them to respond to specific questions, or give them a range of questions to select from. Rather than just describing what happened, we would like students to reflect on what they have learned through the collaborative process, the cross-cultural setting, the use of digital technologies, etc. You may also want to encourage them to think about how they experienced and dealt with situations such as conflicts, the division of labour, intercultural misunderstandings, or technical issues. However, feel free to ask them to include additional aspects in their reflections; there is no right or wrong when it comes to their personal insights.

Frequency of entries

It is vital that students **make frequent entries in the journal,** which are substantial enough to demonstrate continuous reflection. We suggest that they make **at least one entry after each phase** of the COIL, starting with the kick-off session. Ask them to add the lecturers as registered users and post the link to their Edublog per email or some via another platform that you are using to communicate with students, as soon as they published the first entry. They should not wait until the end of the course to write down all their reflections, as they will become out of touch with the finer nuances of the situations they are reflecting on.

Assessment

Decide whether you will include the journal entries in the assessment. If the journal reflections will be used for assessment, clearly indicate to students whether the quality of the responses will be assessed, or whether you will give them grades for submitting regardless of what they write. The journal should demonstrate **what they have learned concerning the collaborative, cross-cultural, digital challenges, or other aspects** of the COIL-project. The journal should have regular and frequent entries (at least one entry per phase).

Example of assessment criteria Reflection

- Does the journal demonstrate sustained reflection on the COIL experience and personal learning?

Regularity:

- Is there at least one entry per phase? Are the entries frequent and substantial enough to demonstrate continuous reflection?

Knowledge and understanding

- Does the journal demonstrate a good critical understanding of the collaborative, cross-cultural, and digital challenges of collaboration in a virtual and cross-cultural FM-team?

- Have the five mandatory questions (one from each of the five categories) been discussed?

Communication style:

- Is the style of the journal vivid and personal?

- Are the ideas discussed well-structured and well-argued?

- Are sources cited – either conventionally or via links?

- Does the journal make creative use of its online format by including images, media, and links?

Sample questions to prompt reflections on learning

Here you will find a list of questions that can be used as prompts for your thoughts. Please pick at least one question out of each section to reflect on.

You can follow the Three Step Reflective Framework to structure your reflections:

1. **Step:** Take notice and **describe** the experience.

2. **Step: Analyse** the experience and think about the implications of your decisions, actions, and reactions. **Step:** Take action and **reflect** on what you have learned and how you will use this learning.

3. **Step:** Take action and **reflect** on what you have learned and how you will use this learning.

Learning through social interactions

1. How does the online-interaction with your team members **vary from the face-to- face communicative patterns** you are familiar with? Given the lack of visual cues, do you, for example, moderate the discussions more actively, or do you feel the need to choose your language more carefully to express courtesy, enthusiasm, or disagreement? Can you identify some useful rules for online communication?

2. Do you experience **personal barriers to interacting with others** online? Are you, for example, shy with strangers or uncomfortable to use specific modes of communication (e.g. voice, video, recordings)? Are you too distracted by sounds, looks etc. During your online interaction to focus on the discussion? What could you do to overcome such barriers?

3. Collaboration in teams requires a great deal of flexibility. The **rhythm of the team's interaction might be different from your personal style and your expectations**. You might, for example, have conflicting time schedules or not get replies as soon as expected. In addition, team members might have other commitments and struggle to hand in their work on time. Being a team makes you dependent on each other, and you will have to accept that you cannot control each other's lives. How can you adapt to these circumstances and accommodate the team's rhythm without being annoyed and troubled by the need for flexibility?

4. Sometimes, teams do not produce adequate results because the members strive for group harmony and **avoid criticism and disagreement**. However, such situations can create very rich learning opportunities. Can you identify situations where you noticed a lack of constructive dialogue and pinpoint the reasons that caused it? Can you think of ways you could promote a culture of constructive dialogue in your team?

Learning through collaboration

1) Reflecting on your role as a team member, are you able to participate in discussions and negotiations as expected? How do you think your actions contribute to the development of shared knowledge and understanding?

2) Sharing knowledge and engaging in discussions to clarify and evaluate ideas are fundamental to **the development of shared knowledge and understanding**. However, such negotiations are time-consuming, and your team might be tempted to divide most of the work. This is more efficient but lacks opportunities for **learning through collaboration**. Can you identify activities where your team was able to develop shared knowledge and understanding? Do you think your final product(s) reflects the efforts of this **shared endeavour**? How could your team have utilised its collaborative potential more effectively?

3) Effective teamwork requires **collaborative skills** such as being a good listener, sharing information and explanations, accepting differences and opposing opinions, not being afraid to ask for help, being able to build a trusting relationship, and providing constructive feedback. Which collaborative skills were you able to improve upon or develop, and which ones would you like to further work on?

4) **Keeping communication flowing** is vital if you work collaboratively since your team members cannot see what you are doing when you work offline. **How do you keep others posted** about your work and make sure your contributions are valuable? Could an **asynchronous communication channel** such as instant messaging, e-mail or collaborative platforms (Microsoft Teams/Watsapp) be useful for discussing questions and exchanging information between online meetings?

Learning through intercultural exchange

1) Do you notice **differences and/or surprising similarities between the practices, values and beliefs** of your Swiss and Dutch team members, peers, and teachers? Can you think of ways in which different perspectives can have a positive impact on your learning and the final product?

2) Did you experience **situations that puzzled you**, because your peer's behaviour was awkward, unexpected or made you feel uncomfortable? What can you learn from such **culture clashes**?

3) **Cultural differences can cause misunderstandings and lead to heated discussions**. However, misunderstandings can also be caused by linguistic, social or technical factors rather than cultural differences. Can you pinpoint one or more situations where your team came across differences or misunderstandings? Do you think these situations were caused by cultural diversity or could it be that you just misinterpreted someone's words or actions?

4) What did you learn about the **cultural context** of your Dutch or Swiss peers during this online encounter? Did you also learn something new about your own cultural background?

Learning through the use of online language

1) Being able to express and share ideas and give rich explanations or feedback requires an advanced level of competency in the English language. Do you experience some **language barriers** such as an initial shyness to talk or not feeling competent enough to

speak because others talk more fluently? How does this affect your ability to contribute your ideas?

2) Online communication can make use of **textual, audio, or visual language** and each of these modes affects communication differently. Which mode of communication (text, audio, video) was your favourite and why? When would you choose textual, audio, or visual language in your next project?

Learning through the use of digital technologies

1) Can you use your COIL-experience to make informed decisions about **which tool is most appropriate** for the following interactions? Please explain your choices.

    a. Synchronous communication (at the same time)

    b. Asynchronous communication (at a different time)

    c. Coordination (e.g. finding meeting times, assigning tasks)

    d. Brainstorming

    e. Document sharing (folders and documents)

    f. Resource/Information sharing (e.g. links, videos, literature, etc.)

    g. Collaborative writing

    h. (Collaborative) poster production

    i. (Collaborative) video editing

2) The use of digital technologies to share, organise, consolidate and represent knowledge as a team requires **digital competencies**. Can you identify a few competencies listed in the DigComp Framework https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf which you were able to develop or improve trough COIL?

3) Can you identify features in online tools that are likely to cause most of the **problems** (for example bad audio quality)? Can you think of ways to help yourself and your peers to **cope with such difficulties and overcome technological barriers** in future scenarios?

4) Can you think of ways to facilitate more effective communication and collaboration across virtual teams?

5. COIL Evaluation: Student questionnaire

The purpose of this type of questionnaire is for students to reflect on their COIL experience and to share their experiences and "take-aways". The information the students provide offer valuable feedback to lecturers about what worked well and what they could do differently in the future to improve the COIL experience for students.

The questionnaire can be combined or supplemented by other formats for collecting information from students and should serve to feed-back experiences and ideas to the lecturer. It should be reinforced to the students that this is an opportunity to provide open and honest feedback about the experiences and that there are no right or wrong answers. The focus she be on providing students with a platform for making their voices heard.

Guidance:

In order to ensure that student provide **relevant and honest feedback**, completing the questionnaire should not be assigned grades. Student should not be penalised in any way if they provide negative feedback (i.e. lower grades); this should be clearly communicated to students.

Keep in mind that students may be asked to respond to a range of different questionnaires at university and may experience "**questionnaire fatigue**". This means that they are asked to respond to questionnaires so frequently, that they are not motivated to respond, which in turn affects the quality of their responses. To combat potential questionnaire fatigue, 1. emphasise the importance of the questionnaire (see next point) and that it is an opportunity for their voices to be heard, and 2. Keep the questionnaire as short and simple as possible.

Lecturers may want to emphasise that they value the students' insights because it allows them to make informed decisions about how to **improve future COIL projects**. As lecturers we need them to tell us how we can best make COIL work for them and future students. In other words, make it clear why providing critical feedback is in their, and others', best interest.

Even if you communicate the above to students, they may be hesitant to offer any criticism and are likely to focus on positive feedback. To **elicit more critical feedback** from students, use of an alternative evaluation method is suggested, such as semi-structured interviews conducted by a neutral third party, i.e. someone who did not participate in the COIL and

who students are likely to give honest, critical feedback to.

An important first step is to decide: **what do I want to know?** If you are certain about what you want to find out from the students, it will help you to select appropriate topics and questions from the "Question databank". In other words, ask yourself the following: What do I most need to know to improve my future COIL practice? Some guidelines:

1) **Open-ended questions**: where students are expected write a response in their own words, e.g. "What I liked most about the COIL experience…". Open-ended questions take considerable effort to respond to. Less is more! Ask a maximum of 4 open- ended questions, otherwise students may not complete the questionnaire or may not provide quality answers.

2) **Close-ended questions**: where answers are limited (e.g. yes/no; multiple choice; rating an item on a scale). Close-ended questions take less time and effort to complete, so you can give students more questions, depending on which format you use. However, keep in mind that these types of questions offer limited information and you may want to pair them with an open-ended question to gather more information. For example, you may ask a close-ended question like: The objectives of the COIL were relevant to my future profession…

   1 (strongly agree) 2 (agree) 3 (neither agree nor disagree) 4 (disagree) 5 (strongly disagree)

   Students responses will tell you how relevant they feel the objectives were, but not why they perceive the objectives as (irrelevant). Adding an open-ended questions like, "Which objective did you feel was most relevant/irrelevant? Explain why", could help you find more useful information.

3) **Ethical considerations.** If you intend to share the information gained from the questionnaire (e.g. publications, reports, publicity for COIL etc.), then it is essential that you take into account ethical considerations.

   - If necessary, gain ethical approval from your institution.

   - Informed consent should be gained from all students. In other words, inform them of the purpose for which you are collecting information and how or where the information will potentially be used (e.g. published research). Commit to ensuring that participants' personal information will remain confidential and that they will remain anonymous. Students' anonymity should be ensured if any content is to be used for research or other purposes. Be careful not to reveal student names if using

the data for purposes other than your own reflection on your practice. Also indicate that they can in no way be penalised for participation as pointed out above.

4) **Practical considerations.**

- Questionnaires can be administered **live** in pen-and-paper format (i.e. in person during class) or **online** (i.e. using a system like Qualtrics, SurveyMonkey, etc.).

- The questionnaire **length** is important. Ideally, it should not take longer than 10-15minutes to complete the questionnaire, otherwise participant fatigue sets in, which undermines the quality of the responses. Before sending it to students, it is important to test the questionnaire (i.e. completing it yourself or asking a colleague to complete it) to check how clear the questions are and how it actually takes to complete.

- It is not necessary for the questionnaire to be in English – it can be whatever contextual language is appropriate to the group. For example, you could provide the questions in English and allow them to respond in a language that they feel most comfortable with. Also consider providing students with the option to audio-record rather than write their responses. (However, keep in mind that individual students can be recognised through an audio response, which can undermine attempts to keep the responses anonymous.)

- For the iKudu project, the results of the presentations will need to be translated into English for reporting purpose.

6. ANNEXURE A: Databank: Topics and sample questions to select from

1. General

- Can you tell us a little about your overall experience with the COIL you recently took part in? If you could sum up your experience in a sentence, what would this be?

- Had you had any experience with COIL before?

- If it was new to you, what did you expect COIL to be like?

- Did the recent COIL experience meet your expectations? How?

2. Learning gains:

2.1 COIL project learning outcomes

- What was the most important thing you learned/gained from the COIL project? (Note: it could be related to the learning outcomes, or any other aspect of the project not directly related to the outcomes)

- Do you think your understanding of the subject has improved through the COIL? How or why not?

- Do you feel you have gained any specific skills or competences through working with others?

- Reflect on what you learned/gained in terms of the learning outcomes of the COIL project. (Note: lecturers can decide whether they want to ask them to reflect on A. all the learning outcomes, B. a selection of outcomes, or C. the outcome(s) of the student's choice.)

- To what extent/In what ways did the COIL project help you to better understand your own subject area/area of study (academic skills)?

2.2 Culture and collaboration

- What do you think the benefits are of working with students from other cultures?

- What did you learn about different cultures?

- What did you learn about communicating with people from different cultures?

- What did you learn about working collaboratively with people from other backgrounds and cultures?

2.3 Soft skills

- To what extent/In what ways did the COIL project help you to learn about cooperating with others as part of a team? (Or: In what way did you increase your capacity for cooperating with others as part of a team?)

- To what extent/In what ways did the COIL project help you to improve your ability to think and analyse information critically?

- To what extent/In what ways did the COIL project help you to became more open-minded and curious about new challenges?
- To what extent/In what ways did the COIL project help you to became more tolerant towards other persons' values and behaviour?
- To what extent/In what ways did you need to find solutions in difficult or challenging contexts (problem-solving skills)?
- To what extent/In what ways did the COIL project require you to think logically and draw conclusions (analytical skills)?

3. Online platform(s)

- How did you experience communicating through online tools and platforms?
- What problems did you encounter with the online platform(s) and what solutions did you come up with?
- What are the top 3 advantages and disadvantages of the online platform(s) used during the COIL project?
- Which online collaboration tool(s) or platform(s) would you recommend for future COIL projects?
- What kind of technical support could we provide for future students who participate in COIL projects?

4. Relevance

- In what ways was the COIL project relevant to you as an individual?
- In what ways was the COIL project relevant to your area of study?
- In what ways was the COIL project relevant for your future career?
- In what other aspects of your life was the COIL project relevant?

5. Engagement

- Describe what aspect(s) (e.g. the concept, learning about other countries and

cultures, the learning gains, specific activities, meeting new people, challenging, new content, etc.) of the COIL project made you feel eager to participate actively?

- Describe what (e.g. the concept, learning about other countries and cultures, the learning gains, specific activities, meeting new people, challenging, new content, etc.) of the COIL project made you feel motivated/inspired to participate and learn?

- To what extent were you willing to put time and effort into the project? Why or why not?

6. Affect

- Describe one incident/aspect *before* the COIL project that made you feel negative (anxious/uncertain/frustrated/uncomfortable).

- Describe one incident/aspect *before* the COIL project that made you feel positive (enthusiastic/excited/interested).

- Describe one incident/aspect *during* the COIL project that made you feel negative (anxious/uncertain/frustrated/uncomfortable).

- Describe one incident/aspect *during* the COIL project that made you feel positive (enthusiastic/excited/interested).

- Describe one incident/aspect *after* the COIL project that made you feel negative (anxious/uncertain/frustrated/uncomfortable).

- Describe one incident/aspect *after* the COIL project that made you feel positive (enthusiastic/excited/interested).

7. Design:

7.1 Activities

(The questions below require students to be critical. Therefore, it is important to communicate the following with students. It is helpful to point out factors (e.g. internet connectivity) that pose problems from your (the students') perspective. Lecturers are not always aware of difficulties on the students' end, but pointing these out can help the lecturer to provide future students with the necessary support and assistance. Help us help future students")

- How easy was it to complete or participate in the various COIL activities (lectures, group work, pair work, presentations, etc.)?

- Were the various COIL activities (lectures, group work, pair work, presentations, etc.) easy to understand (i.e. not too complicated)? Yes/no: explain

- Were there any COIL activities (lectures, group work, pair work, presentations, etc.) that did not seem relevant or to fit into the bigger picture i.e. helping students to achieve the learning outcomes? In other words, did any of the activities feel like a waste of time?

7.2 Clarity

- How could the lecture(s) communicate more clearly or directly with future students?

- How easy/difficult was it for you to contact your peers at the other institution(s) for pair/group work? Point out any problems and propose a suggestion for how to improve contact and cooperation between peers.

- How clear was it to you what was expected of you in each activity? How can we make instructions and guidelines clearer for future students?

- Did students and/or lecturers feel that the collaboration process was unnecessarily complex? How can we simplify the process for future students?

8. Sustainability

- Having participated in this COIL, would you like to do another? Why?

- If you were to take part in the same COIL again, what would you change?

- How would you motivate students to participate in future COIL projects?

- What would you say was the best or your most favourite element of the COIL?

- What was the weakest or least favourite element of the COIL?

- What did you like and dislike most about the COIL project?

- Would you like to see more COIL included within your learning? Why/Why not?

- Are there any other comments or questions you would like to raise in relation to COIL?