iKudu COIL HANDBOOK

Edited by Eva Haug (Amsterdam University of Applied Sciences) 2024

iKUDU

Transforming curricula through internationalisation & virtual exchanges

Co-funded by the Erasmus+ Programme of the European Union

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FOREWORD

The pursuit of knowledge within higher education knows no borders and transcends geographical distances and cultural differences. It is through this pursuit of knowledge that connections are forged that enrich both students' learning experiences and educators. It is within this context, this spirit of collaboration and innovation, that the Collaborative Online International Learning (COIL) initiative emerges as a beacon of transformative and inclusive education.

This handbook represents the culmination of a remarkable journey of professional development, one that brought together ten universities – five in South Africa and five in Europe – in a shared endeavour to redefine and transform the landscape of higher education. Through training, virtual exchanges, and cross-cultural dialogue, these institutions have embraced the principles of COIL to create a dynamic and inclusive learning environment that knows no boundaries.

As we navigate the complexities of the 21st Century, the need for global competence is more pressing. The challenges we face – from climate change to economic inequality – are inherently interconnected, transcending national borders and demanding collective action. In this context, COIL offers a powerful framework for equipping educators and students with the skills, knowledge, and perspectives needed to thrive in an interconnected world.

The lessons learned through the COIL initiative are profound and far-reaching. They underscore the transformative potential of cross-cultural collaboration, highlighting the value of diversity, inclusion, and mutual respect in the educational process. By leveraging technology to connect students across continents, COIL transcends traditional boundaries, opening doors to new opportunities for learning, growth, and discovery.

This handbook serves as a road map for institutions seeking to embark on their own COIL journey. It offers practical insights, best practices, and lessons learned from the experiences of participating universities, providing guidance and inspiration for educators eager to embrace innovation and foster global citizenship in their classrooms.

As we look to the future, the COIL initiative stands as a testament to the power of collaboration in shaping the next generation of leaders, thinkers, and innovators. It is a reminder that by working together across disciplines and borders, we can create a more just, sustainable, and interconnected world.

We extend our heartfelt gratitude to all who contributed to this handbook – from dedicated educators and administrators who championed COIL within their institutions, to the students whose enthusiasm and curiosity fuelled its success. May this handbook serve as a catalyst for further collaboration, innovation, and transformation in the realm of higher education.

Ntsoaki Malebo *and* **Eva Haug**

CHAPTER 1: INTRODUCTION TO COIL IN THE INTERNATIONALISATION OF THE CURRICULUM CONTEXT

1.1 INTRODUCTION

Most universities have an internationalisation strategy that directs how the university community connects with the world outside national borders. Such policies would often encourage stakeholders to have a global outlook, encourage researchers to do research that engages with global knowledges, and support students to become more globally aware through their teaching and learning experiences.

Previous models of internationalisation have focused heavily on mobility, such as sending students abroad on field trips and having academics[1] attending conferences in other countries. Such approaches to internationalisation are often highly expensive and can exclude many students, and also staff, from having an international experience, among others as a result of limited funding. In addition, overseas visits tend to be brief and often result in little more than a tourism-like experience.

Collaborative Online International Learning (COIL) is a type of Virtual Exchange that supports internationalisation of the curriculum at home by offering student-centred activities that challenge students to apply their subject knowledge while working in partnership with geographically distant students to complete a common goal.

1.2 KEYWORDS AND KEY CONCEPTS

COIL is intended to support your institution's internationalisation strategy. It is a method of internationalising the curriculum at home, without costly overseas travel.

COIL IS:

- **Collaborative** – The activity should bring students from two or more universities together to solve a problem or task. This is not a superficial 'story sharing' task –

[1] In this handbook, 'academics', 'lecturers', 'facilitators', and 'staff' are used interchangeably and refer to any person who teaches students.

students must come together and use subject knowledge and apply intercultural skills to work together towards a common goal.

- **Online** – The activity should take place in an online or virtual space in order to facilitate exchange between students, without the need for physical mobility. The activities include synchronous and asynchronous collaboration, and can take place during class time, but often occurs outside the regular contact hours. Students should be encouraged to interact and share their thoughts with others online. Activities will need to be adapted depending on the nature of the activity and the practical realities of time zones across the globe.
- **International** – The collaboration should be international in nature, bringing together learners from different cultural contexts. This not only serves as a way to internationalise the curriculum at home, but also allows for the development of crucial intercultural competences by encouraging students from different backgrounds to work together. Although it is feasible to have COIL in which there are multiple partners from the same country, at least one should be international in order to differentiate the activity from more generalised virtual learning.
- **Learning** – COIL activity should be meaningful and relevant to student learning. Again, this goes beyond subject knowledge; students will be developing and applying their own competences, including employability, intercultural skills, or their own communication skills.

1.3 COIL OVERVIEW

Coined by the State University of New York (SUNY) COIL Centre, COIL is a method of internationalisation at home (IaH) that allows students from across the globe to engage in "co-taught multicultural online and blended learning environments emphasizing experiential student collaboration" (SUNY COIL, n.d.).

COIL projects are extremely versatile and there is no single way of going about delivering COIL activity. As such, there is no 'one size fits all' approach, but the flexibility of COIL ensures that you have the ability to tailor and contextualise activities to the needs of your students.

One of COIL's key strengths is the ability to internationalise the curriculum through readily available online technologies. The COVID-19 pandemic has also shown the

importance of online technologies in teaching and learning to bring students together at times when international mobility is not possible.

1.4 INTERNATIONALISATION OF HIGHER EDUCATION

For a long time, internationalisation of higher education incurred overseas travel and physical mobility. This is an exclusive form of internationalisation, which priced out many from gaining an international experience. Overseas mobility is often a superficial activity – unless students can remain overseas for long periods of time and immerse themselves in another culture, the impact of internationalisation through travel is akin to tourism.

Contemporary strategies for internationalisation of higher education aim to

- benefit society and enhance opportunities for higher education to contribute to the public good, promote equity; and
- contribute towards the development of scholars and scholarship capable of addressing global challenges.

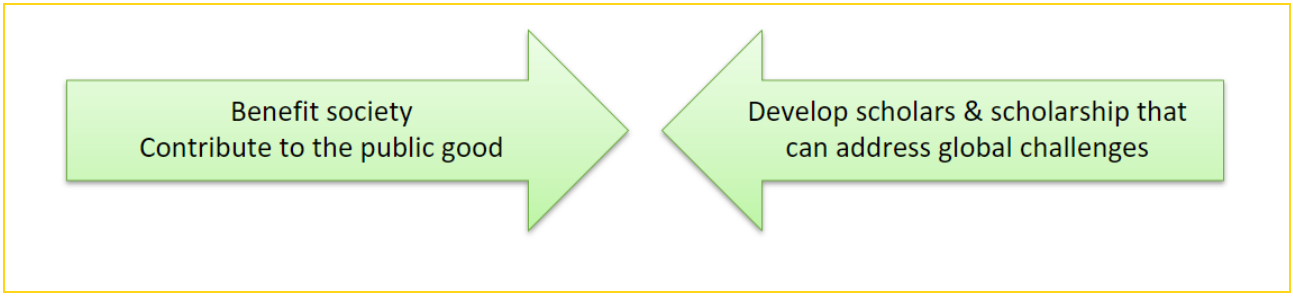

Figure 1: Aim of internationalisation of higher education

1.5 COIL SUPPORTING EXISTING CONTENT

COIL projects offer staff and students opportunities that might otherwise be difficult to obtain. It is a relatively easy and inexpensive way of delivering an internationalised curriculum without the need to travel. Beyond the need to be Collaborative, Online, International, and Learning-focused, the possibilities are almost endless.

COIL also does not require extensive re-writes or changes to existing modules and courses. Course content can be delivered by the local teaching staff as normal, with the addition of the international collaboration embedded in the course/module activity.

COIL does not change your curriculum, and the typical duration of a project is between four and eight weeks. This manual is designed to guide you through this process and illustrates how COIL can also be used to support equal, decolonised, and inclusive activity, allowing students from all backgrounds and experiences to make meaningful contributions and to share their own experiences.

Your local subject content within your own institution will still adhere to your own institutional norms and practices for course design. COIL activity is tailored to suit the needs of your own curriculum, with COIL activity bringing internationalisation to the curriculum.

If you can imagine two institutions sitting on either side of a river, each with their own institutional norms and curriculum, the COIL activity acts as the bridge of internationalisation between the separate localised delivery.

Supported by Internationalised Learning Outcomes, the COIL activity will provide a valuable and meaningful international learning experience for the students. Any formal assessment around the COIL activity will be done locally and will conform to your own university's standards. Some COIL partners choose to develop assessment tools and grade the student outcome together. The modality offers flexibility to fit into diverse institutional contexts.

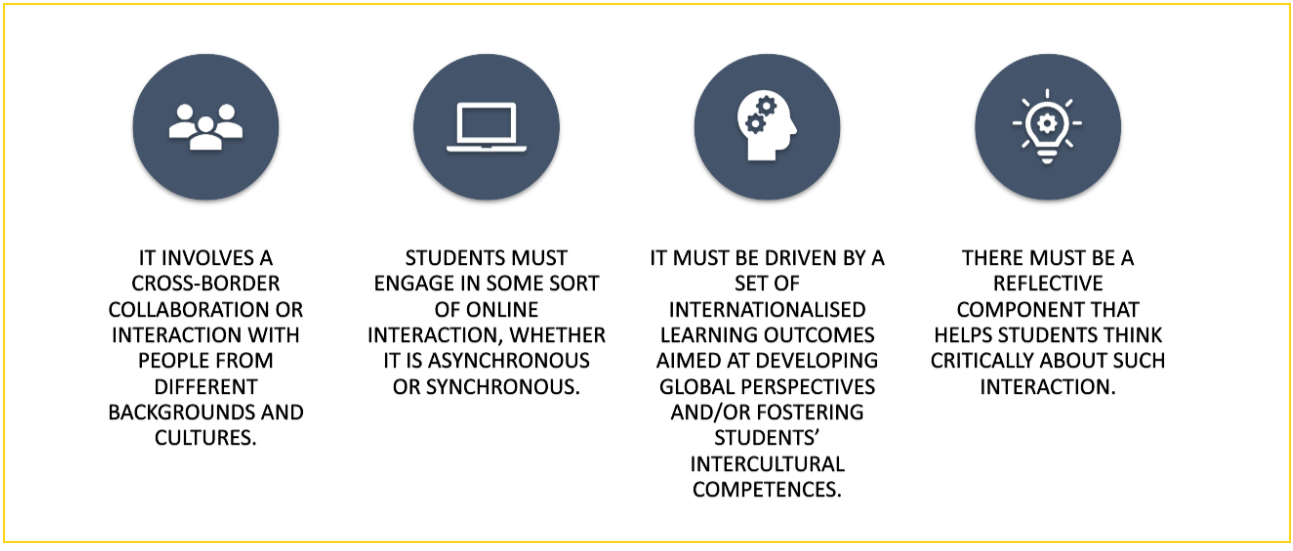

Figure 2: Demystifying COIL

COIL experiences are characterised by these four elements: working across different perspectives, using technology to connect peers, grounded in learning outcomes aimed at developing intercultural competence, and finalised by a reflective activity.

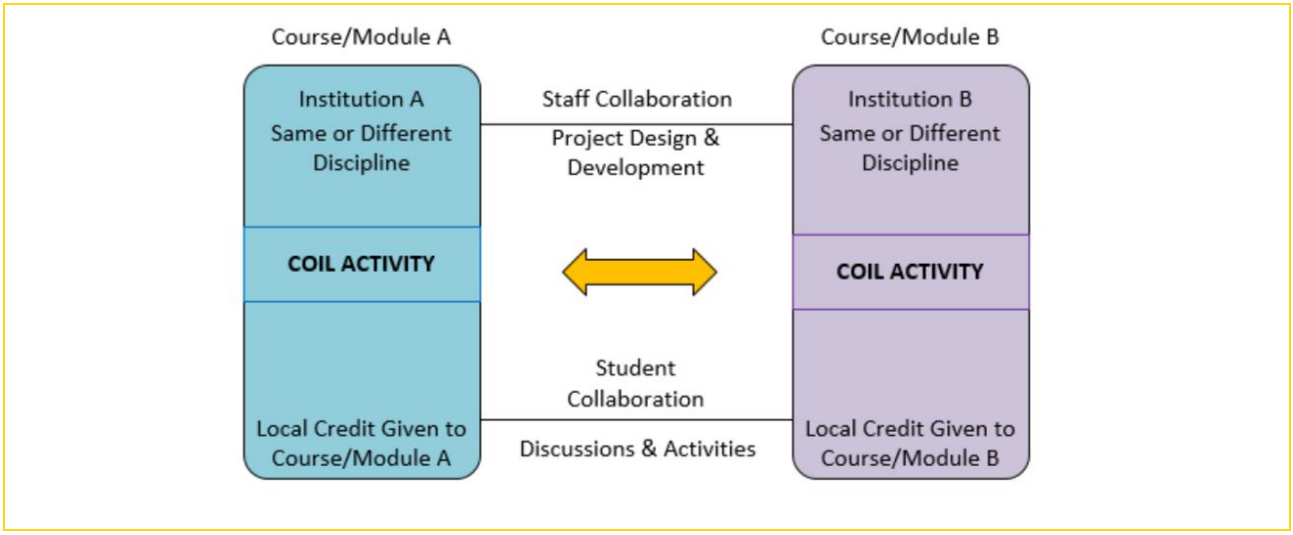

Figure 3: A visualisation of COIL adapted from the SUNY COIL Centre

COIL activities are embedded in a course and are awarded credits from the local institution. After the lecturers have collaborated on the development of the project, the students collaborate on the task.

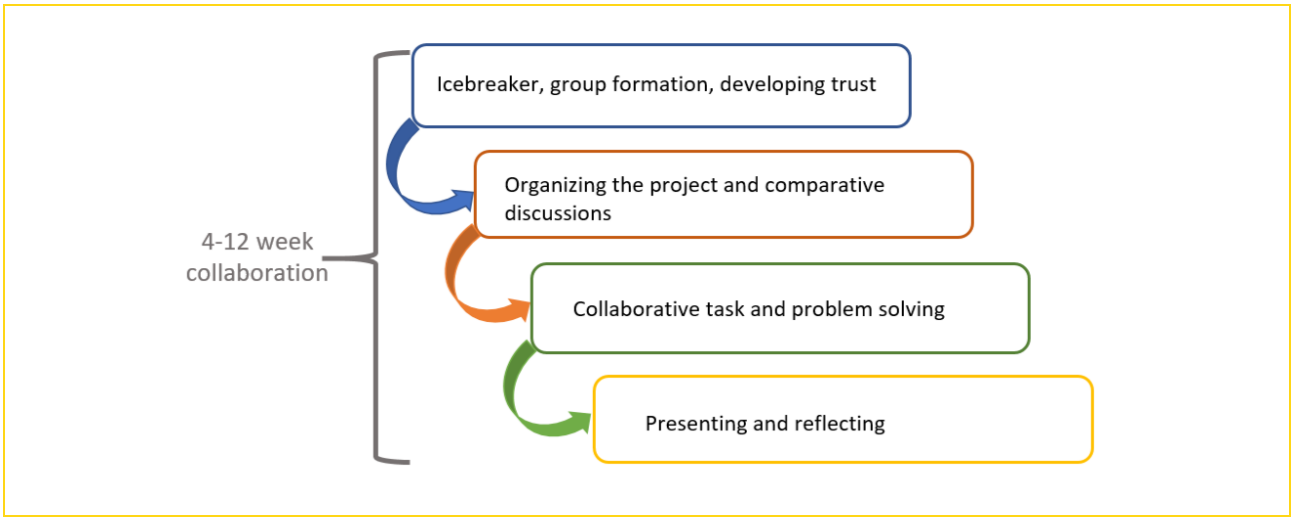

Figure 4: COIL project phases

The COIL activity should ideally consist of four phases: icebreaking, organising and comparing, collaborating to solve the problem, and reflecting. Therefore, a minimum duration of four weeks is recommended.

1.6 BENEFITS FOR TEACHING STAFF

Teaching staff can harness COIL to deliver inexpensive but impactful curriculum internationalisation without making significant changes to the existing course content. COIL projects can be tailored to complement existing module content and normally only require some front-ended effort in order to bring a COIL project into being.

Staff get the opportunity to

- use existing course content in new ways, bringing subject knowledge to life through global activities;
- draw from their global networks to create transformative internationalised activity;
- develop new worldwide links from COIL collaboration, which may lead to further opportunities;
- engage in personal development through their own intercultural learning with overseas members of staff;
- enrich and enhance their teaching and learning practices through internationalised activities that transcend subject knowledge through the development of life skills and competences; and
- reflect upon and adapt their own teaching and learning practices by experiencing the co-creation of content with academics from around the world.

1.7 BENEFITS FOR STUDENTS:

Students will be able to interact with students from across the globe without the need for prohibitively costly travel. Students will make friends, learn new knowledge, and develop skills to become a truly global graduate. They also get to experience a vibrant, interactive, cutting-edge form of education that challenges them to get out of their comfort zone and apply their subject knowledge to collaboratively complete activities and solve tasks with fellow learners from across the world.

Students get the opportunity to

- interact, engage, and collaborate with peers they would not otherwise have had the chance to work with;
- problem-solve in different, maybe unknown or uncomfortable contexts;

- share their knowledge of culture and ways of living, as well as learning about other people;
- learn about different communication styles, including exposure to different language use, non-verbal communication, and body language;
- develop digital skills that are key to life in the 21st Century, especially those that will enable students to participate in teamwork involving industry professionals from all over the world.

1.8 SUMMARY: COIL IN A NUTSHELL:

COIL is a pedagogical approach using digital technology to provide experiential international learning without travelling abroad.

Through web-based, cross-country intellectual exchange, COIL helps prepare students through a more 'real-world' experience that encourages them to work with people from different cultural backgrounds and identities.

COIL is a flexible tool that not only supports local institutional internationalisation strategies by internationalising the curriculum at home, but it also supports the development of intercultural competences and reflects increasingly diverse work environments globally.

(Adapted from De Castro, 2019)

Are there any downsides?

Like any other teaching and learning activity, COIL exchanges require effort, patience, and mutual understanding to design and deliver. Our experience is that academic partners need to understand each other's unique contexts and exchange cross-cultural information before starting to plan a COIL activity for their students.

From a curriculum internationalisation perspective, COIL can be viewed as a relatively 'easy win' with almost no downsides. Indeed, South-North partnerships offer extremely valuable learning opportunities, with the ability to broach complex issues such as equality and decolonisation in a relevant and meaningful setting.

Partnerships work best when all stakeholders are able to communicate effectively, and tasks are shared. Co-equal approaches offer the fairest and most equal way to design and deliver COIL, meaning that each partner does their fair share, while also not dominating any aspect of the process.

Issues of power balances, decolonisation, and localised concerns such as cost of data, access to technology, and other infrastructural issues will need to be considered by all partners. Certain issues may be unknown to one partner or even sensitive in nature, but it is important that potential issues are discussed, planned, and – as far as possible – mitigated in advance.

Co-equality can be a challenge, particularly when inherent power imbalances are present, such as English often being the default language of instruction. It is therefore imperative that partners work together, co-develop their internationalised learning outcomes and COIL design together.

Co-equality is never a downside, but requires dedication, communication, and an open mind.

1.9 Resources

De Castro AB, Dyba N, Cortez ED, Pe Benito GG. (2019) Collaborative Online International Learning to Prepare Students for Multicultural Work Environments. *Nurse Educator*. Jul/Aug; 44(4):E1-E5. https://doi.org/10.1097/NNE.0000000000000609

SUNY COIL: https://online.suny.edu/introtocoil/suny-coil-what-is/

CHAPTER 2: PARTNERING FOR COIL

2.1 INTRODUCTION

As a result of the ever-growing expansion of communication methods, rapidly evolving educational landscapes, and the ease of international travel, the role of lecturers has transcended the traditional boundaries of academia. This has created a demand for a more expansive and collaborative approach to the exchange of knowledge. COIL, as an integral part of this partnership, leverages digital technology to connect students and educators across the globe, facilitating interactive, virtual collaboration while still being sensitive to the digital divide that is apparent in the Global North/South.

2.2 IMPORTANCE OF A GOOD PARTNERSHIP FOR COIL

Within the context of COIL VE, the quality of partnerships between academics acts as an anchor to successful online project coordination. As much as COIL is a collaboration between students, it also allows academics to collaborate and work towards a common objective. Having a solid foundation between you and your international partner sets the stage for long-term sustainability and helps foster a dynamic environment for continued collaboration, whether on a virtual or institutional level.

2.3 INITIATING THE PARTNERSHIP

Initiating a COIL partnership involves establishing connections between educators and institutions from different parts of the world to facilitate collaborative online learning experiences for students. Connections may be formed in various ways; however, the matter in hand – the success of a COIL project, depends largely on good cooperation and communication between facilitators. Some examples of COIL partnerships are as follows:

2.3.1 INTERNATIONAL OFFICE TO INTERNATIONAL OFFICE

At Coventry University, a list of COIL coordinators from numerous international institutions is utilised. When a COIL project proposal is circulated, it is shared between the international offices and from there distributed to the relevant faculty[2] contact.

[2] 'Faculty' refers to the collective structure at the university and not the individual academic/lecturer.

This is an example of a COIL partnership forming from international office to international office.

2.3.2 ACADEMIC TO ACADEMIC

When you are in a position to look for a COIL partner, it can be helpful to utilise existing institutional networks or even your own professional associations. Leveraging these partnerships with COIL only deepens the alliance between institutions, as it already carries a foundation of trust and mutual understanding, making it somewhat easier to navigate potential logistical challenges and work together towards shared goals. In addition, building on an existing relationship can set the stage for a long-term and sustainable collaboration, as you may be more inclined to explore further joint incentives outside of virtual exchange.

2.3.3 WORKSHOPS AND INFO SESSIONS

Through websites such as COIL Connect, facilitators may find a COIL partnership via workshops or online speed dating sessions that involve networking, participating in relevant events, and engaging with educators who share similar interests. Platforms such as these can help facilitate matchmaking between educators and institutions for collaborative projects.

Throughout the partnering process, remember to be proactive in expressing your interest, attending relevant events, and actively participating in discussions. Building connections and relationships takes time, so be patient and persistent in your efforts to find suitable COIL partnerships.

2.4 COMPATIBLE OBJECTIVES WITH PARTNER

When looking for a partner to collaborate with, it is in your best interest to look for partners whose expertise and interests compliment your own. In preliminary discussions with your COIL partner, there should be an established mutual understanding and expectations where timelines, project outcomes, and assessment methods should be established to ensure efficiency. It is also important to ascertain your potential partner's commitment and availability to the project. Clear commitment as well as flexibility ensures that both partners are clear on the resources required for the project and maximises the chances of a successful COIL project. COIL partners who

are intent on a successful project are more likely to be adaptable in the case of unexpected obstacles.

2.5 Inclusivity and COIL partnering

In the context of conducting a COIL project with parties from both the Global North and Global South, it is essential to have an inclusive learning environment for both students and COIL project leaders. When planning activities and learning outcomes, project leaders from both sides should prioritise the accessibility of materials and technology for all participants. For example, it may be beneficial for project leads to consider training facilitators to effectively use a blended learning approach. In blended learning, consider combining both traditional and online tools.

2.6 An example of inclusive partnering and learning methods

This example comes from a COIL project conducted by Coventry University and Durban University of Technology in South Africa. The project centred around globalisation and sustainable health financing. Before the project commenced, the facilitators on each side set out to have activities that were synchronous (where sessions were delivered online to both CU and DUT students via Engageli) and asynchronous (where students were asked to engage in pre-session activities via OpenAula).

In order to foster an inclusive collaboration among students, students were encouraged to exchange numbers and create WhatsApp groups. The advantage of using WhatsApp is that nearly all students have access to a smartphone rather than a laptop. In addition, WhatsApp is used globally and allows for instant messaging whenever the user has access to an internet connection.

This example highlights the importance of having a provisional plan of alternative digital technologies to create a more inclusive and equitable digital environment for all users.

2.7 Things to keep in mind

Timelines – When working with people around the globe, time zones, academic calendars, and exam periods may differ from your own. It is suggested that facilitators start the planning process of the project well in advance; this includes exchanging course descriptions during preliminary discussions.

This is when facilitators may consider formulating asynchronous activities if the timelines do not match accordingly.

Not every course will be a perfect match – One of COIL's selling points is the fact that it is incredibly flexible. Establish what you and your partner have in common before figuring out how to work on your differences. You may consider an interdisciplinary COIL project where students from different areas of study will gather to work towards a collective project aim. For example, if you had engineering students in one cohort and health students in the other, the project could focus on health technology, bringing expertise from both sides.

Communication – As highlighted throughout this handbook, communication is probably the most important factor in a successful collaboration. Establish a rapport with your partner early and hold weekly catch-up sessions throughout, during, and after the project to keep note on the direction and progress of the project. Within this category, it is just as important to create a safe and inclusive space for conversations. Every participant, from staff to student, must feel that their voice is valid and listened to within the project.

2.8 Resources to consult

CAPS 123 (2024). Online Learning in South Africa: Embracing the Digital Education Revolution https://caps123.co.za/online-learning-in-south-africa-embracing-the-digital-education-revolution/

Datta, A & Sigdel, S. (2016) North-South Collaboration: Eight tips for working with local think tanks. *OTT Online.* https://onthinktanks.org/articles/north-south-collaboration-towards-a-more-equitable-deal/

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Witze, A. (2016) Research gets increasingly international. *Nature*, https://doi.org/10.1038/nature.2016.19198

Young, KB & Ward, H. (2021) Connecting Carolina Classrooms with the World. Collaborative Online International Learning (COIL) *UNC Global Online***.** https://global.unc.edu/wp-content/uploads/sites/982/2021/05/UNC-Chapel-Hill-COIL-Guide-for-Instructors_May-2021.pdf.pdf

CHAPTER 3: COIL DESIGN

3.1 LEARNING OUTCOMES FOR COIL

Keywords for learning outcomes:

Clarity - Knowing what you want your students to achieve

Shared - Designed together with your partner to match your course content

Aligned - Linking different components (outcomes, assessment, and activities) of your COIL project together.

3.2 ESSENTIALS AND PITFALLS

Clarity - Working with learning outcomes requires designing with the end in mind, and seriously considering what needs to be achieved. Otherwise, you might run the risk of having nice activities, but insufficient focus on learning. The main question that both partners need to ask themselves is: What do you want your students to be able to know or do at the end of the COIL experience?

Shared - Discussing and developing your learning outcomes with your partner is important. Otherwise, you might end up focusing on very different aims and be unable to foster collaboration.

Aligned - The learning outcomes need to be linked to what students deliver (assessment), the learning activities they do, the input they receive, but also to the wider curriculum. Otherwise, it will be unclear what the goal of the project is, and this could confuse and demotivate your students.

3.2.1 CLARITY

When formulating the student learning outcomes for the COIL activity, we should consider the following: Are the learning outcomes 1) student centred, 2) essential and significant, 3) clear and focused, and 4) observable or quantifiable. These are unpacked in Figure 5 below.

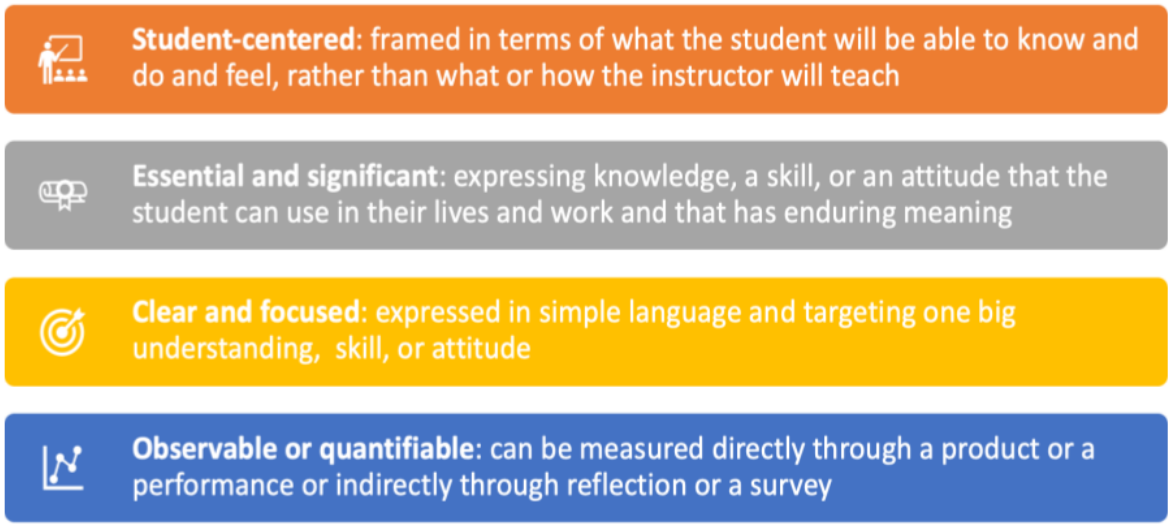

Figure 5: Student learning outcomes recommendations

The figure below illustrates how we can use the tuning method to develop clear student learning outcomes.

Activity/verb	Subject	Scope/context	Minimum standard
What do you want to see? Use Blooms' taxonomy.	What is the subject of the learning outcome? Think of knowledge, skills and attitude.	How much autonomy is requested and how much complexity is there created? What resources can the student use?	When is something sufficient? What does this look like?
Analyze, compare	urban environment	between The Hague and Bloemfontein	according to different themes: history, economic, physical, social/cultura

The student (or you) are able to analyze their urban environment according to different themes: history, economic, physical, social/cultural and compare these environments between The Hague and Bloemfontein

Figure 6: The tuning method for student learning outcomes

3.2.2 SHARED

The **shared syllabus approach** starts by first having partners explain their syllabus and look for common ground and differences. It is a good exercise to **develop between one and three shared learning outcomes** with your COIL partner, and to include a discussion

on how these learning outcomes can best be assessed. Ideally, you would discuss learning outcomes early in your collaboration; however, sometimes academics prefer to start with collaborative activities (e.g. icebreaker), and then discuss the learning outcomes and how these will be evaluated and assessed.

Academics cannot always make changes to learning outcomes related to the curriculum; however, adjustments to existing learning outcomes to make these more specific to the COIL project are usually allowed.

One thing to keep in mind is that there are (or can be) **intended and unintended learning outcomes**. COIL design can be disruptive and flexible; therefore, it is recommended to also evaluate and collect feedback from students on the unintended learning outcomes. Students are important partners in the learning process; by including lessons from the unintended learning outcomes in your project, there is an opportunity to make the experience a truly collaborative and shared learning process.

3.2.3 SHARED AND INCLUSIVE LEARNING OUTCOMES:

Working with clear and shared learning outcomes can help educators to make the assessment and learning activities more inclusive. In a paradigm on assessment of intercultural learning outcomes, Rubin and Guth (2022, p. 291) present multiple aspects that contribute to the motivation of students and make the assessment and learning activities more inclusive. Inclusiveness starts with the ability to make choices, so that a student can compensate for areas in which he/she lacks capacity.

1. Learner-engaged: engages and activates the learner
2. Authentic evidence: gives students the feeling that they are contributing to society
3. Multiple perspectives: use the perspectives of both COIL partners
4. Tailored/customised: gives freedom to students to come up with their own ideas on the subject
5. Multiple pathways: offer different methods of assessment for students to show that they have obtained the learning outcomes
6. Holistic: describe the learning outcomes not too specifically to create freedom (see 4 and 5)
7. Process: focus more on the process students go through than the product they deliver.

Recommended next steps:

1. Look into your course/module learning outcomes.
2. Reflect which aspect of your curriculum or course objectives could be enhanced by COIL and how you would like to include these in your COIL project.
3. Discuss these outcomes and ideas with your partner. Be willing to listen and be flexible.
4. In collaboration with your partner, develop shared learning outcomes (this may take a few iterations until you both reach agreement) and be aware of your own and your partner's non-shared learning outcomes.
5. Be transparent with students about the learning outcomes and the way they are assessed. Indicate that they should be aware of unintentional learning outcomes, such as intercultural learning, and are also allowed to reflect on these.

3.2.4 *Resources to consult*

European Centre for the Development of Vocational Training (2016). *Application of learning outcomes approaches across Europe. A comparative study*. Cedefop. https://www.cedefop.europa.eu/files/3074_en.pdf

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Rubin, J & Guth, S. (2022). *The Guide to COIL Virtual Exchange Implementing, Growing, and Sustaining Collaborative Online International Learning*. New York: Routledge

3.3 Collaborative tasks for COIL

Janet Salmons (*Learning to Collaborate, Collaborating to Learn*, 2019) defines collaboration as “an interactive process that engages two or more participants who work together to achieve outcomes they could not accomplish independently”. Therein lies the focus of impactful COIL projects, where students need each other to complete a task and therefore seek out each other's perspectives and knowledge.

Developing activities through which students actively collaborate requires intentional design. Students will not work together because we would like them to or because they can. They will work together when they have to, when they cannot complete the task without each other. In other words, we need to create a level of interdependence within the tasks and activities.

In Figure 7 (see below) the different types of collaboration are described:

Purpose of Collaborative Learning	Types of Learning Activities
Knowledge Transfer	Activities that invite students to learn from another person who has more knowledge
Knowledge Acquisition	Activities that invite students to develop new skills or competencies together
Knowledge Exchange	Activities that invite students to share ideas or resources with each other
Knowledge Co-creation	Activities that invite students to collaboratively connect what they know and can do in order to generate original ideas or solutions

Figure 7: Purpose of collaborative learning and corresponding activities

Though knowledge transfer and acquisition have its merits, in COIL projects it is recommended to aim for knowledge exchange and knowledge co-creation. Exchange implies that students need to become aware of local best practices and local knowledge, and engage in activities that allow them to exchange, compare, and analyse the differences and similarities. Knowledge co-creation can be achieved when students are encouraged to use their local knowledge to combine and connect with other knowledges and experiences. Co-creation requires intentional and inclusive collaboration to be successful.

Figure 8 (see below) illustrates the different ways to collaborate within COIL:

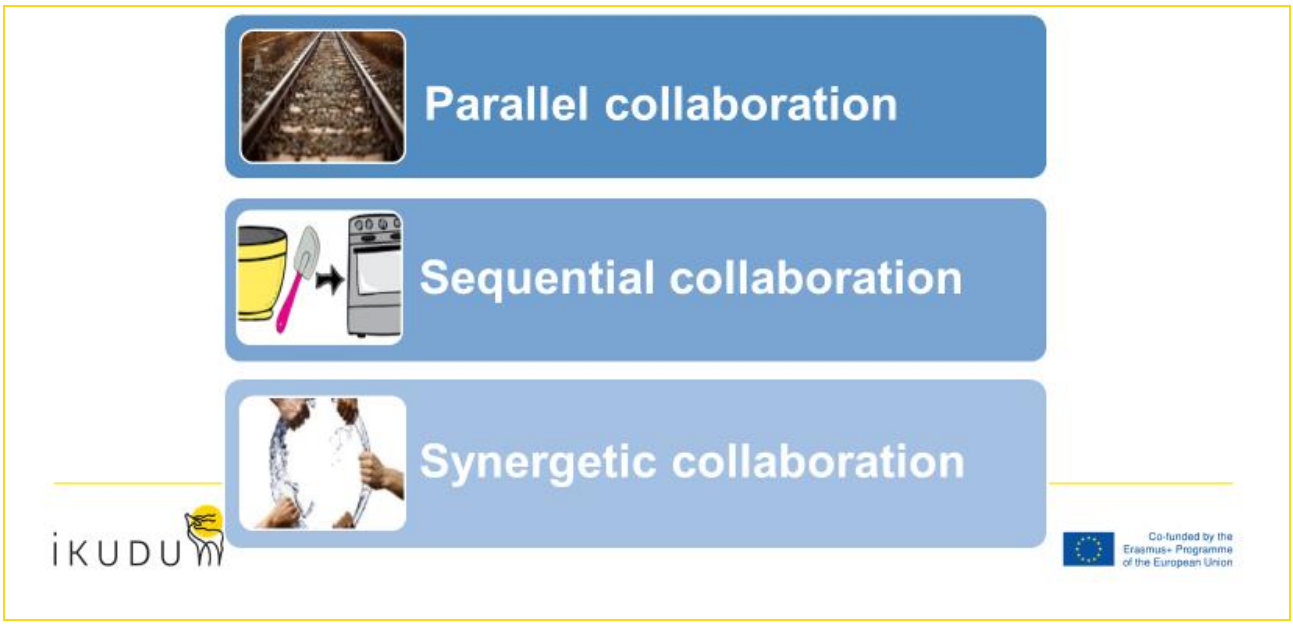

Figure 8: Collaboration types

3.3.1 PARALLEL COLLABORATION

Parallel collaboration happens when each student (group) completes a component of the task, which is combined into a collective work at a later stage in the process. Parallel collaboration usually happens asynchronously. An example is when students conduct local research, visit a local site or company, or write part of the end product.

3.3.2 SEQUENTIAL COLLABORATION

Sequential collaboration happens when students build on each other's contributions through progressive steps: local team A does part of the task and shares its work with local team B, who then continues the task with the input of team A. Sequential collaboration can be done asynchronously. An example is when students do interviews: first, the interview questions are generated and shared with the team members, then the interviews are conducted by the other team members, who subsequently share the interview data with their team, and so forth.

3.3.3 SYNERGETIC OR SYNCHRONOUS COLLABORATION

Synergetic or synchronous collaboration happens when students come together to exchange or synthesise ideas to plan or complete a product. This type of collaboration

always happens synchronously. Examples are brainstorming, preparing a presentation, and giving feedback.

3.4 DECIDE WHAT IS BEST FOR THE TASK AT HAND

In COIL design, it is important to alternate between the different types of collaboration and to help students understand which type of collaboration best serves the task at hand. Especially when collaboration happens across a substantial time difference, it is recommended to allow more asynchronous collaboration to help students manage the challenges of working in a globally dispersed team.

3.4.1 TIPS FOR COLLABORATIVE TASKS

Here are some tips for collaborative tasks in COIL:

- Set a realistic, achievable goal for the students
- Scaffold tasks in level of complexity and interdependence
- Allow them to draw from their own subject knowledge
- Challenge students to apply their knowledge in new contexts
- Encourage the sharing of stories and local knowledge

Getting students to collaborate poses its own set of challenges. Ensuring that the collaboration is equitable and inclusive is often even more challenging in both design and implementation.

Figure 9 (see below) shows the Inclusive Online Collaboration model (created for the Inclusive Comprehensive Internationalisation Erasmus project by Eva Haug, 2023).

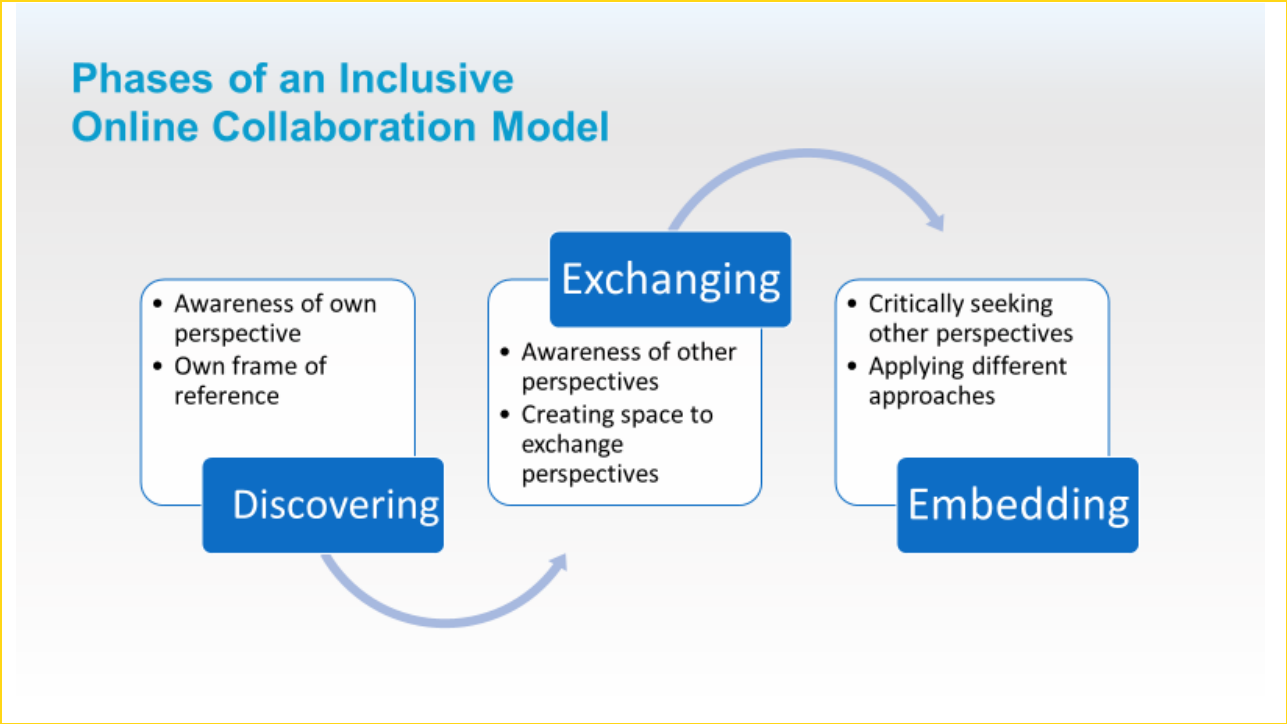

Figure 9: the Inclusive Online Collaboration model, created by Eva Haug

> *"Encountering difference in a learning context helps students see how a new piece of information may be applied effectively, and it helps learners better understand what a new idea or concept may mean. The converse, i.e. not encountering differences, contributes to students' continued 'mindlessness', or lack of awareness of their own experiences, knowledge, values and beliefs."* (Lee et al. 2012)

The Inclusive Online Collaboration model consists of three phases: 1) discovering, 2) exchanging, and 3) embedding. Much like ICC (intercultural competence) models, the IOC model moves from awareness of the *self* – our own perspectives – to the *other* – awareness of other perspectives – and then to *bridging the difference* and including diverse perspectives. The model aims to help the design and/or facilitation of online collaborative activities.

3.4.2 The discovering phase

The first phase of the Inclusive Online Collaboration model aims to discover which perspectives are present in the (virtual) classroom and to gain awareness of one's own perspectives. The discovering phase focuses on the ME.

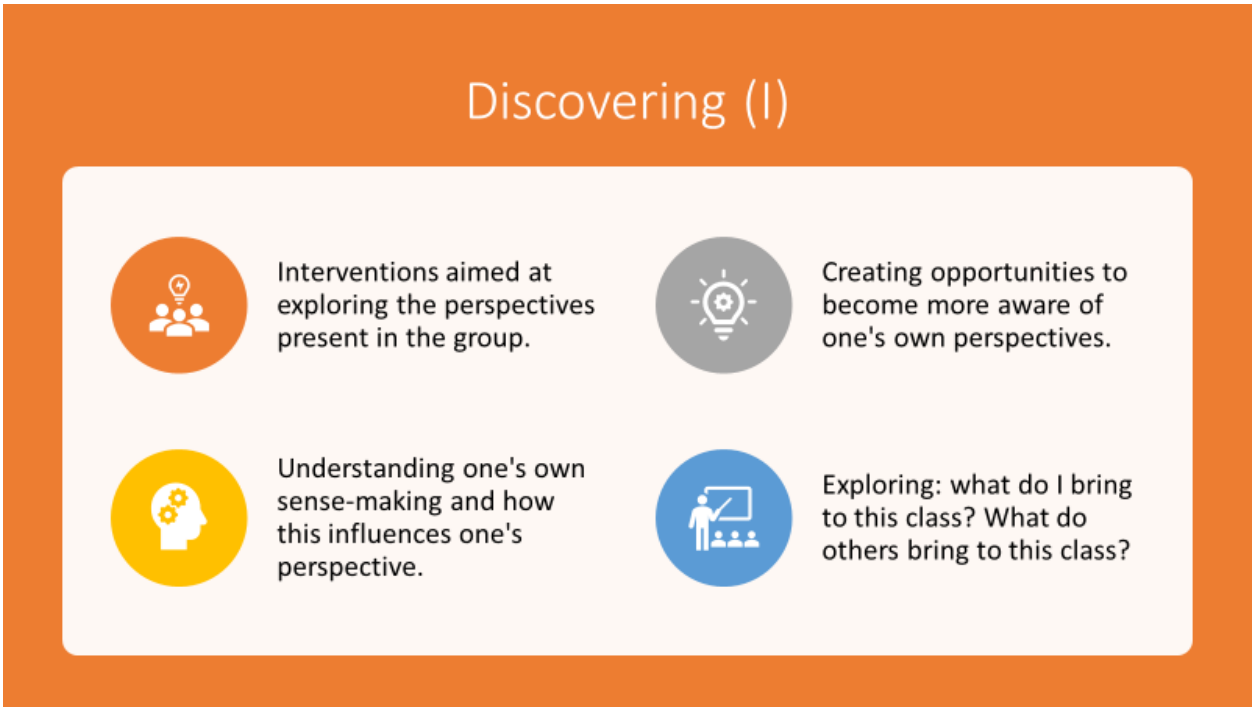

Figure 10: The discovering phase of the IOC model

Tools for the discovering phase:

- Getting to know students as individuals
- Getting students to know each other as individuals
- Using students' cultural and social capital as a resource
- Being explicit about context and aim for inclusive language
- Activating meaningful cross-cultural interaction.

3.4.3 THE EXCHANGING PHASE

During the exchanging phase, the focus shifts from the ME to the YOU: we start to explore how our perspectives differ by exchanging and making space for sharing.

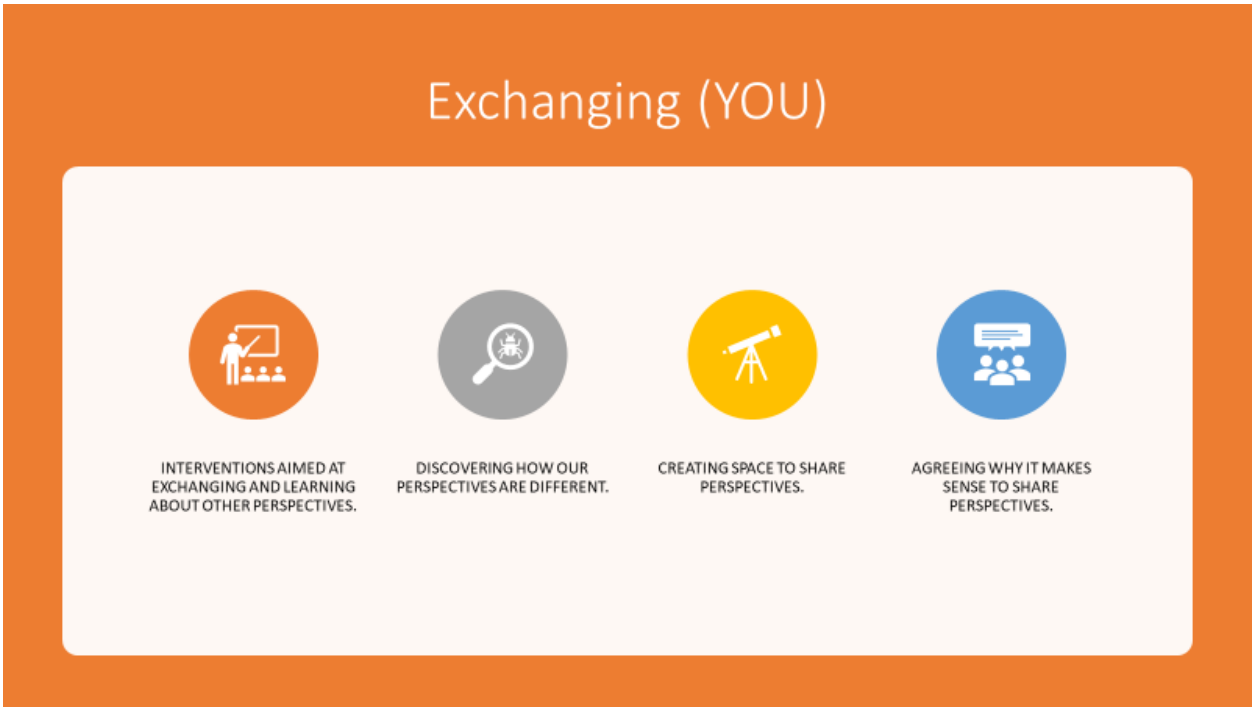

Figure 11: The exchanging phase of the IOC model

Tools for the exchanging phase:

- Designing activities that engage ALL students
- Incorporating interdependence
- Incorporating thinking time
- Designing activities that enable students to share knowledge, experience, and opinions
- Considering input from different perspectives.

3.4.4 THE EMBEDDING PHASE

In the third and final phase, we engage in activities to move from ME and YOU to WE. From sharing and exchanging, learners learn to bridge differences and switch perspectives. By actively seeking alternative perspectives, learners can solve problems more creatively and enhance the international collaboration.

Figure 12: The embedding phase of the IOC model

Tools for the embedding phase:

- Designing activities and assessment that allow students to combine diverse perspectives in a structured way
- Designing activities and assessment that allow students to combine and switch perspectives in a structured way
- Stimulating reflection
- Rewarding students for capitalising on diverse perspectives.

3.5 Assessment for COIL:

3.5.1 Risk and reward of assessment

Students like to be assured that the activity they are engaging in is meaningful and is 'rewarded'.

COIL activities may be perceived as ‘additional work’ that does not directly relate to the course in which it is embedded. To avoid this, assessment should be clearly tied both to the individual courses’ learning outcomes. The COIL assessment could also count towards students’ grades for their respective courses.

While most assessment focuses on students' knowledge of course content, COIL allows you to assess beyond the level of knowledge, and to determine their ability to apply their knowledge in a real-world situation.

There are two approaches to assessment: *formative* and *summative*:

- Formative assessment is conducted at multiple points throughout the course, with the purpose to provide constructive feedback, not assess student learning.
- While with summative assessment there is only one assessment, which takes place at the end of the course.

Formative assessment can mean students are less likely to engage in the project, and other priorities may take over. Ideally, your COIL project's assessment needs to align with your course's summative assessment or some other tangible reward. Icebreakers, intercultural learning, and reflection are typically ungraded or graded for completion, but the collaborative task is summative and should be graded for quality.

Consider your students' expectations with regard to assessment:

- What are they used to?
- What works best (i.e. how can you motivate them within your institutional context)?

3.5.2 USEFUL QUESTIONS TO ASK YOURSELF

- How do you normally assess students (i.e. what formats [tests, assignments, exams, etc.] and how often)?
- Would you like to use the same methods/tools for the collaborative task(s)?
    - ➢ Explore the underlying assumptions and motives for assessment with your partner – academic cultures and their approaches to assessment can vary greatly.
- Will there be a common grading requirement, or will each academic mark their own students separately?
- Do you usually use rubrics (marking criteria) when assessing students? Would you like to design a (partly) shared rubric with your partner?

- Have you considered how you might assess the intercultural learning that may take place? Will this be a separate reflection or embedded within other assessment activities?

3.5.3 TYPES OF ASSESSMENT

There are diverse assessment methods and formats – they do not have to be written deliverables. Consider activities such as presentations (live or recorded) and debates, virtual exhibitions, podcasts, and so on. You might also consider engaging students in deciding how they can best show evidence of learning.

Although it is generally recommended to do so, the COIL activity does not necessarily have to be assessed separately.

If you opt not to assess your students at all, think about how you might reward them. For example, you could

- issue certificates of attendance;
- give them access to exclusive offers or competitions; and
- exempt them from other course activities or assessment.

3.5.4 INCLUSIVE ASSESSMENT:

Students have different strengths, weaknesses, needs, and prior experiences – some are naturally better at writing or speaking, some have the advantage of speaking the language of instruction. All students come to the COIL experience with diverse capacities and knowledge.

Making assessment decisions that enhance inclusivity

- offers a range of assessment types so that all students can engage with assessment activities that play to their strengths; and
- if possible, allow students to select the assessment type or format they use.

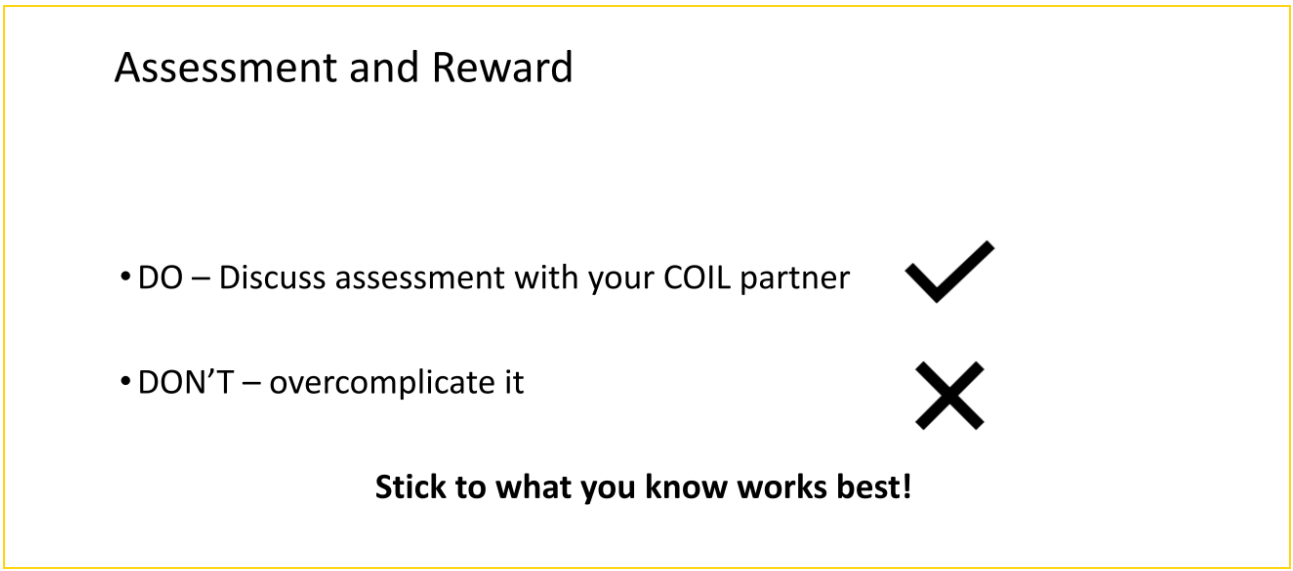

Figure 13: Assessment and reward

3.5.5 EXAMPLES OF ASSESSMENT FOR COIL

- A graded piece of written coursework based upon the COIL task(s):
  - This could be to undertake a piece of research, based on the location and situation of the COIL partner, e.g. the South African students exploring a topic in the European context and the European students exploring a topic in the South African context.
- Using reflection as a graded piece of coursework
  - If you ask your students to do a written reflective essay, this can also be used as a formal, graded assessment.
- In-COIL formative assessment
  - Lecturers can give real-time feedback based on their observations.
- In-COIL quizzes
  - These might be multiple choice questions used to test basic subject knowledge and to gauge progress.
- Group debates (either locally or with all COIL partners)
  - This could be a group discussion locally or virtually in which feedback can be provided.
- Group presentations (either locally or with all COIL partners)

- This could be a presentation of activity or findings, locally, virtually or video recorded, which could be graded.

- Activities and tasks to contribute towards Digital Badges
  - These could be milestones for students to achieve in order to be awarded a digital badge.

3.5.6 *End product designed and produced by students*

Many COIL projects culminate in an end product designed and produced by students. For example:

- Videos that illustrate communicative best practice in legal mediation.
- A school safety policy document.
- A report on differences and commonalities in mental-health challenges faced by teenagers in South Africa and Spain, with recommendations for public awareness campaigns.

Given that students from both institutions should contribute equally but differently to the deliverables, they could be assessed equally but differently on the deliverables.

3.5.7 *Resources for assessment of intercultural learning*

- Beliefs, Events, and Values Inventory (BEVI) **(**Craig N Shealy, PhD. James Madison University shealycn@jmu.edu) – Designed to identify and predict a variety of developmental processes that seek to explain which beliefs, values, and 'worldviews' are acquired and maintained. Ultimately, the BEVI is designed to determine whether, how, and to what extent people are (or are likely to be) 'open' to various transformational experiences such as international education. http://www.acenet.edu/programs/international/fipse/PDF/BEVI_Abstract.pdf
- Cultural Competence Self-Assessment Instrument – This instrument helps identify, improve, and enhance cultural competence in staff relations and client service delivery (Washington, D.C., Child Welfare League of America Publications; 1993; Catalogue number 5065).

- Intercultural Development Inventory (IDI) – Uses a 44-item inventory based on the Developmental Model of Intercultural Sensitivity (DMIS) to assess the extent of an individual's intercultural development. The IDI instrument and analysis services are available only to those people who have completed a qualifying seminar. http://www.intercultural.org
- Intercultural Readiness Check – The IRC is an ideal tool for assessing participants' intercultural skills in the areas of intercultural sensitivity, communication, leadership, and management of uncertainty. http://www.ibinet.nl
- AAC&U Value Rubrics: https://www.aacu.org/initiatives/value-initiative/value-rubrics
- Cultural Intelligence Scale https://www.cmu.edu/corecompetencies/globalculturaldei/resources-and-tools/cultural-intelligence-scale/index.html

3.6 ICEBREAKERS FOR COIL

Icebreakers are fun activities to help people get to know one another. The activities should invite students to engage and interact with one another, therefore they should focus on the people and not on the task at hand. They are used to acquaint students with course content and expectations. Ultimately, icebreakers should be designed to help create safe online learning spaces and orient students to the online environment.

3.6.1 BENEFITS OF ICEBREAKERS FOR COIL:

- Icebreakers help to create a relaxing environment where students share ideas and participate fully in the project.
- They encourage students to share ownership of the learning environment in the project.
- They help build rapport among students and foster a productive learning environment.
- They prepare students for collaborative group work.

3.6.2 Fostering inclusivity through icebreakers for COIL

For all students to benefit, a safe, brave, and encouraging learning environment must be established.

This involves creating a positive and inclusive learning environment.

- All students feel intellectually and academically supported
- Extended sense of belonging, regardless of the circumstances

3.6.3 Aim for a comfortable and respectful environment among students

- Setting clear expectations for student behaviour
- Engaging in relevant and meaningful icebreakers

An icebreaker for intercultural awareness is essential to embrace diversity and eliminate prejudices within activities and interactions. These types of icebreakers also build capacity to recognise emotions, solve problems, and establish positive relationships. They must encourage active participation and understanding by all requiring fair facilitation.

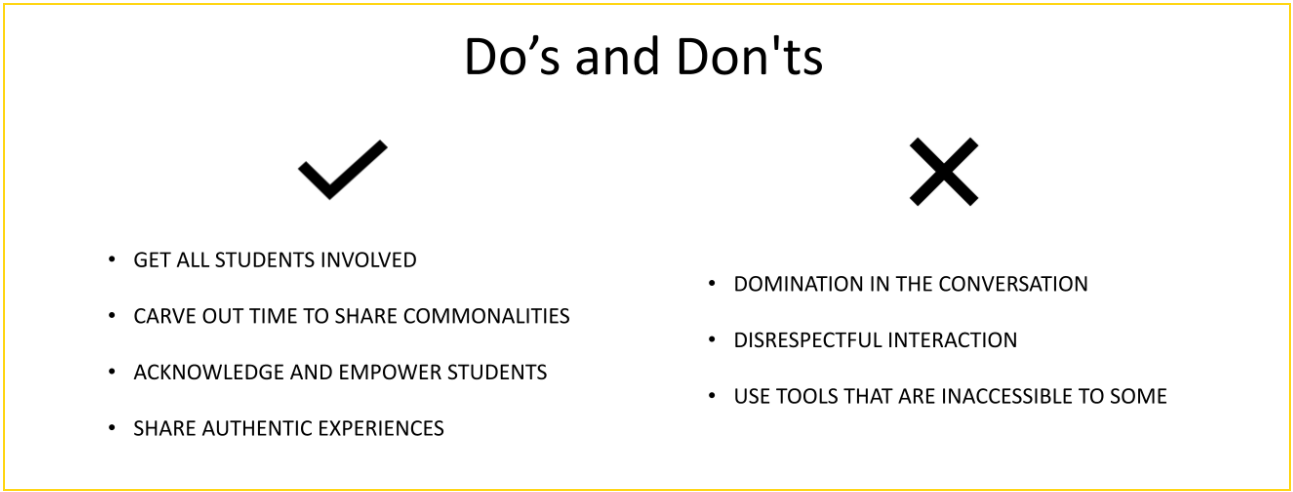

Figure 14: Tips for inclusive icebreaker activities

3.6.4 Examples of icebreaker activities:

- Play an online game with classmates, such as 'two truths and one lie' or 'three things in common'.

- Respond to a 'getting to know you' prompt, such as 'something most people wouldn't guess about me, is... '.
- Share something meaningful related to the course or discipline, such as a recent headline, article, or other media content related to the project topic.
- Watch a series, documentary, or movie recommended by and about their team member's culture and have a conversation about what they noticed.
- Exchange recipes for a traditional food or drink, prepare the food, and share a meal online.
- Give each other a virtual tour of their cities using Google maps.
- Watch the TED Talk by Chimamanda Ngozie Adichi, *The danger of a single story*, and provide conversation prompts to exchange their experiences with 'single stories' and stereotypes.
- Create something together (e.g., drawings, video, songs, poems, Spotify playlist, etc.).

3.6.5 RESOURCES FOR ICEBREAKERS:

Coach Diversity Institute. (2022). *Best Diversity Icebreakers to Try at Work*. CoachDiversity Institute. https://coachdiversity.com/blog/fun-diversity-icebreakers/

Dressel, DP. (2020). Breaking the Ice to Build Relationships: Using Icebreakers to Create New Relationships, Promote Emotional Safety, and Incorporate Social and Emotional Learning. *Journal of Physical Education, Recreation & Dance*. https://doi.org/10.1080//07303084.2020.1739434

Lee, B. (2021). *Social Presence for Forward-Thinking Learning: Creating an Inclusive Community in the Classroom*. Purdue Global https://purdueglobal.dspacedirect.org/server/api/core/bitstreams/ae85de70-7bf7-4520-8fff-31889bdb2b44/content

Mepieza, RY. (2023). The Power of Ice Breaker Activity: Examining the Impact of Icebreakers on Student Participation and Engagement in the Classroom. *European Journal of Learning on History and Social Sciences*. https://doi.org/10.61796/ejlhss.v1i1.8

Naicker, A, Singh, E, & Van Genugten, T. (2022). Collaborative Online International Learning (COIL): Preparedness and experiences of South African students. *Innovations in Education and Teaching International*. https://doi.org/10.1080//14703297.2021.1895867

3.7 Reflection for COIL

One of the four main characteristics of COIL project design is a reflective component. Reflection serves as an opportunity for learners to pause and consider what they have learned and how they have been changed by the experience. Yet reflection is not always a regular component of curriculum design in various disciplines. For those familiar with reflection, it is encouraged to consider how to coach students to reflect on the intercultural learning that has taken place. For those new to reflection, this chapter aims to explain its benefits and provide some resources and ideas on how to embed reflection into the design.

3.7.1 What are the benefits of reflection?

Reflection has several benefits:

Significance: Students realise the importance of what they have learned

Process Recognition: Students identify what worked, what did not, and what needs to change

Solutions/Strategies: Students determine solutions and strategies to improve their learning

Motivation: Students recognise what they enjoy and reconcile what they find difficult

Application: Students describe how they will use new concepts, theories, and ideas

The reflective activities are usually aimed at a reflection on the *process* of collaboration, as opposed to the goal (or output) of the collaboration. We encourage learners to think about the intercultural communication, the intercultural teamwork, and team spirit.

During reflective activities, learners attempt to make sense of the experience and put into words how they are managing the diversity in the team.

Finally, reflection helps learners to make the transfer to professional skills and needs – what have they experienced and learned that they could use in another (professional) context. In other words: what worked and what did not work and what would I do differently next time?

3.7.2 When can students reflect?

Reflection does not have to be limited to an activity upon completion of the COIL activity. Similar to festive events, we can reflect before the event: *what to expect and how to prepare?* During the event we can check in: *what is going well and what could we improve?* After the event, we can look back and reflect on how we have been changed by the event.

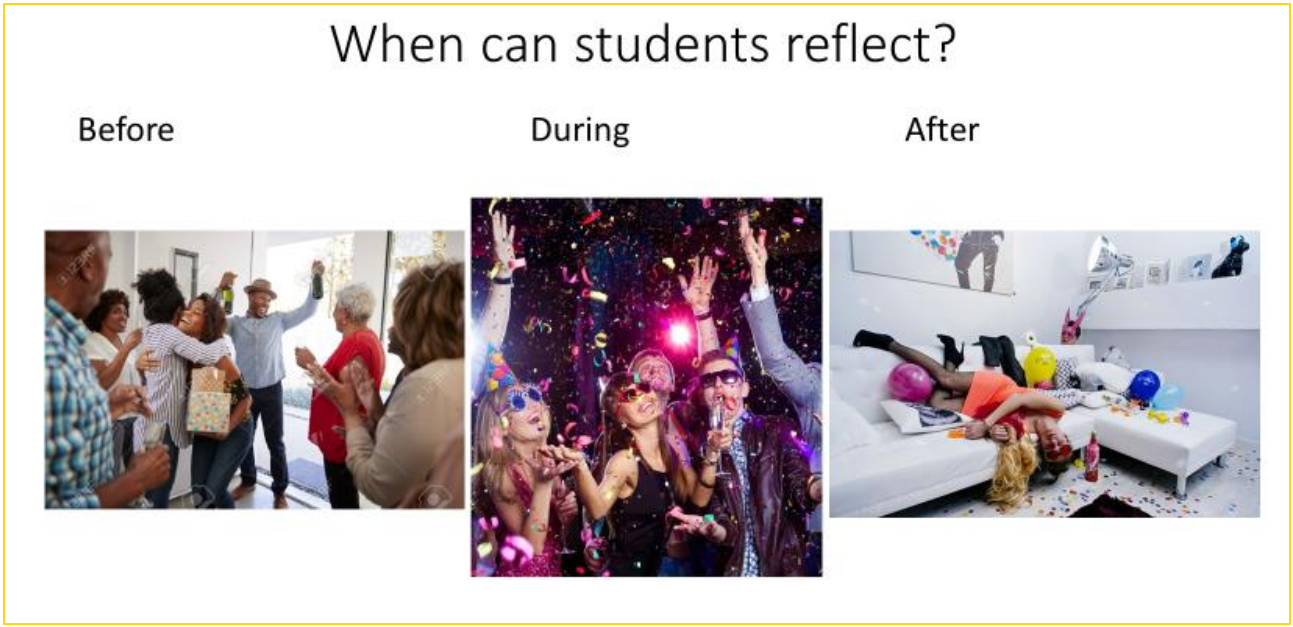

Figure 15: Reflection opportunities during COIL activities

Reflection is not limited to post-project tasks. Consider the opportunities and advantages of embedding reflective activities before the project even begins, during the experience, and upon completion of the project.

Before the COIL project starts, you can engage students in reflective activities to

- manage expectations;

- onboard (or prepare) students; and
- prepare for the intercultural exchange.

During the COIL project, it is recommended that the students engage in reflective moments to make sense of the experience and to allow them to ask questions and raise concerns about the collaboration. Teaching staff with little to no experience in intercultural competence can feel unprepared to facilitate the intercultural learning process, and may avoid reflecting on the process of collaboration, focusing on the product of the collaboration instead.

3.7.3 CULTURAL MENTORSHIP

To empower COIL facilitators to coach their students, we might introduce them to *'cultural mentorship'*.

The four main principles of cultural mentorship are the following:

1. Provide frameworks
2. Remain vulnerable
3. Pair experience with reflection
4. Balance planning and responsiveness

Providing frameworks for reflection, such as the DMIS model, the learning zone model or the hero's journey, supports students in describing the experience. These models can be used throughout, allowing the repetition of one framework to support the reflective practice. Alternatively, different models can be used before, during, and after the project to offer diverse strategies and allow students to choose the model that most resonates with them.

Remaining vulnerable means that we, as coaches or facilitators of the experience, demonstrate our own reflective practice by sharing how we managed ambiguity and how we learned. As you develop the COIL design, you can 'collect' anecdotes and examples where you learned from the collaboration and share these with your students.

Pairing the experience with reflection refers to not providing answers to challenges that arise but asking questions instead. Alternatively, students can be encouraged to

help each other with tips on managing challenging situations. Every question or 'problem' that arises in the classroom is an opportunity for a short reflection and self-management of the team dynamics.

Finally, balancing planning with responsiveness means that we plan to be flexible. In other words: the COIL design and implementation plan are leading and require careful consideration. But once the project has started and challenges arise, it is important to maintain a flexible attitude that focuses on the relationship with the peers and finding solutions that work for all involved.

Upon completion of the COIL, students look back on their experience and reflect on what they learned and how it may have changed them. What do they know now that they did not know before? What can they do now that they could not do before?

3.7.4 Considerations

Here are some questions to consider in designing and evaluating your reflective practice:

- How will students reflect – individually or with their COIL group? Written, oral, or by using art (music, images, etc.)?
- Is the reflection a formative assessment tool or is it not graded? If not graded, how will you motivate students to reflect?
- When evaluating reflection, be mindful of cultural preferences, such as speaking in 'I' or 'we', losing face, accepting criticism, and how hierarchy is perceived.

3.7.5 Resources for reflection

Bennet, MJ. (2014) The Developmental Model of Intercultural Sensitivity https://www.idrinstitute.org/dmis/

National Institute for Learning Outcomes Assessment (2024) New to Assessment? *NILOA* https://www.learningoutcomesassessment.org/Browse-by/New-to-Assessment/

Purdue's Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR) Recommended Resources https://www.purdue.edu/gpp/cilmar/

Tolerance for Ambiguity Scale (https://purdue.ca1.qualtrics.com/jfe/form/SV_01EPkt0wLVm6ALP), in Herman, JL, Stevens, MJ, Bird, A, Mendenhall, M, & Oddou, G. (2010). The tolerance for ambiguity scale: Towards a more refined measure for international management research. *International Journal of Intercultural Relations*, 34(1), 58-65. https://doi.org/10.1016/j.ijintrel.2009.09.004

3.8 EDUCATIONAL TECHNOLOGY FOR COIL

Technology should support your COIL project rather than dominate it. Remember that this is simply a tool to enable the interaction to take place. Opt for simplicity and select tools which you feel comfortable and confident using.

Examples include:

- Videoconferencing (Zoom, MS Teams, Google Meet, etc.)
- Virtual learning environments (Blackboard, Moodle, Brightspace, etc.)
- Social media (Instagram, LinkedIn, etc.)
- Collaborating/sharing (Google Drive, MS Teams, Padlet, Trello, etc.)
- Blogging platforms and e-portfolios

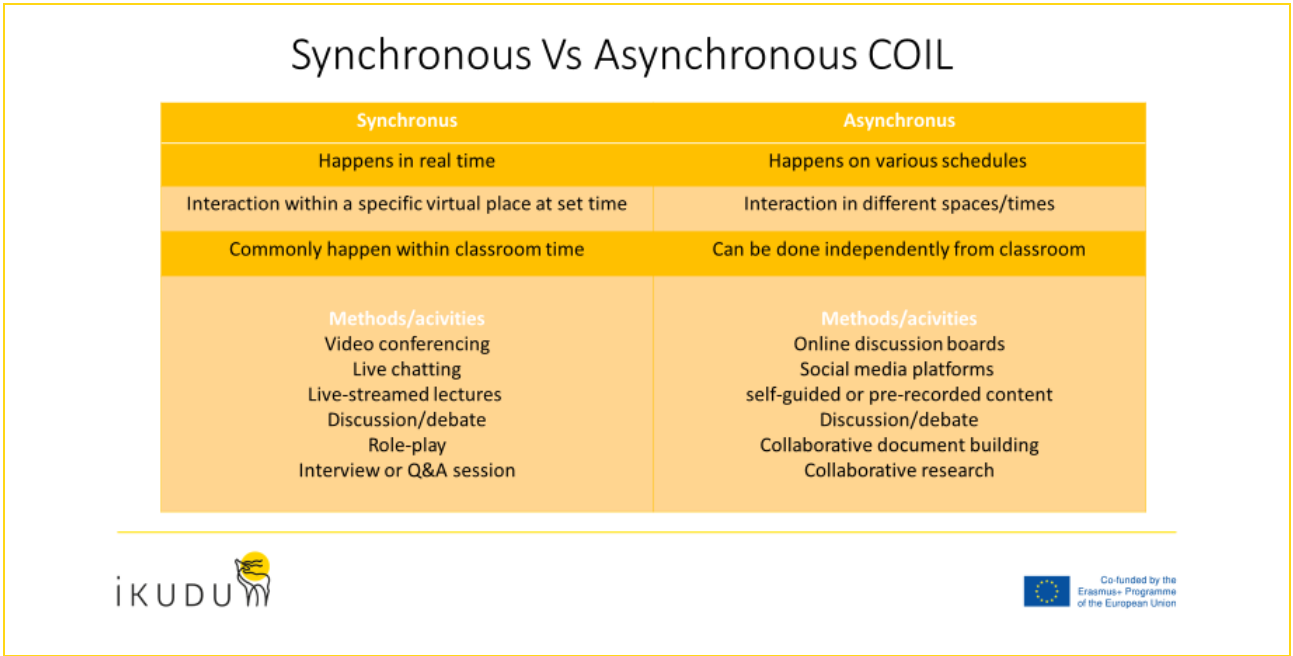

Figure 16: Characteristics of synchronous and asynchronous collaboration

Figure 16 illustrates the advantages and challenges offered by synchronous and asynchronous technology tools. For an impactful COIL collaboration, it is recommended

to mix the amount of time spent on synchronous and asynchronous work. Not all tasks require synchronous connection (see also Chapter 4.2 on Collaborative tasks); however, having that face-to-face time with your peers motivates learners and builds stronger connections between team members.

When language differences are one of the challenges students face, considering asynchronous communication allows for the use of translation tools, thereby minimising the power imbalance that may occur.

Remember: COIL activities more often than not take place between peers in their COIL teams. Their synchronous or asynchronous work is not limited to your class time with your students. Synchronous teaching schedules are not a requirement for productive COIL collaboration. Often, the synchronous in-class activities are limited to a festive and informative introduction (kick-off) and/or a celebrative closing session, for example where students present their results or reflect on the experience. Allowing students to select the technology that best works for them in their COIL teams and managing the challenges of remote teamwork could be one of the learning outcomes of the COIL project.

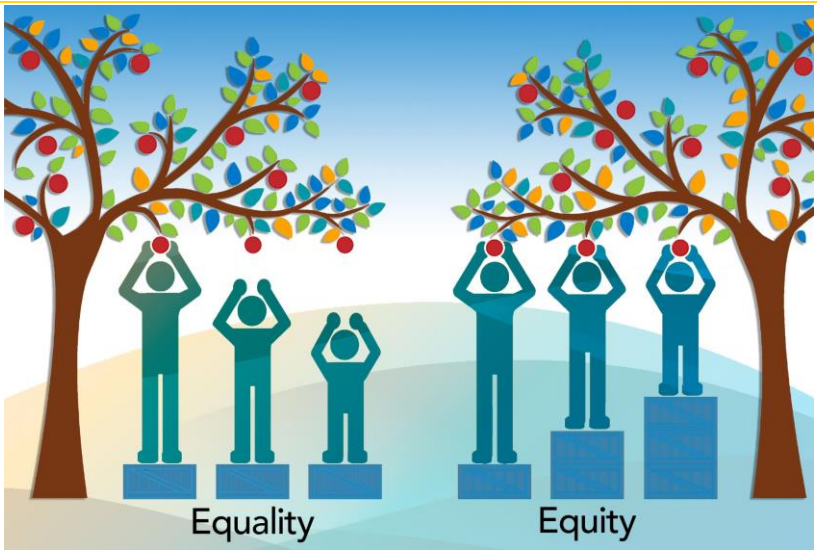

Figure 17: Equality vs equity

One important aspect to consider is that COIL is technology-enabled, and therefore requires students to have access to at least the internet to connect with their peers. Unfortunately, access to a stable internet connection, bandwidth, data costs, and other

challenges are restrictions that need to be carefully considered in the design of the project.

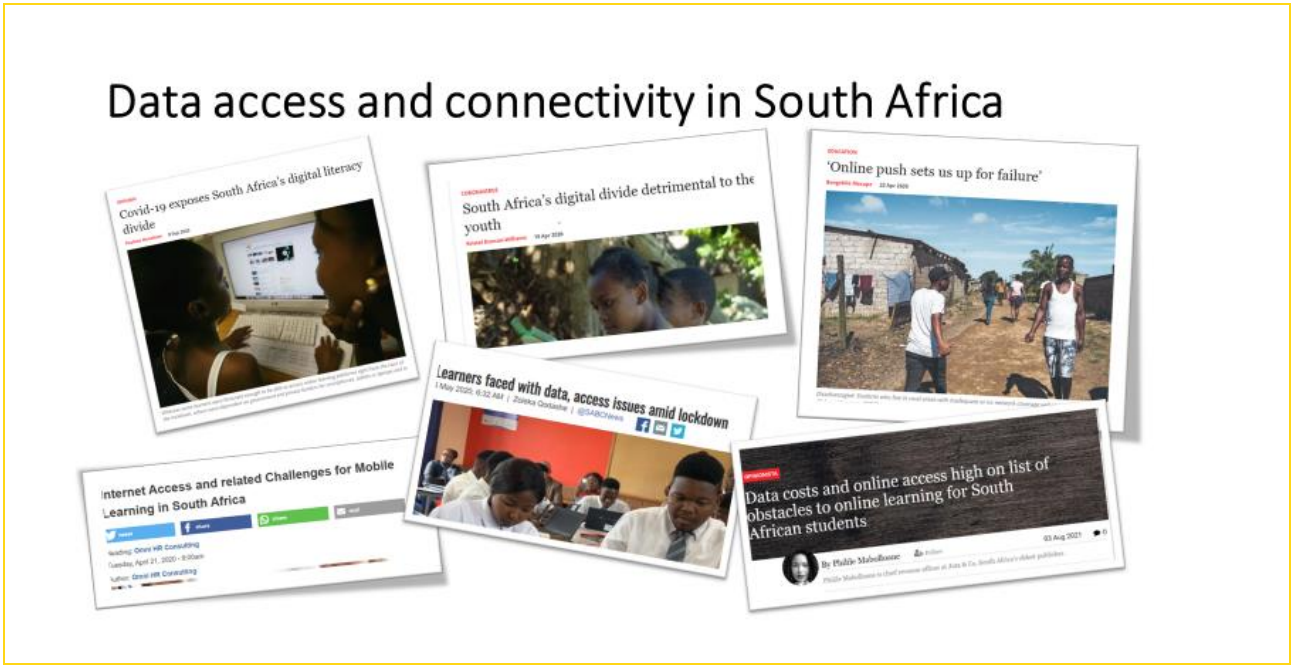

Figure 18: Data and connectivity in South Africa

According to a study survey released by Juta and Co in August 2021, only 38% of students at TVET colleges had access to online learning facilities. 32% of students said they struggled to access online course content due to not having constant access to a computer or the internet. Nearly a quarter (23%) cited high data costs as a prohibitive factor (Mabolloane, 2021[3]).

Very few students, especially those in rural areas, have access to the internet at home. Only 37% of South African households have consistent access to the internet through cellphones or computers, according to Statistics South Africa. North West and Limpopo have the lowest access to internet at home, 3,6% and 1,6% respectively. All South African campuses have free Wi-Fi on campus; this should be taken into account when developing a technology that enables collaboration with South African students.

Successful COIL projects do not require smart classrooms or state-of-the-art technology. COIL facilitators do not need to be technological experts. An open mind

[3] Mabolloane, P. (2021) Data costs and online access high on list of obstacles to online learning for South African students *Daily Maverick* https://www.dailymaverick.co.za/opinionista/2021-08-03-data-costs-and-online-access-high-on-list-of-obstacles-to-online-learning-for-south-african-students/

and practical mindset are imperative when considering which technology best supports your pedagogical design.

Remember: technology follows pedagogy. Once the curriculum intervention decisions have been made, the appropriate and available technology is chosen. Based on what the students will do together, how they will communicate and collaborate, and how their learning will be assessed, the tools that support the design can be selected. One very important element of the considerations is the accessibility and familiarity of the technology for all students involved.

3.9 DIGITAL TOOLS AND APPS

Here is a list of free and openly accessible online tools and apps that support international teamwork, collaboration, and communication:

- Zoom: A widely used video conferencing tool for virtual meetings, discussions, and lectures with participants from around the world.
- Google Workspace: Offers a suite of productivity tools, including Google Docs, Sheets, Slides, and Drive for real-time collaboration on documents, spreadsheets, presentations, and file sharing.
- Slack: A messaging platform for team communication that allows for organised discussions, file sharing, and integration with other tools and services.
- Microsoft Teams: A collaboration platform that combines chat, video meetings, file storage, and application integration, suitable for team collaboration and communication.
- WhatsApp: A widely used messaging app that supports text, voice, and video communication, suitable for informal discussions and quick updates.
- Discord: Originally designed for gaming communities, Discord offers text, voice, and video chat features, making it suitable for both casual and professional group communication.

- Trello: A project management tool that uses boards, lists, and cards to organise tasks and collaborate with team members in a visual way.

- Asana: Another project management tool that helps teams organise, track, and manage their work, suitable for coordinating tasks and projects across different time zones.

- Miro: A collaborative online whiteboard platform that allows teams to brainstorm, visualise ideas, and work together in real time, useful for visual collaboration and creative ideation.

- Padlet: A digital canvas for collecting, organising, and sharing content such as notes, images, videos, and links, suitable for collaborative brainstorming and knowledge sharing.

- Google Jamboard: An interactive whiteboard tool that allows teams to sketch ideas, collaborate on drawings, and share visual concepts in real time.

- GitHub: A platform for hosting and collaborating on software development projects using version control, issue tracking, and code review features, suitable for teams working on coding and programming tasks.

- Jitsi Meet: An open-source video conferencing platform that supports web-based video calls and screen sharing without the need for an account or installation, making it easy to use for international meetings.

- Moodle: An open-source learning management system (LMS) that supports online course delivery, collaboration, and communication among students and instructors.

These tools offer a range of features and functionalities to support international teamwork, collaboration, and communication, and can be accessed for free with internet connectivity.

CHAPTER 4: GETTING STUDENTS READY FOR THEIR COIL EXPERIENCE

4.1 KEY CONSIDERATIONS

- COIL activity is quite different from traditional classroom-based teaching and learning in that the educational activity is largely student-led.
- COIL focuses on peer learning and knowledge exchange. The lecturer takes on the role of curator, rather than teaching from the front.
- In order to make the experience meaningful for everyone involved, it is important to understand the role of the lecturer and the student in a COIL activity.
- Some of the concepts in this chapter may seem obvious, but it is worth keeping the essentials in mind to ensure that COIL activity runs smoothly.

4.2 PREPARE YOURSELF

This may go without saying, but your students can only be prepared if you have also prepared for the COIL experience. By reaching this point, you should have already done the background work, but please make sure that your own preparation is in order first.

Before preparing your students, make sure you are familiar with this manual and have co-equally created your COIL, ready for delivery.

COIL preparation can be a complex process, but your students do not need to be burdened with any 'behind-the-scenes' issues – try to make the COIL as smooth and seamless as possible.

As always, communication is key. Make sure that you are talking to your partner regularly in the lead-up to the COIL.

Take the time to double-check that you and your partner understand the COIL activity and check that you have both factored time into your module to prepare your students.

4.3 PELZ'S THREE PRINCIPLES OF ONLINE PEDAGOGY

Remember that COIL is not your standard 'teacher at the front' activity.

Bill Pelz's three principles of online pedagogy are useful for you to consider in the context of roles and COIL (Pelz, 2004).

Principle #1: Let the students do the work: The lecturer's role is to create and curate a stimulating set of activities in an online environment for the students. Rather than leading in the activity itself, students should be empowered to take a lead in the online collaboration in order to solve the problems and tasks at hand. The lecturer therefore takes more of an overseer and support role, rather than being 'hands on'.

Principle #2: Interactivity is the heart and soul of effective learning: COIL activity needs to be more than a passive 'pen pal' style system. Students must be actively engaging with each other in order to meet the **C**ollaborative element of COIL. The lecturer must therefore create a stimulating environment where students can engage and debate with one another.

Principle #3: Strive for social presence: In order to create a real community of learning, students should be encouraged to go beyond the exchange and application of subject knowledge. An understanding of intercultural competence is useful for creating presence – by encouraging students to share elements of their own culture and experiences with one another, they are able to develop a deeper understanding of the world around them and will develop their own intercultural competences.

4.4 YOUR STUDENTS AND YOU

Remember that you know your students better than anyone else in the COIL partnership.

COIL should be student-focused, but students may not always be used to non-traditional teaching and learning activities. Students often see teaching and learning from a subject perspective and may initially be unreceptive to activities that they perceive as not directly related to their course.

Students therefore need to be sufficiently informed and prepared for their COIL experience in order to be fully empowered to be involved.

Be sensitive to the fact that COIL may be a new concept to your students. Students may not initially understand or appreciate COIL as an activity until you have taken the time

to explain and guide them. Therefore, it might be a good idea to introduce students to COIL as part of your module or course delivery in advance of the activity.

In the lead-up to the COIL commencement and icebreaker, set aside time to introduce the activity to your students locally, with the opportunity for your students to ask questions about the COIL activity.

Let your students know that they will be undertaking a vibrant and interactive activity as part of their course, which requires working with students from a different university elsewhere on the globe.

Briefly explain the relevance of the C, the O, the I, and the L in COIL, and make it clear that this is a student-centred activity and that your role is to oversee and support and not to take the lead.

Ensure that students are aware of the internationalised learning outcomes so that they can clearly see how the activity contributes to and enriches their teaching and learning experience. Be mindful that the reflection in COIL is an important part of the learning process too – do not let students skip this important step following the COIL activity!

Make sure that students are aware that they will be using their intercultural competences alongside their subject knowledge, and that they will be working with other students from different cultural backgrounds, with their own unique insights and approaches.

Make sure that students are fully aware of the technology requirements of your COIL. If you are using new technology that your students are not yet familiar with, make sure that they have time to become familiar with the programmes and have the correct logins and so forth.

4.5 Setting the ground rules

Prepare your *ground rules* to ensure that your students are made aware of the expectations and responsibilities too.

'Ground rules', a set of approaches and standards that lecturers and students alike should adhere to, should be made clear before commencing the COIL icebreaker.

It is a good idea to have a copy of the ground rules available in your virtual learning environment or module/course handbook. Remember that the ground rules apply to staff and students alike – although the activity is student-centred, you still play a key role in the success of your COIL.

4.6 THE ROLE OF STAFF/INSTRUCTORS

Development**:** Staff must work together to co-create a relevant, engaging COIL activity that will benefit all students.

Communication**:** Staff from each institution should remain in frequent contact to ensure that the COIL is running smoothly and is meeting the needs of all stakeholders. If something is not working, it is important to communicate this at the earliest opportunity so that solutions can be found.

In-class delivery**:** Staff must introduce and explain the purpose of the COIL activity and convey the benefits and importance of the collaborative activity, both on a subject knowledge level and in relation to the development of wider skills and competences.

Be present but allow students to lead**:** Staff must monitor the COIL activity and be prepared to contribute and intervene if necessary. Students take the lead on the work, but staff need to be able to react if things are not going to plan. Staff might also wish to leave formative feedback to encourage students when things are going well.

Know how to signpost**:** If students are experiencing issues with technology or require assistance with software, staff need to know who to ask for help so that problems with the online environment can be resolved quickly.

Encourage reflection**:** Students should be given the space to reflect on their COIL experiences – this is covered in more depth in a previous module.

Be reflective**:** Staff should also take stock of how the COIL experience went. Staff should ask themselves, 'what worked?', 'what did not work?', and 'what can I do differently next time?'

Give feedback**:** Although formative comments can be fed back to students throughout the COIL activity, staff need to ensure that assessments are aligned with the COIL

activity so that constructive summative assessment can be given. COIL-related assessments are covered in more depth in a previous module.

4.7 THE ROLE OF STUDENTS

Engage and be active**:** COIL cannot be effective without the **C**ollaborative element. Even if they are initially sceptical about engaging in COIL, students must engage with the online activity. This engagement extends to flagging issues and queries with staff if things are not working.

Listen**:** Although the tasks will be student-led, students need to listen carefully to the instructions of their lecturers. COIL may be a new concept to students, and the lecturer's insight and guidance is needed to fully understand the purpose of the task.

Understand**:** Students may see COIL as an unknown to begin with and are sometimes unreceptive to new ways of teaching and learning. Following the listening, students need to understand that the COIL activity is about applying subject knowledge in different contexts while gaining crucial interpersonal, intercultural competences.

Collaborate and compromise**:** Part of the intercultural experience is learning to work with others. This may mean doing things differently, changing their approach, or being patient while their peers work through the task. Students need to be prepared to be challenged in the collaborative space.

Complete**:** It is important that all COIL activities are completed. It is important that students complete all elements of the COIL to ensure that they are getting the maximum benefit for themselves and their peers.

Reflect and learn**:** Students are encouraged to reflect on their COIL experiences afterwards in order to take stock of the activity. As part of this, students should consider how their subject knowledge was used in new and different ways and what they have learnt from the intercultural experiences of working with others from a different background. Beyond reflecting, **L**earning is a crucial element of COIL. Students should be able to demonstrate new (or at least more developed) knowledge and competences as a result of the COIL activity.

Apply and respond**:** As part of the assessment, students should apply their knowledge and experiences and be prepared to respond to any feedback given by staff.

Evaluate**:** Students should have space to provide constructive feedback on how their COIL experience went. Students should be able to articulate what they felt worked well, what did not work so well, and any changes that could be made to improve the experience next time.

4.8 STUDENT REASSURANCE

Some students may still be apprehensive about engaging in COIL and may be worried about localised issues such as use of technology, ability to access data, costs associated with accessing online technologies, or localised issues such as power cuts, as seen with 'load shedding' in the South African setting. Therefore, it is important to emphasise that COIL is not about technology, but about connection and exchange.

Encourage your students to be honest and open with you if there are issues. COIL is intended to be a co-equal, inclusive experience for all, and no student should feel in a position where they are excluded or have to use their own personal data or pay extra to engage in COIL.

Your own co-equal COIL design process should already have factored in potential issues with technology and logistics, including considerations of time zone and whether or not your COIL is synchronous or asynchronous, and so on.

Deal with any issues quickly and sensitively, reassuring students that those temporary issues, such as loss of internet connection, can be navigated. Reassure your students that it is normal for some connectivity issues to impact a COIL.

Where more major issues do arise, make sure that all students are aware of what has happened, so that everyone is cognisant of the situation – otherwise students may make unhelpful assumptions when things do not go strictly to plan.

4.9 STUDENT EMPOWERMENT

COIL is designed to put students slightly outside of their comfort zone in order to learn from differences and to develop and apply a mixture of subject expertise and

intercultural competences to complete an activity with a group of geographically distant students.

When dealing with South-North collaborations in particular, complex issues of history and spectres of colonial pasts may influence student interaction, consciously or subconsciously. This can sometimes manifest in students being cautious or quiet, even after successful icebreakers.

Although rare, your monitoring of activities may require you to intervene – it is important to remind, encourage, and empower students that all voices are valid within the confines of the ground rules and that difference is to be celebrated.

Student peer learning means that your partner's students have as much to learn from your own students as yours from them!

4.10 Resources

DeWinter, A & Klamer, R (2021, 16 Aug). 'Virtual exchange: towards digital equity in internationalisation'. In Satar, M (ed.). *Research-publishing.net* (1st ed)., pp. 29-40 12

Pelz, B (2004). (My) Three principles of effective 0nline pedagogy. *Journal of Asynchronous Learning Network*, 14(1):103-116. https://doi.org/10.24059/olj.v8i3.1819.

CHAPTER 5: FACILITATING YOUR COIL PROJECT

The following chapter highlights the importance of coaching students while they are working on their COIL activities. The role of the facilitator resembles that of a 'guide on the side'. However, not all facilitators might be familiar with intercultural differences and how to guide this process. Therefore, this chapter aims to provide some tips and examples of such facilitation.

5.1 FACILITATING AN INTERCULTURAL PROCESS

Once the academics have designed their project tasks, it is time to implement the COIL and put students to work. However, the work for the academics – or facilitators – continues! We cannot just give students a collaborative task and assume they know what to do. Facilitators need to support and monitor the students (at least once a week) to ensure a good end result. In order to better support students during this process, the facilitators need to see the challenges that students struggle with.

There are various ways to achieve this. Some examples are – organising a meeting to explain what the project is, a Q&A session to answer student's concerns, or weekly check-in moments of reflection with the students during class time. Another suggestion is to create mixed teams and appoint group leaders to give regular (at least once a week) feedback to the facilitators so that they can provide the necessary support. Having students create a group contract, define roles, choose technology, and medium of communication at the beginning of COIL works wonders. Group leaders can provide a window into the student experience, reporting how the collaboration is going, the successes, and the challenges. Academics can contact the students who are unable to fully engage in the project and provide the support needed or encourage them to stay engaged.

5.2 ENGAGEMENT CHALLENGES

Some of the challenges that students might struggle with – and that facilitators will need to provide support for, include:

- conflicting academic schedules;
- obligation to attend classes; and

- issues with connectivity and data usage (the difficulty of connecting to the internet outside of the campus).

There could be external factors impeding the students from engaging, such as the following:

- student protests
- students may feel that the COIL activity is additional workload on top of academic obligations – if the COIL is not credited or not aligned with their disciplinary graduate attributes
- they are required to do tasks that cannot be done on a smartphone (such as sharing visuals or PowerPoints)
- they may lack intrinsic motivation
- the time required to collaborate may overlap with work obligations
- there might be language issues
- the management of (cultural) ambiguity may be too challenging.

5.3 Tips for co-facilitating COIL activities:

1) Appointing group leaders, taking into account cultural preferences for this kind of project organisation.
2) Weekly, or regularly occurring reflection moments in class or together with the COIL teams. It is important to provide some structure or models to reflect and to encourage students to find solutions that work for their teams.
3) Encourage students to share weekly milestones on a shared platform so facilitators can see if a team is producing output or lagging behind.
4) Check in with your COIL partner regularly to hear what the students are sharing in their classroom or what issues they might be encountering in the project.

5.4 Facilitating means to liaise with your COIL partner

It is recommended to schedule regular meetings with your COIL partner to check in and demonstrate to students that you practise what you preach: communication is key!

Some things to discuss together are – student engagement, such as team progress and team communication and how to respond or provide support; feedback on tasks; reflection with the teams; evaluation of the student output (assessment of the tasks); alterations in the tasks or timeline that may be needed due to sudden changes.

Remember that you should plan to be flexible!

5.5 COACHING STUDENTS' INTERCULTURAL LEARNING PROCESS

COIL experiences provide an opportunity to meet people from diverse backgrounds, lifestyles, and opinions – the experience of belonging to a global village. It is not about who is right or wrong, but how we can thrive in and with diversity. The experience of difference, however, can be challenging and disorienting. Cultural differences are an intrinsic part of the student COIL experience. How can we support our students in managing cultural differences?

Cultural mentorship: facilitators do not need to be intercultural specialists to help students manage cultural differences. The concept of cultural mentorship provides four basic ideas to facilitate the cultural learning of students during COIL. These four ideas are as follows:

- Provide frameworks for reflection; models and frameworks help students to reflect on the experience and focus on the process of intercultural collaboration.
- Remain vulnerable; lecturers can support students by sharing with their international colleague how they themselves have managed the cultural differences in preparing the project.
- Pair experience with reflection; instead of providing answers when the students share their challenges, facilitators should encourage reflection. This can also be done by inviting the peers to share how they managed challenging situations.
- Balance planning and responsiveness; facilitators – and students - should be aware that we plan to be flexible. We should be able to respond to unexpected changes in a flexible manner that ensures that all students can participate equitably.

In any COIL project, students will experience differences in scheduling, communication, and trusting. Helping students understand how culture impacts our beliefs and practices in these three areas enables them to improve their collaboration. The OER (open educational resource) https://whatisculture.org provides the theoretical background and some practical activities to understand these cultural differences.

Example:

Religion impacts what we freely communicate about and what may be considered taboo, such as gender issues or sexuality. In the decision-making process, South Africans are influenced by spirituality and faith. In the EU, decisions are internal and are not influenced by external factors. Facilitators can coach the students to make sense of this duality and ambiguity.

5.6 Resources

American Association of Colleges and Universities (2024) AAC&U Value Rubric for intercultural competence: https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-intercultural-knowledge-and-competence

HUBICL & CILMAR (2018) Hubicl (educational activities for ICC): https://hubicl.org/

Meyer, E. (2016) The Culture Map: https://erinmeyer.com/books/the-culture-map/

Organizing Engage (2024) Developmental Model of Intercultural Sensitivity: https://organizingengagement.org/models/developmental-model-of-intercultural-sensitivity/

The Culture Factor (n.d.) Hofstede Insights: https://www.hofstede-insights.com/country-comparison-tool

What is Culture (2024) Introduction https://whatisculture.org

ADDENDUM A: SOME COIL EXAMPLES

EXAMPLE 1: EXAMPLE OF COIL MATCHING BETWEEN SIMILAR PROGRAMMES

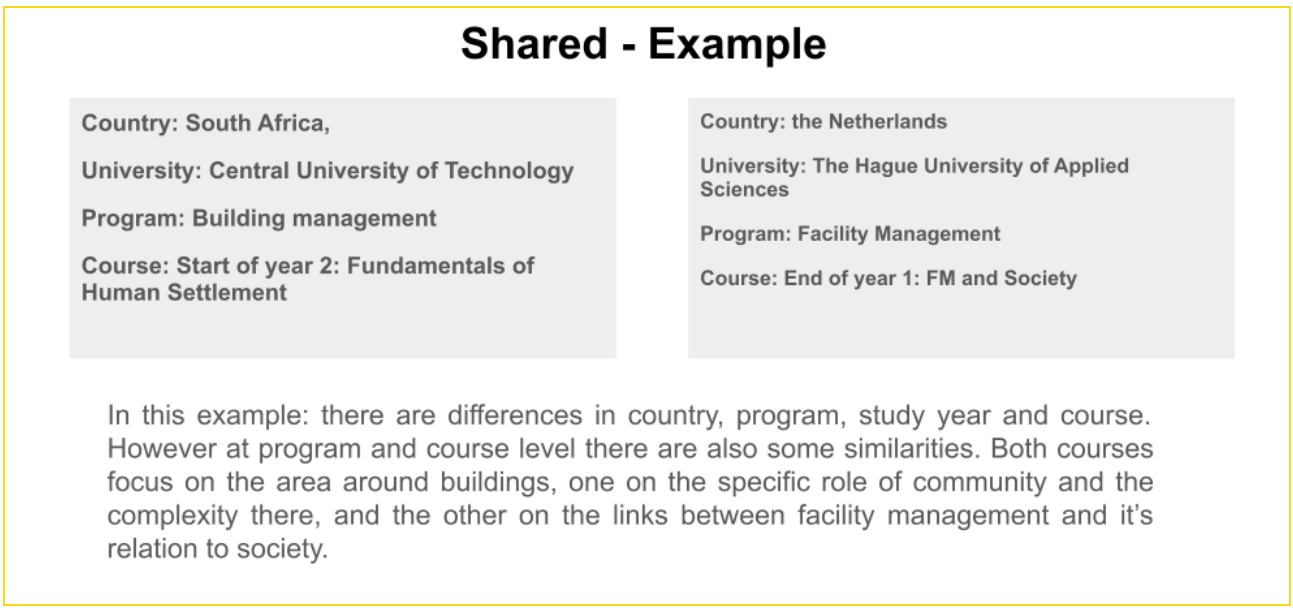

Figure 19: Example of COIL matching between similar programmes. Reference: Reinout Klamer, THUAS

EXAMPLE 2: EXAMPLE OF COIL MATCHING BETWEEN SIMILAR PROGRAMMES

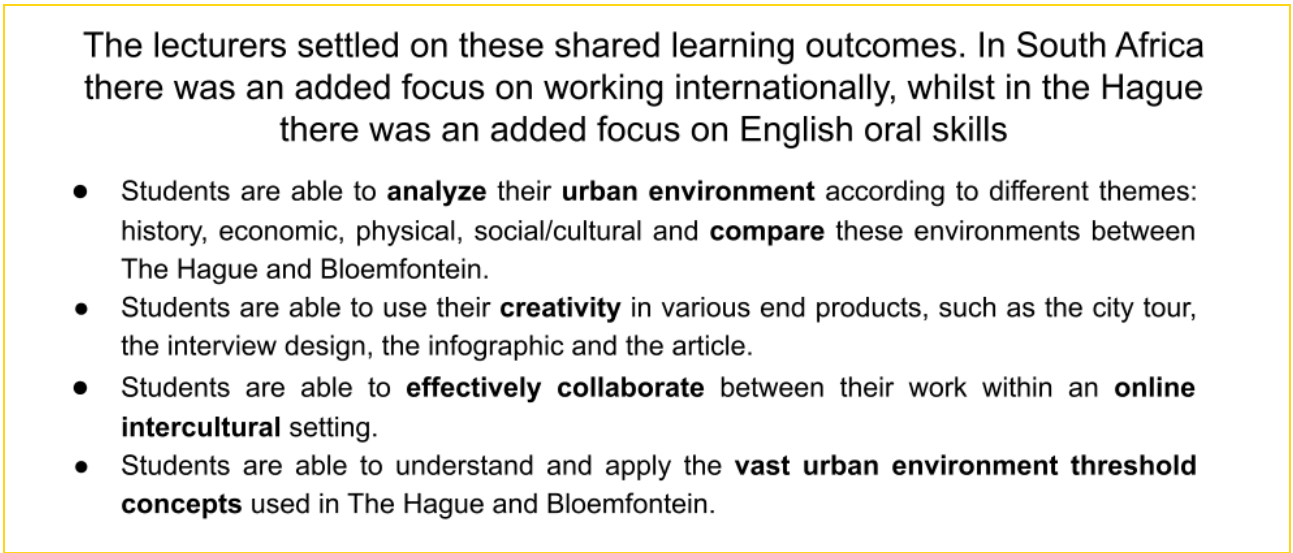

Figure 20: Example of COIL matching between similar programmes. Reference: Reinout Klamer, THUAS

EXAMPLE 3: COIL PROJECT PLAN 1

1. Title of COIL Project	
Cultural differences in consumer behaviour	
2. Partners	
Name	AA
Institution, City, Country	X
Department and/or Programme	Business
Module	Intercultural Sensitivity
Number of students in module	29
Name	BB
Institution, City, Country	Y
Department and/or Programme	Business
Module	Consumer behaviour
Number of Students in Module	40
3. Language(s) of instruction at each institution	
X: Dutch Y: English	
4. Primary language(s) of most students in each course	
X: Dutch Y: Spanish, French, English	
5. Language of student collaboration	
English	
6. Type of module (face-to-face, fully online, or hybrid)	
Face to face	
7. COIL project start and end dates	

7 November 2023-12 December 2023
8. COIL project internationalised learning outcomes (1-3 only)
• The learner can demonstrate understanding of the complexity of consumer behaviour, in relation with internal and external factors, when introducing a product in a new country and apply this in comparative research. • The learner can identify cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still able to negotiate a shared understanding. • The learner can describe cultural rules and biases as they apply to consumer behaviour.

EXAMPLE 4: COIL PROJECT PLAN 2

1. Title of COIL Project	
Moving beyond the single story	
Number of Students in Course:	X: 25
Number of Students in Course:	Y: 25
2. COIL project dates	
February-March 2023 (6 weeks)	
3. COIL project student learning outcomes	
Upon completion of this project, students will be able to: • Gain a thorough understanding of culture and cultural identity • Examine the relationship between culture and communication (to a degree for AUAS students) • Explore intercultural communication in different contexts • Critically analyse your own cultural perceptions and their influence on your communication interactions • Have acquired the ability to develop a multi-perspective analysis of local, global, international, and intercultural communication issues. (Global Perspective) • Be prepared to engage in local, global, international, and intercultural problem solving involving intercultural communication. (Global Engagement)	
4. Description of how lecturers will prepare students to engage in COIL (e.g. intercultural communication, and/or technological knowledge and skills)	
• Students in both courses study intercultural communication. Specific preparation is not	

considered necessary.

5. Description of icebreaker (duration and activity)

- Both groups get to know each other during a synchronous Zoom session, facilitated by both lecturers. They are given a short introduction into the topic and chat with their team members in a breakout room. They are given some short activities (such as finding three things in common) and are invited to introduce themselves.
- The first assignment is considered a continuation of the icebreaker, as it explores their respective cultures and invites them to a deeper conversation about their cultural perspectives.

6. Description of the student collaboration tasks (activities). Weekly schedule is recommended: what will students do or work on?

Assignment 1: The danger of a single story, Chimamanda Ngozi Adichie

1A) Start with what you know about the culture of your COIL members (students from the partnering country). Make a list of everything you know/ you think you know. What are your impressions of the place and people?

1B) Look at the list below. How many of these questions were you able to answer with the impressions you have of your COIL partners?

- Who lives in this country (people belonging to which ethnicities, races, religions, national origins, etc.)
- What do cities look like in this country? How do you envision people's lives there?
- What do small towns/villages look like in this country? How do you envision people's lives there?
- What are some common norms, celebrations, what is considered polite or impolite, gestures, rituals and understandings?
- 1C) WATCH THE VIDEO: https://www.youtube.com/watch?v=D9Ihs241zeg
- 1D) Check your answers with your COIL partners. Ask them about their country and the cultural compositions within. Ask about different norms, traditions, and cultural notions.
- 1E) How did your initial perception of the country and its culture change? What was your 'single story' of this culture, and how has it changed through the assignment? What surprised you? What did you learn that you didn't know before?
- Create a video in which you visualise your team's findings. The video is a representation of the international, joint team and should represent the journey from the single story to the more informed story.

Requirements:

Each video will be 5-10 minutes long and will connect the topic to the appropriate concepts in the book.

Assignment 2: Moving beyond the single story; Analysis and comparison of third country

For this assignment you expand your learning to a third country.

As a team, you research and analyse an assigned country and create a second video.

Research: engage in a cultural exchange with representatives of the assigned country in your local context (X or Y) and discover information that will help you move beyond the single story.

(More details will follow)

Video 2- **Cultural Make-Up and Diversity of the Group**

- Where is this country?
- Who lives in this country (people belonging to which ethnicities, races, religions, national origins, etc.)
- What do cities look like in this country? How do you envision people's lives there?
- What do small towns/villages look like in this country? How do you envision people's lives there?
- What are some common norms, celebrations, important places in this country?
- What are different cultural groups (race, ethnicity, religion, occupation, etc.)?
- What are some common cultural products (music, food, architecture, etc.)?
- What are some common norms, celebrations, what is considered polite or impolite, gestures, rituals and understandings?

Requirements:

Each video will be 5-10 minutes long and will connect the topic to the appropriate concepts in the book.

Week	Topic & Milestones	Date
1	Getting to Know You, getting organized. Start assignment 1: The danger of a single story.	Week 1 w/o Feb 13th Synchronous kick off Feb 16th 16.30 pm to 17.30 pm CET / 10.30 am to 11.30 am EST.
2 & 3	Continue and finalise assignment 1: The danger of a single story. Create your team's 1st video Week of Feb 27: no classes in Amsterdam	Week 2 w/o Feb 20th Week 3 w/o Feb 27th
4	Moving beyond the single story: start research 3rd country	Week 4 w/o March 6th Deadline Video 1: **March 9th 15:10 PM CET (for AUAS students), 09:10 AM EST (for FIT students- students will present videos in class)**
5 & 6	Continue and finalise assignment 2: Moving beyond the single story. Create your team's 2nd video	Week 5 w/o March 13th Week 6 w/o March 20th
7	Presentation of 2nd video, wrap up, feedback, and reflection	Week 7 w/o March 27th Deadline Video 2: **March 30th 15:10 PM CET (for AUAS students), 09:10 AM EST (for FIT students). This will be a synchronous meeting where teams will present their videos.**

7. Description of how students will reflect on their COIL experience at each institution

Reflection is embedded into the weekly classes in the respective courses. Students are encouraged to reflect and share their weekly experiences and place these in the larger picture of their ICC development.

Reflection is graded by the respective lecturers in their courses.

8. Description of how the collaboration task(s) are graded and student learning is determined at each institution

ASSESSMENT RUBRIC

Requirement	Needs improvement	Good	Excellent
Content: research questions	Not all questions	All questions	All questions plus additional information or new content
International collaboration	The video lacks evidence of multiple perspectives	Multiple perspectives have been used and are clearly seen	Multiple perspectives have been used and have created added value to the final product. New insights or original ideas are shown
Clarity of message	Video isn't suitable for an international audience. Language or images aren't suitable.	Video is clear to a diverse audience, message is easily understood in its language and choice of visuals	Video is very appropriate for a diverse audience, shows creativity and international teamwork
Content: curiosity and intercultural knowledge	Connection between theory and practice (field research) is not made	Video demonstrates good understanding of cultural theories.	Video demonstrates an understanding and ability to apply the cultural theories to new context

9. Describe any common readings, films, or other resources students will use
• Resources (mostly videos) are shared on the Padlet. • TED Talk Chimamanda Ngochie: The danger of a single story
10. Technology tools used (synchronous and asynchronous)
• Padlet • Zoom • WhatsApp (privately by students for direct communication) • Students can choose the video conferencing platform they want to use for the collaboration

EXAMPLE 5: COIL PROJECT PLAN 3

1. Title of COIL Project	
I like to move it, move it: motivating children to physical exercise	
2. Partners	
Name	X
Institution, City, Country	Spain
Department and/or Programme	Faculty of Health, Physical Education
Module	
Number of students in module	30
Name	Y
Institution, City, Country	Finland
Department and/or Programme	Faculty of Social Sciences, Applied Psychology
Module	
Number of Students in Module	20
3. Language(s) of instruction at each institution	
Finnish and Spanish	
4. Primary language(s) of most students in each course	

Finnish and Spanish
5. Language of student collaboration
English
6. Type of module (face-to-face, fully online, or hybrid)
Face to face
7. COIL project start and end dates
Five weeks
8. COIL project internationalised learning outcomes (1-3 only)
Upon completion of the COIL project, the students are able to create a lesson plan based on motivation theory to be used in a physical ed class; know how to motivate children in diverse contexts; and can collaborate effectively as a diverse, interdisciplinary team and use constructive communication to provide and receive feedback.
9. Description of how lecturers will prepare students BEFORE their COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological support)
Introduction to COIL (what is COIL and why do a COIL?) Introduction to the partner university Guest lectures from both professors to introduce their disciplines (brief introduction)

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