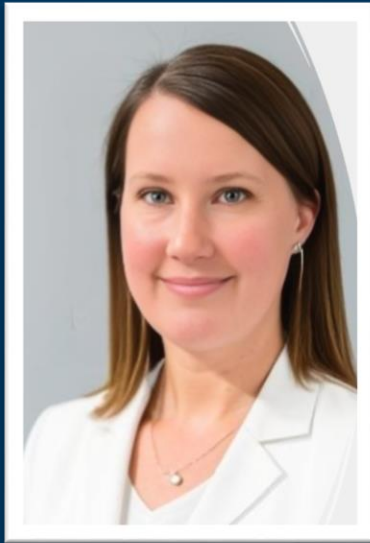# AGENDA

- Introtions
- Defining COIL and intercultural competence
- Examples of COIL
- Aligning COIL in your Institution
- Developing a COIL
- Running a COIL
- Reviewing and Refining COIL
- Benefits and challenges
- Questions

OUR EXPERTISE

Beverley Orr-Ewing

- CCG Associate Consultant (outward mobility) with 20+ years experience
- Previously Director of the Centre for Study Abroad at a large UK university

Veronica Rodriguez

- Full-time Professor and COIL Coordinator at Universidad Veracruzana, Mexico
- President of LATAM COIL, A.C.

Ross Davidson

- CCG Associate Consultant with 15 years of experience on Higher Education
- Previously Director of Internationalisation for a specialist UK university

DEFINING COIL

Collaborative Online International Learning

COIL is a pedagogical approach where two or more academic staff from different institutions, countries and cultures come together to design a module or project for their students. The aim is for the students to connect through online platforms to gain intercultural competences through collaborative learning and discussion.

The concept was developed by Jon Rubin at the State University of New York.

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DEFINING COIL

Institution A
Country B
Unit C

COIL
COLLABORATION

Credit given in
Unit C

Professors Collaborate

↔

Planning and Design

Students Collaborate

↔

Discussion and Project

Students gain intercultural competence

Institution 1
Country 2
Unit 3

COIL
COLLABORATION

Credit given in
Unit 3

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DEFINING INTERCULTURAL COMPETENCE

- To **recognise** that different cultures may communicate and interact differently and to understand your cultural preferences.

- To **respect** diverse perspectives, behaviours and customs.

- To **show** empathy, adaptability and open-mindedness to navigate cross-cultural situations.

- It does not mean knowing everything about every culture but about having the tools to guide intercultural interactions.

Credit: Florida International University

EXAMPLE 1

Professor Pete Smith at Nottingham Trent University, UK and Dr Coen Heijes at University of Groningen, Netherlands

''The 'Other' in Shakespeare: Contemporary representations of racial difference in England and the Netherlands.''

Students collaborated in groups with a broad project brief. They finished their project with group presentations which ranged from literary criticism, theatre history, cultural/geographical explorations and creative writing.

Collaborative Online International Learning (COIL) | Nottingham Trent University

EXAMPLE 2

Dr Effie George at Victoria University, Australia and Irma Victoria Montelongo at the University of Texas, USA.

"Imagining Nations, Imagining Regions: The making of Cultural Diversity in Australia and on the US-Mexico border"
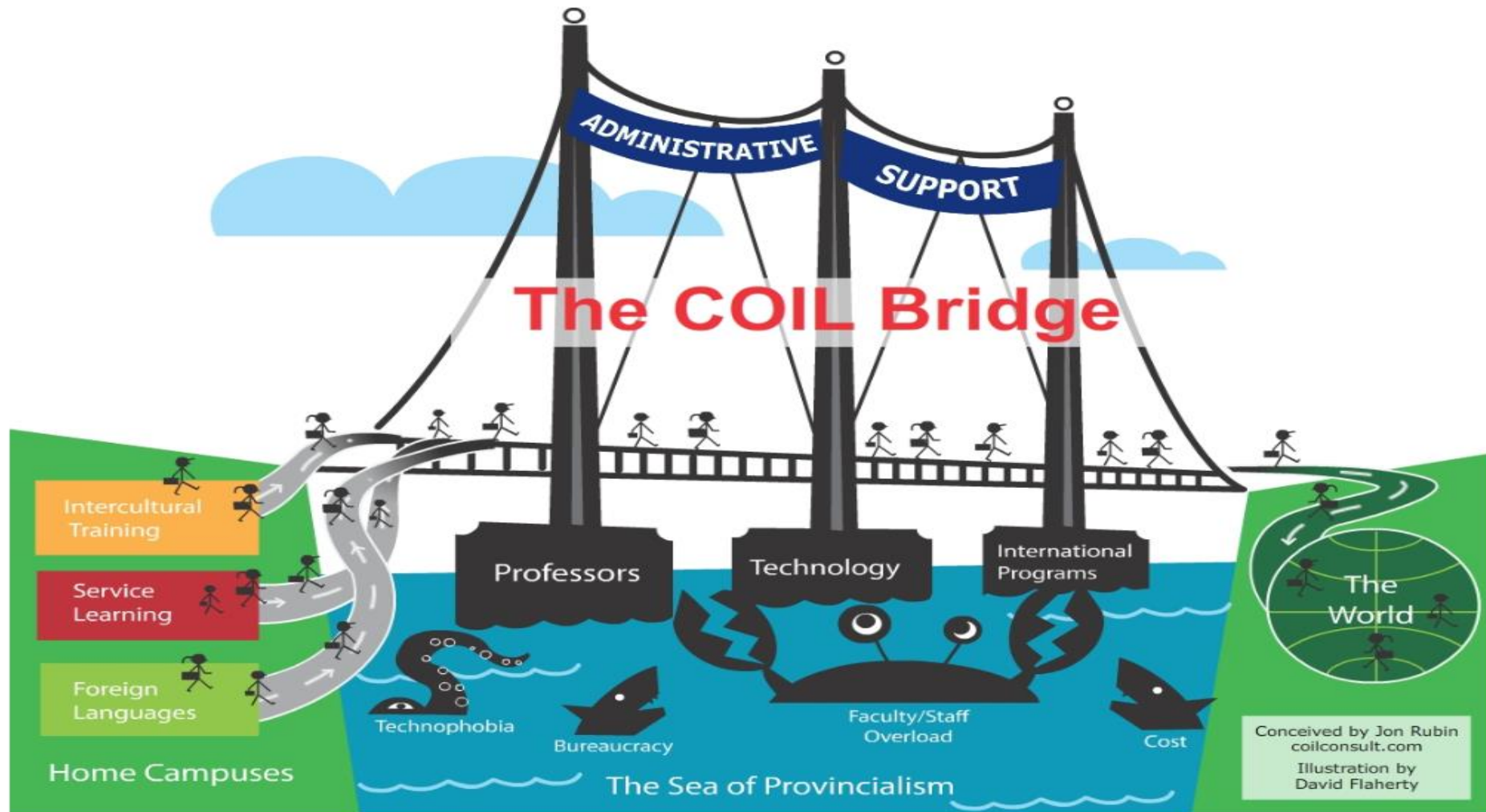
This project linked two first year core curriculum Liberal Arts units into a transnational co-course. Topics includes colonialism, nationalism, culture, migration, gender and sexuality.

US-Australia-COIL.pdf (bpb-eu-w2.wpmucdn.com)

ALIGNING COIL
BOTTOM-UP AND TOP-DOWN

- Colleagues' understanding of COIL will vary from institution to institution however the flexibility of COIL makes it valuable to almost any institution/ faculty/ department once they understand how it can work.

- It is imperative when designing your COIL programme to align its desired outcomes with your institutional mission and to offer training and support for colleagues in order to gain broad ranging internal support.

- Whatever the goal may be for a COIL project, it is important that you apply a bottom-up as well as a top-down approach when developing your programme.

- COIL programmes cannot flourish in isolation, you will need management support to formalise targets, secure resource allocation and establish realistic expectations as well as cultivating a community of delivery 'COILers'.

ALIGNING COIL

The COIL Bridge

ADMINISTRATIVE SUPPORT

Intercultural Training
Service Learning
Foreign Languages

Home Campuses

Professors

Technology

International Programs

The World

Technophobia

Bureaucracy

Faculty/Staff Overload

Cost

The Sea of Provincialism

Conceived by Jon Rubin
coilconsult.com
Illustration by
David Flaherty

ALIGNING COIL
BE VISIBLE AND DEMOMSTRATE OUTCOMES

- The outputs from COIL are not limited to an enhanced experience for your students and staff. Successful COIL projects can boost your institutional reputation, create opportunities for collaborative research and showcase your institution to students who may wish to continue their further studies with your institution – it is vital to capture as much data as possible to measure your programmes broader institutional impact.

- Setting clear objectives and targets for your COIL programme must form part of your stage 1 planning. COIL projects are time-consuming and will involve additional administration by your faculty/ colleagues – recognise this from the beginning and secure sufficient resource in advance.

ALIGNING COIL
ENDLESS POSSIBILITIES

- COIL planning is entirely within your control, allowing you to develop programmes that fully align with your institutional goals and values and those of your partner university.

- Whether you are a recruiting university hoping to raise global awareness of your institution to recruit more students, or a selective institution hoping to further internationalise your curriculum and forge new links through internationalisation, COIL programmes can be developed to serve these and many other aims.

- COIL flourishes where there is understanding and buy-in from multiple departments and levels. Demonstrating that your programme is delivering expected (and often unexpected) positive institutional outcomes will help you avoid many of the challenges from the 'sea of provincialism' and allow you to grow your portfolio of COIL sustainably.

DEVELOPING A COIL

Based on SUNY COIL

DEVELOPING A COIL
UNIT OUTLINE EXAMPLE

Week	Assignment: analysis, comparison or reflection	% of the COIL mark	COIL Element: overview/description	Tool
w1 Oct 2 - 8	**Video-meeting**. Professors will **introduce** the COILaboration. **Ice-breaker**. Students post a short video introducing themselves in order to know each other through social media.	10%	On Tuesday October 2nd at 11 am (NYC time) teachers from both countries will introduce the COIL experience through a synchronous video call. They must in advance let their teacher know their emails in order to add them to the Facebook group. Each student will post an introductory video on Facebook (deadline Friday October 5th) and during the following week they must comment on at least one of the videos posted by students from the other country. At the same time, they must answer the questionnaire posted on the group (deadline Friday October 12th).	Facebook
w2 Oct 9 - 15	**Analysis** of the photos	30%	Students will be allocated in teams, 1 US student with 3 Mexican students. Each member of the team must place on Facebook two photos of the place they live, the place they are from or a place they have lived or visited in the past. One photo must show a street scene and the other a part of their daily life (deadline Friday October 12th). During the following weekend, each student must comment on the other members of their team's photos and they must reply on the responses posted by students from the other country (deadline Monday October 15th).	Facebook
w3, w4 & w5 Oct 16 - 22 Oct 23 - 29 Oct 30 - Nov 5	Students from the two classes collaborate to construct a **presentation** on Google Slides trying to **reflect** on how culture defines our housing and neighbours, what is similar in their cities and what is different.	50%	Students will work with the same team from previous activity. Once the presentation is finished, they must share it in Facebook. The final day to post them is on Wednesday October 31st. During the following weekend, each one of the students must look at a minimum of 3 presentations and comment about them on Facebook (deadline Monday November 5th).	Google docs Facebook
W6 & w7 Nov 6 – Nov 12 Nov 13 – Nov 19	**Video-meeting**. Students and teachers will **reflect** on the COIL experience.	10%	Students individually must send to their teacher by email or directly in class a couple of questions regarding issues that they want to know about people from the other country and that they could not ask because they fell embarrassed by it or simply they did not have the opportunity to ask (deadline Friday November 9th). On Tuesday November 13th at 11 am (NYC time) some students and the teachers	Facebook

- ❖ Rectorate

- ❖ International Relations Office

- ❖ COIL Coordination

- ❖ Professors

- ❖ Students

REVIEWING AND REFINING A COIL

COIL partners and students, generally supported by COIL Coordinator

"I have enjoyed having a real audience reading my English writings."
★ ★ ★ ★ ★

"This experience will allow us to express ourselves in English on discipline-related topics."
★ ★ ★ ★ ★

"It's the first time I've interacted with someone from abroad."
★ ★ ★ ★ ★

"I've learned to take into account the opinions of individuals who grew up in a completely different cultural context than ours.
★ ★ ★ ★ ★

"I've learned to set priorities because it's necessary to align working moments with the other person."
★ ★ ★ ★ ★

Student reviews

BENEFITS AND CHALLENGES OF COIL

	Universities	Students	Staff
Benefits	• Cultural Exchange • Diverse perspectives • Expanded Global networks • International Partnerships • Resource Sharing • Joint research projects • Innovation	• Enhanced intercultural skills • Global networking • Employability preparation • Interpersonal skills • Language proficiency • Global Citizenship	• Professional development • Diverse teaching methods • Grow cultural competencies • Expand global network • Foster research collaborations • Increase publications • Increased recognition
Challenges	• Technology barriers • Lack of capacity to support • Lack of relevant policy • Staff training • Security and privacy	• Technology and time zone • Communication barriers • High workload • Assessment criteria • Resource inequality • Motivation and engagement • Team dynamics	• Technology competence • Pedagogical Adaptation • Time Commitment • Resource allocation • Institutional recognition • Time zone differences • Cultural Sensitivity • Complex assessment • Logistical coordination

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THANK YOU. Q&A.

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