

Collaborative Online International Learning (COIL) UVic – UCC Teaching Guidelines



Collaborative Online International Learning (COIL) UVic-UCC. TEACHING GUIDELINES

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September 2020-September 2021

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Overview

LET'S GET INVOLVED IN A COIL PROJECT!

Collaborative Online International Learning

Phase 1: Getting Started



1. Search for a partner at a foreign university (maybe you already know one!)
2. Talk to them to share experiences and exchange information about your academic systems, calendar, student profile, etc.
3. Reach an agreement (let's participate in a COIL project!)
4. Send a short draft to your CARI (Academic International Coordinator)

Phase 2: Designing the project

Design the COIL project in collaboration with your colleague and decide on:

- the topic
- the goals (besides internationalization)
- the timing and proposed schedule
- how to monitor progress in teamwork
- the digital tools you are going to use



Phase 3: Implementing the project



Students from two or more universities work together on a task.

Lecturers monitor student's teamwork and assess their outputs

Phase 4: Evaluating the project



Discuss ideas for improving the project in the future

Ask your university for teacher and student recognition



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CONTACT US



Work Steps

Phase 1: Getting started



- **Contact your international relations coordinator** (CARI at Uvic-UCC) to tell him or her about your interest in COIL. Your international coordinator will help you search for an existing project at a partner university that fits. Alternatively, you can develop an idea and project overview yourself (**COIL project proposal**, see examples [here](#)).
- Contact potential partners at foreign universities or alternatively answer a request from a foreign university.
- Hold one or two meetings with the future partners' professors with two aims:
 - on the one hand to get to know each other, share doubts and previous experiences and
 - on the other hand to make a decision and develop a work plan in order to establish a final written proposal of the project.

These previous meetings are extremely important so that a joint workflow emerges and synergies are developed.

- Ask for faculty approval, which in the case of UVIC will be managed by the CARI by submitting the **COIL project proposal**.
- Train, if needed, in COIL and intercultural competences, at your home university. Contact your Teaching Support Unit (UDUTE or CIFE at UVIC-UCC) to suggest training courses in these areas.
- Participate in initial orientation and experience exchange sessions organized by your international coordinators (CARIs at Uvic-UCC).

Phase 2: Designing the project



Once both lecturers or lecturer teams decide to go ahead with the project, there are some preliminary steps to be carried out before beginning the project design. We recommend **exchanging basic information** about:

- The course in the context of the whole academic system, the degree [contextual frame] and competences
- Academic calendar
- General assessment criteria and dates at each university
- Description of the contents and learning activities in the course
- Student profile involved (number, L1, prior subject knowledge, level of cultural awareness, special needs...). If there is a considerable difference in the number of students involved, you may consider groups in both universities with a different number of students but with an equal number of speakers (speakers may also rotate).

When you have reached an agreement on all these basics, time for designing the COIL project in collaboration with your partner(s) begins. We recommend following these next steps and establishing:

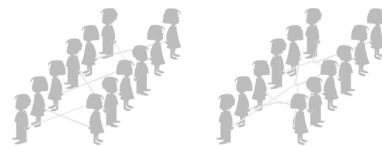
- the topic and the goals of the project
- timing and schedule (see proposal here)

Session 1 at each partner university: Motivating participation and informing the students about the project, including intercultural challenges. You may send a message to the students through the shared learning platform (see <i>Appendix Introductory message for COIL students</i> for a sample message).	Ice-Breaker sessions: Students get to know the project and each other (in groups). This may include intercultural activities.	Group work sessions (number of sessions depending on the project, at least 2)	Outputs presentation (face to face or online) [including peer to peer evaluation]	Evaluation of the project development with students	Delivery of reflection paper

- How to monitor progress in students' teamwork
- Expected project outputs
- Assessment criteria

- Digital tools and resources – during this phase we recommend clarifying, with the support of the University Teaching and Educational Technology Unit (UDUTE) and ICT Unit, which learning environment students will share, how they will access it, how they will ask for technical help.
- Details of students’ work steps and work space design

Phase 3: Implementing the project



- Lecturers put students into groups and share work steps and access to the learning platform.
- Lecturers monitor students’ teamwork.
- Lecturers at both institutions stay in contact throughout the duration of the project to avoid misunderstandings, solve problems that arise and deal with any unforeseen issues.
- Students work together and participate in the group work sessions.
- Students present their outputs. Best outputs may be selected and published on the learning platform or a blog.

Phase 4: Evaluating the project



- Students complete a course satisfaction questionnaire provided online by Uvic-UCC Quality Unit.
- Uvic-UCC provides student and teacher recognition.
- A two-level debriefing phase is recommended to provide feedback to solve problems, suggest new lines of action and boost innovation and improvement:
 - First among professors sharing the activity, where teacher and student feedback will be discussed and suggestions for improvements made.
 - Later, peers involved in independent COIL projects will share their (positive and negative) experiences and discuss further recommendations. This second level should be fostered by CARIs at the end of the academic year.
- Joint presentation of papers or publishing may be discussed.

Resources and bibliography

Creelman, A., & Löwe, C. (2019). Mainstreaming virtual mobility – helping teachers to get onboard. In A. Turula, M. Kurek & T. Lewis (Eds), *Telecollaboration and virtual exchange across disciplines: in service of social inclusion and global citizenship* (pp. 15-22). Research-publishing.net.

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<https://doi.org/10.1016/j.ijme.2021.100512>

Webs with resources

In This Together: Teachers' Experiences with Transnational, Telecollaborative Language Learning Projects

<https://www.peterlang.com/view/title/67965?format=EPDF>

Erasmus+ European Youth Portal

https://europa.eu/youth/erasmusvirtual/activity/connect-programme_en

Coventry University – Centre for global engagement - COIL page

<https://www.coventry.ac.uk/study-at-coventry/centre-for-global-engagement/collaborative-online-international-learning-coil/>

Connect. Intercultural Learning Network

<https://weconnecteurope.eu/project-results/>

x-Culture.Connecting cultures

<https://x-culture.org/>

Check list

Steps	Progress
Contact your international relations coordinator	√
Present a COIL proposal	
Hold a meeting with your future partner	
Ask for faculty approval	
Participate in initial orientation	
Design the project with your partner	
Contact UDUTE for clearing topics related to digital resources	
Prepare and publish course material	
Present the project to students	
Organize ice breaker session(s)	
Organize virtual group session(s)	
Evaluate project with students	
Evaluate project with partner	

Appendix

Introductory message to students on a COIL project

This is a sample introductory message for students that you can use to begin your COIL project. In this example the collaborating university professor, Sharon Williams from the University of Coventry and the UVic professor, Joan Bertran, give their students instructions about the COIL project.

Here is the outline of how the collaboration will work:

- 1) You are going to be divided to 3-4 groups (2-3 students from each country in each group). Each group will choose a name related to Biomolecular Sciences. You are going to introduce yourself to the group by writing a short paragraph about yourself and your hobbies, or you can record a short video and add it to the Padlet. The first assignment will be to record a short video from your University and add the video on Moodle/Padlet.*
- 2) You will be given a case study that you will need to solve while working as a group. You will need to work out the answer to the case study as a group and use Office 365 PowerPoint. Every member of the group will need to contribute to the solution. As a group you will need to meet at least once a week using Skype or google hangouts, you will need to record your progress in a google doc./ log book.*
- 3) On Monday the 3rd of December 2018, there will be a collaborative presentation using Skype. Each group will present the background of their collaboration, the case study solution and will reflect on the collaboration.*
- 4) At the end of the collaboration students will receive a certificate for participating and taking part in an COIL project.*