

Universitat Rovira i Virgili

Collaborative Online International Learning

1st CDS Training AURORA
“Transforming Higher Education through COIL
and (Community) Service Learning

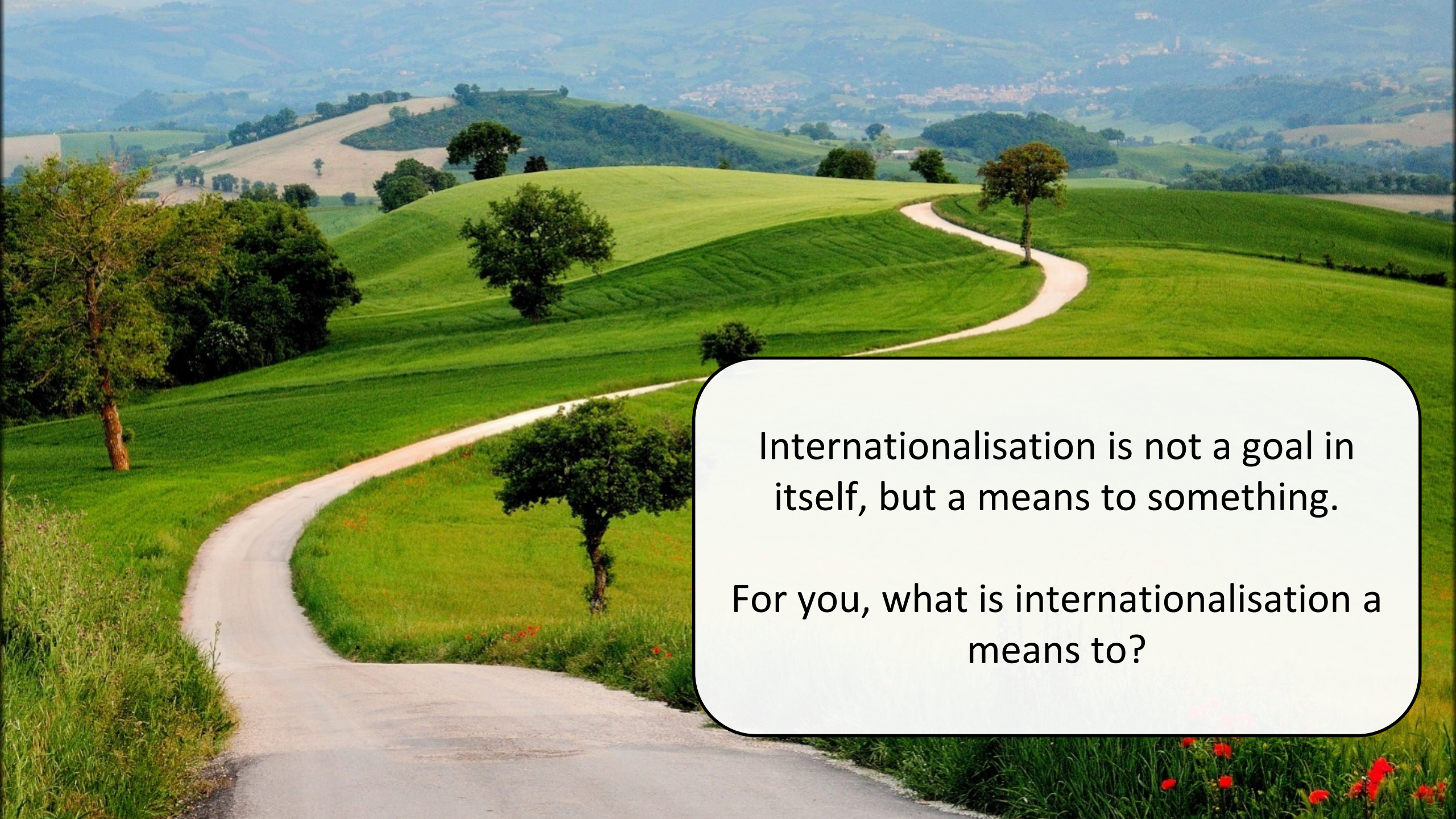
5-6 October 2021
South-West University Centre in Bachinovo
and online

Internationalisation of the curriculum and Internationalisation at home

Marina Casals Sala
Director International Center



Setting up the context

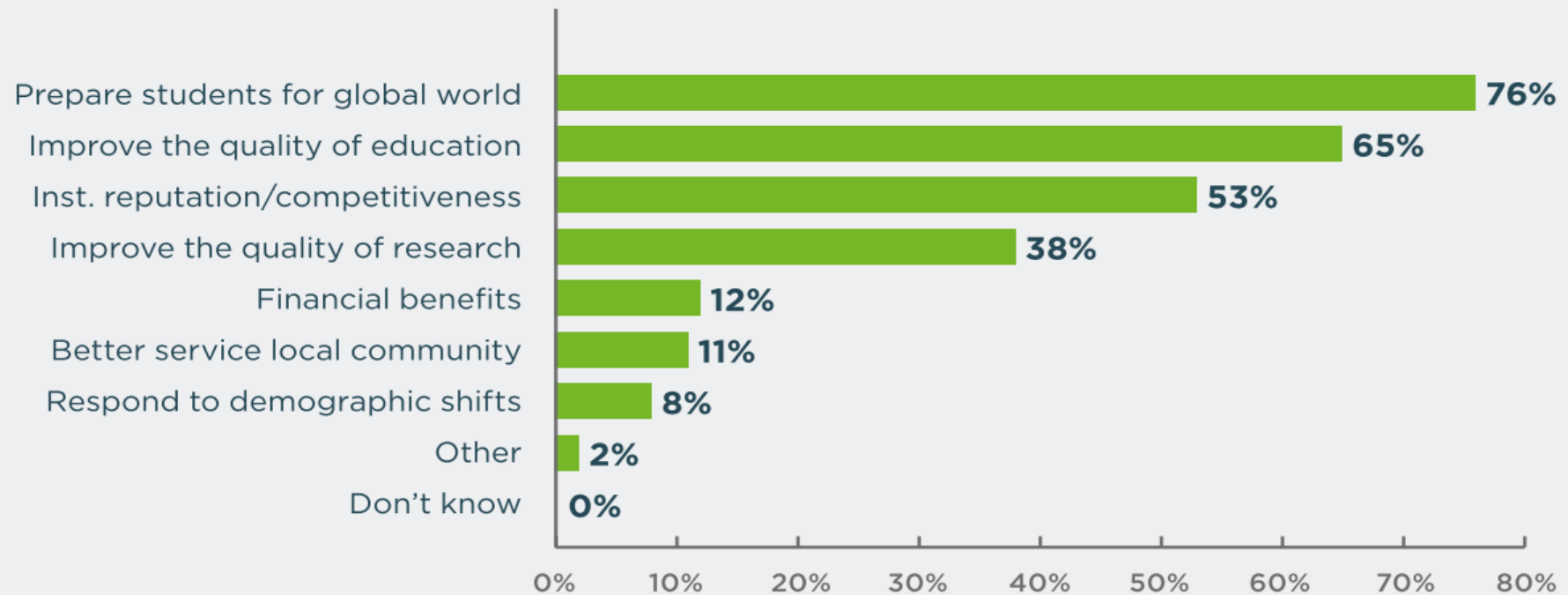


Internationalisation is not a goal in itself, but a means to something.

For you, what is internationalisation a means to?

Main goals of internationalisation

Main goals of internationalisation* (n=2317)



* Respondents were able to select up to three answers

(EAIE Barometer 2018)

A close-up photograph of three fluffy white chicks resting on a dark, textured surface. The chicks are positioned in a row, with the middle one slightly ahead of the other two. They have soft, downy feathers and dark eyes. The lighting is soft, highlighting the texture of their feathers.

So how to prepare students for the global world?

And improve the quality of education?

Internationalisation

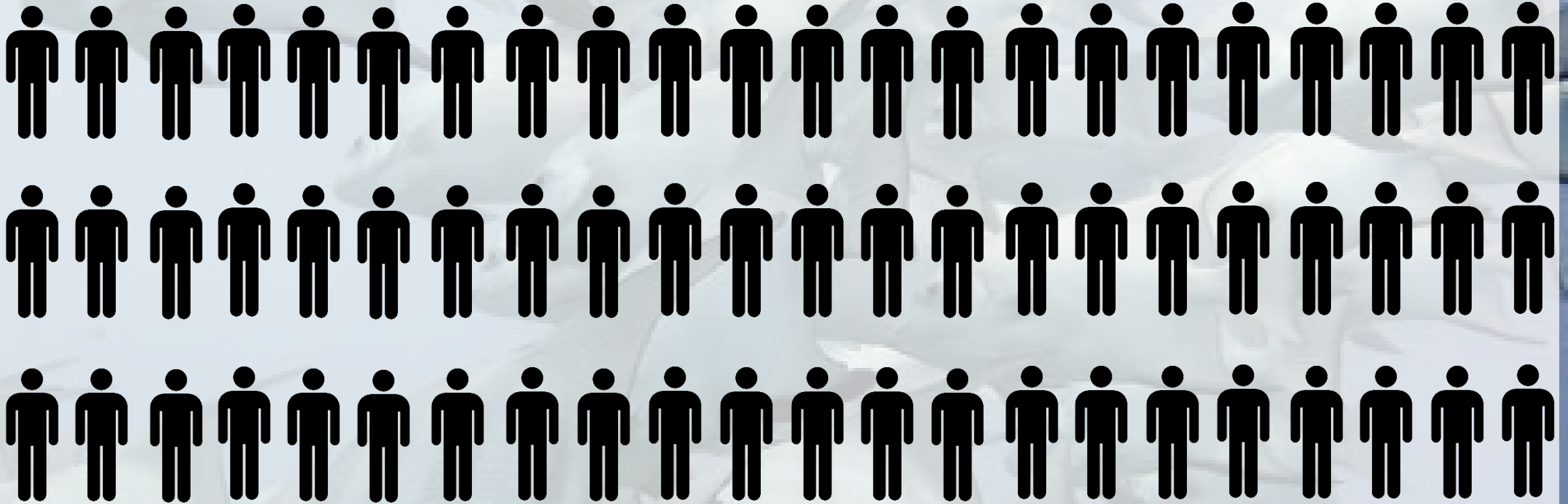


Abroad



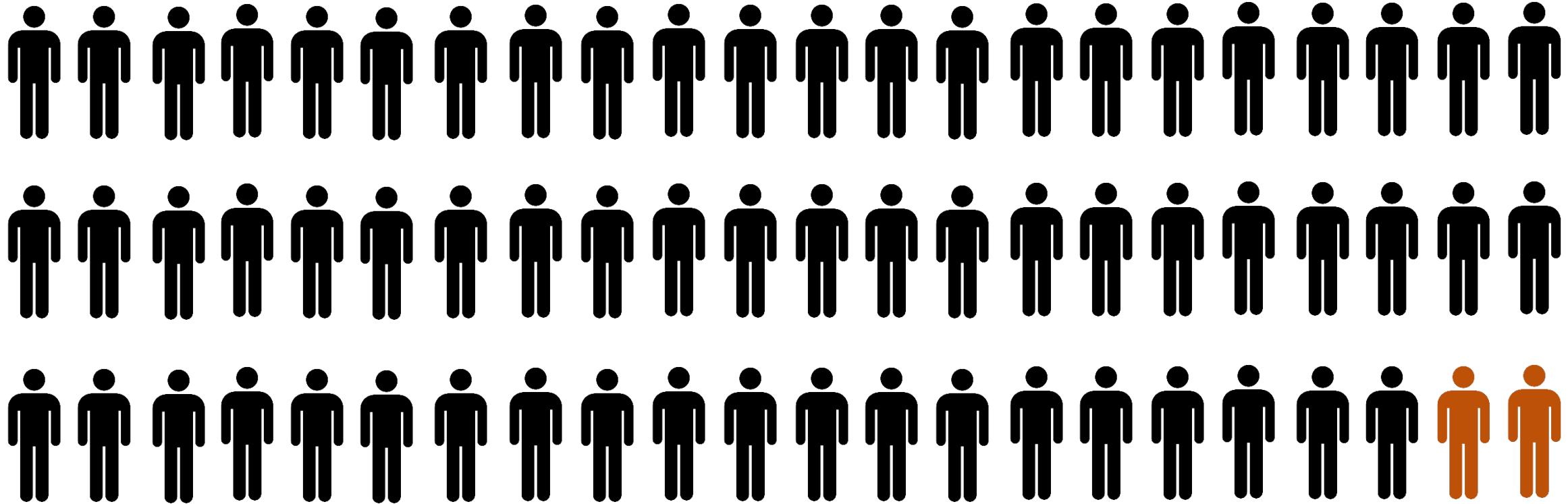
At home

Internationalisation abroad?

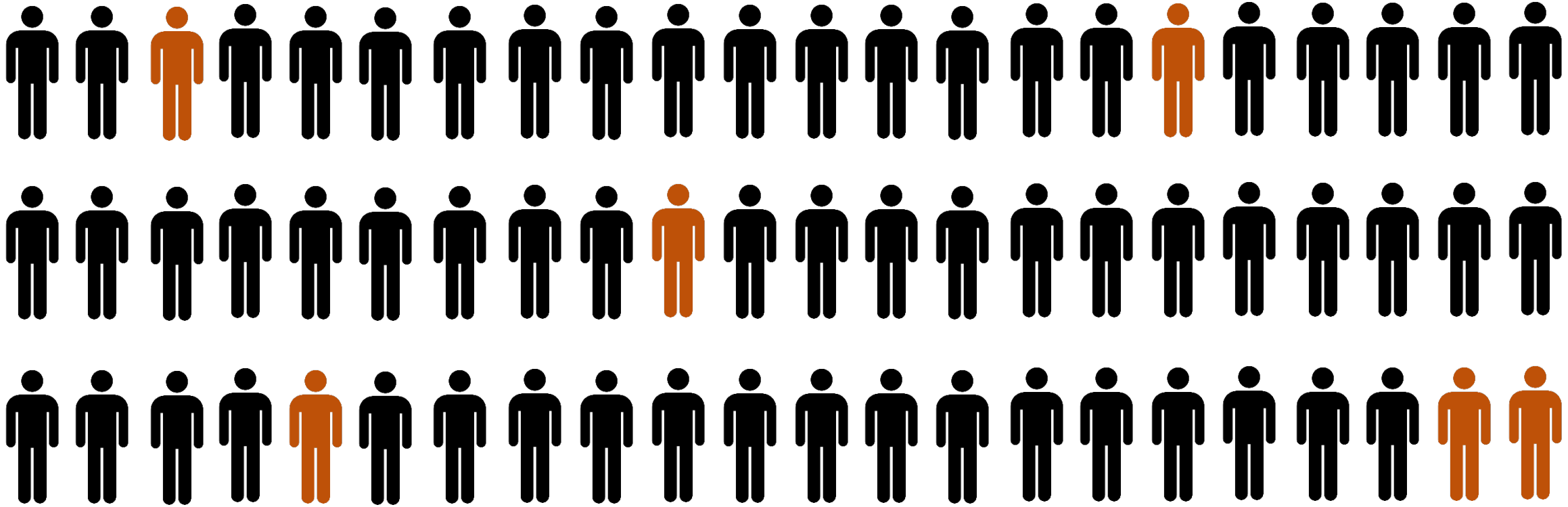


How many, out of the total number of students, actually go abroad?

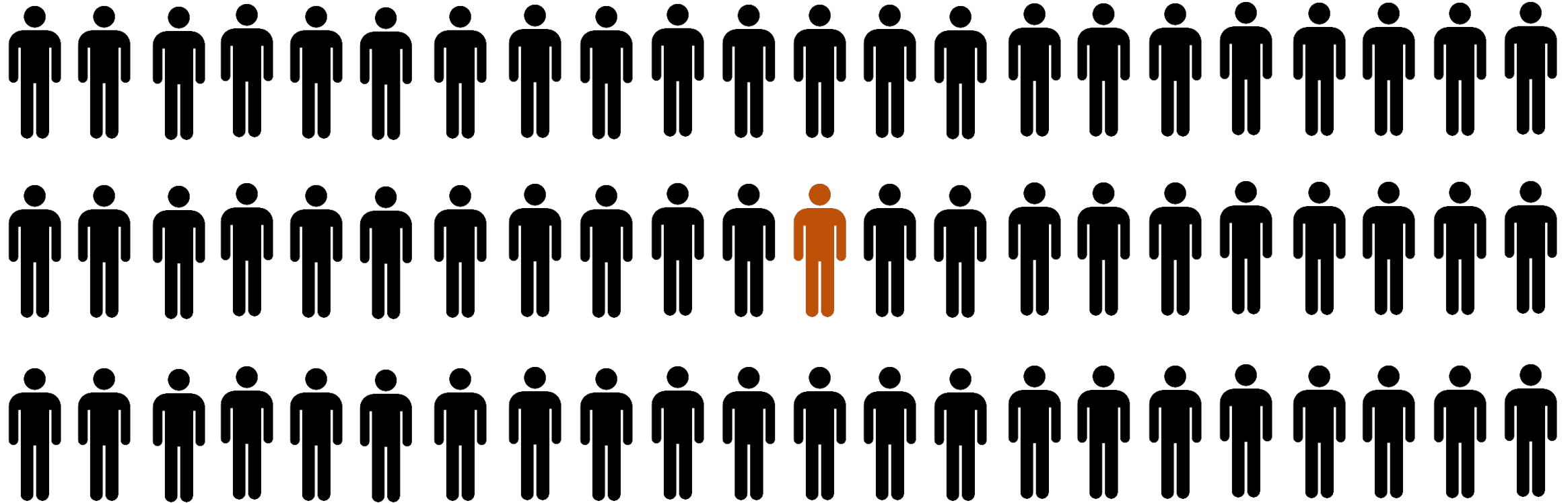
Internationalisation abroad: 3%?



Internationalisation abroad: 10%?



Internationalisation abroad with COVID



What about the rest?

The rest = Internationalisation at Home

“I have a dream for Malmö University. I would like to see all our students leaving this university with the added value an internationalised curriculum can give: besides good knowledge in their subject area, they would have an open mind and generosity towards other people, know how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues.”

Bengt Nilsson, father of IaH

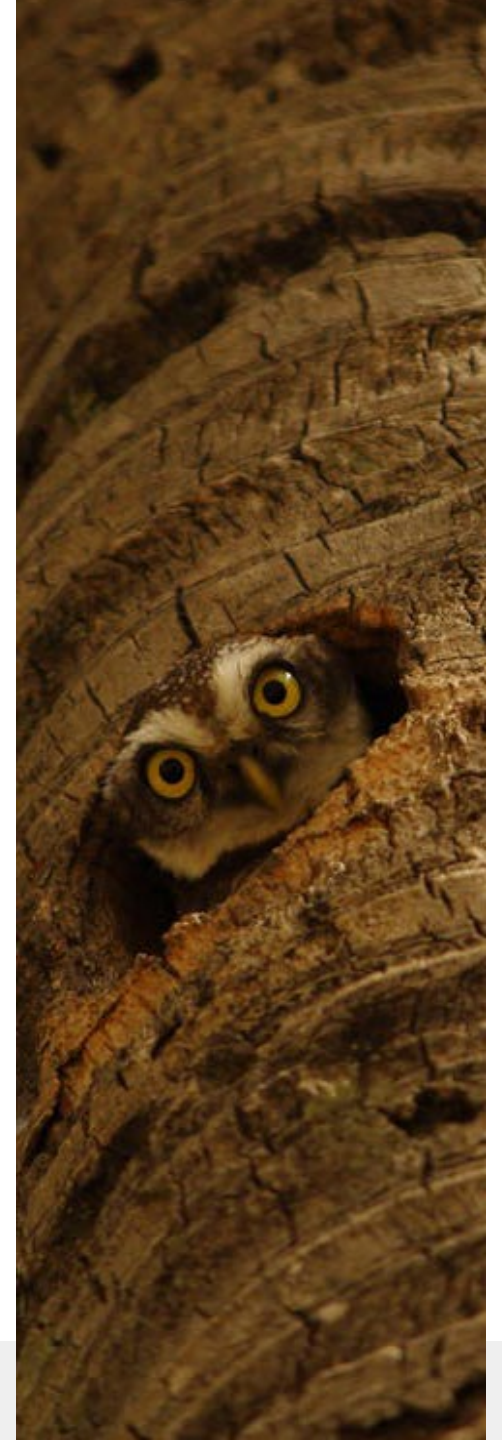
Internationalisation at home



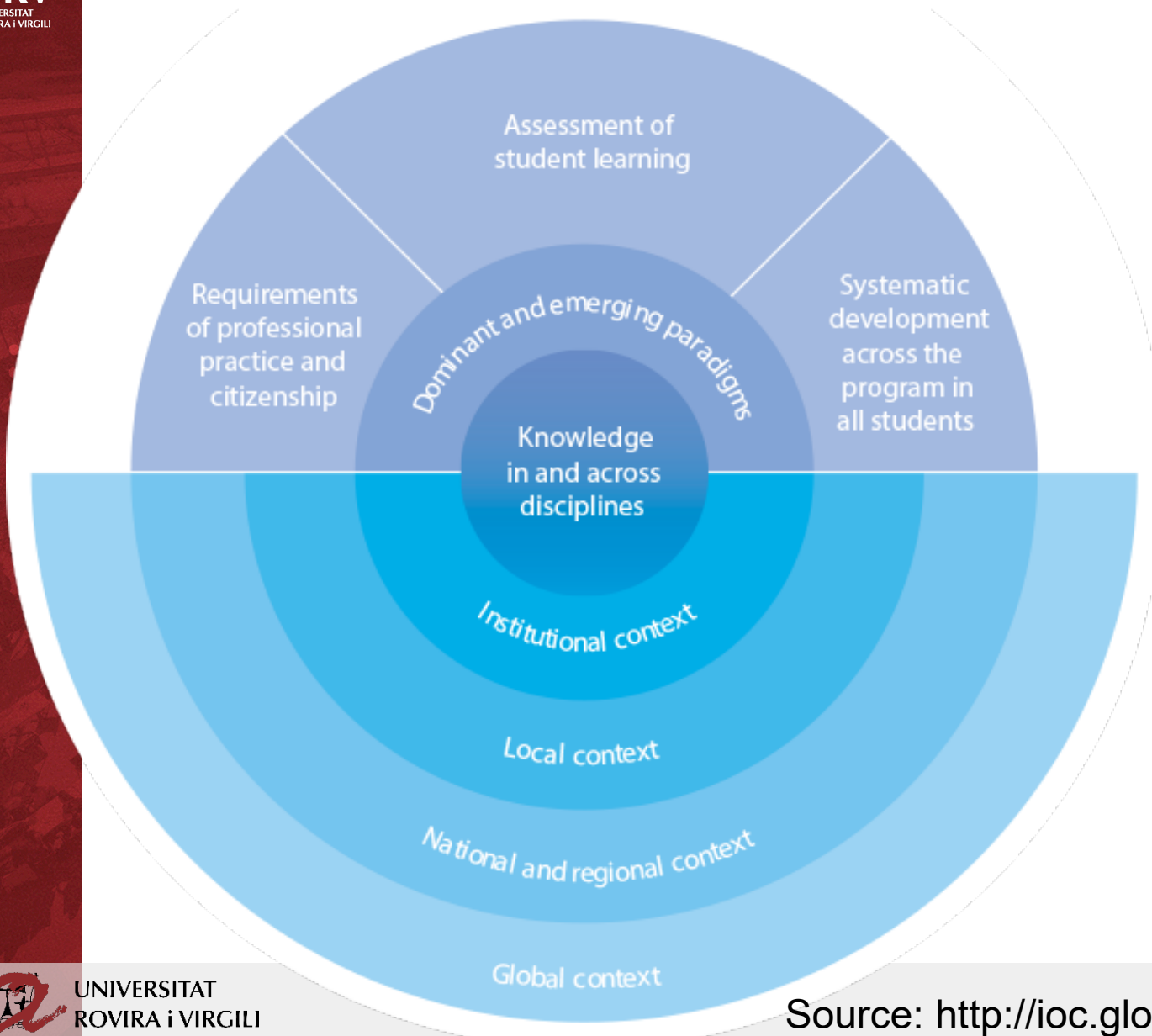
At home

A concept embracing all international activities that do not involve mobility

- **Internationalisation of the curriculum** and of research
- Management of the international classroom
- English language teaching
- Encouraging language skills
- Intercultural understanding
- International recruitment of staff and students
- Development of services for international students and staff
- Integration activities for international services



Internationalisation of the Curriculum



- Introduce the global perspective into the content and delivery of courses
- Use of international case studies and examples
- Use of international bibliography
- Management of the international classroom
- Integration of different cultural perspectives
- Just to mention a few

Comprehensive internationalisation

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.”

John Hudzik, 2012.

Comprehensive internationalisation





My own experience in IaH

URV's International Vision



URV's International Vision

04
At home



For staff:



- ▶ IaH proposal to transform the mindsets of staff (both administrative and academic) towards Internationalisation, thus transforming our institution from within.
- ▶ Through a course on internationalisation in the own language of the institution and based on peer learning (trainers are also staff members of the same institution)
- ▶ Interactive experiential learning
- ▶ Awareness raising, first step into change processes (such as Internationalisation)
- ▶ Training, Empowering, Engaging, Internationalising
- ▶ For more info: www.suctiproject.com & www.suctia.com

For students:

IoC

COIL
URV



Virtual
Mobility?



Soft skills for the 21st Century

Institutional perspective

John Style

Vice rector for Internationalisation
URV

Who is the URV/AURORA graduate for the 21st Century?

The URV/AURORA graduate will have

- ✓ a proper knowledge & competences of an academic discipline
- ✓ a range of skills and competence that are transversal, and widely applicable in work and 'life' situations
- ✓ an understanding of the SDGs as ways of understanding the goals of modern society
- ✓ an attitude of sociocultural openness and a sense of 'Global Resonance'.
- ✓ the ambition to be a Social Entrepreneur and Innovator and a desire to put their skills at the service of society.



How can we achieve this ambition for our graduates?

Internationalization at Home and *Internationalization of the Curriculum* become long-term individual and collective goals.

Some steps:

We have started by introducing COIL as a tangible way to do IoC, easy to develop.

- we provide regular training courses at introductory and Advanced levels,
- created a support network for Academics
- use enthusiastic Academics to engage their peers, with their success stories and experiences.
- train this interest group further, in, for example, Intercultural Studies course.

COIL becomes a global strategy – create an institutional narrative, through visible promotion.

The Target is beyond the classroom, preparing the Student with skills for their role in society.

What extra skills does COIL bring to the 21st-century classroom?

Employability skills
Transversal skills
21st Century skills

“Different terms that indicate similar thoughts”*



- ✓ Creative thinking
- ✓ Complex problem-solving
- ✓ International team-work
- ✓ Leadership skills
- ✓ Interdisciplinary work



**AURORA COMPETENCE
FRAMEWORK**

based on, for example,
ENTRECOMP, the European
Entrepreneurship Competence
Framework

(*JOS BEELEN – SPOTLIGHT (“Using online collaboration to create locally relevant curricula with an international outlook (EAIE 2021)

Why is COIL important to ME?

Marina Vives
International Center - URV

What have you heard so far today

Welcome and Introduction to the Day – Why are we here as “Aurora”

Aurora European Universities Alliance

Capacity Development Support Programme

Learning for Societal Impact: “The why of COIL in the Aurora Program”

Institutional context for COIL – What took us here as URV

Internationalisation of Curricula and Internationalisation at Home

Soft skills for the 21st Century and Institutional perspective

What comes ahead

- **Reflection and sharing around COIL and its benefits within your own community and institutional context**
- **Key concepts and foundations of COIL**
- **Some examples and best practices**
- **Tips for your own planning and further steps**



Break-out rooms' discussion



QUESTIONS TO REFLECT ON

1. Have you ever heard about COIL?
2. Do you think it is something that all students could benefit from?
3. Do you think all disciplines can implement COIL?
4. Why do you think it would be beneficial for Students/ Academics/ Institutions?

Why implement COIL?

- ✓ For universities to educate Global citizens
- ✓ For Universities to be sustainable
- ✓ For Academics to be Collaborative and flexible
- ✓ Maybe you can find even more reasons...



Maybe you can find even more reasons...



while grabbing a coffee!

COIL ESSENTIALS

Marina Vives
International Center - URV

Online learning

- ▶ Distance learning
- ▶ MOOCS
- ▶ Virtual Exchange or COIL
- ▶ Virtual Mobility



→ Differences in the **duration of the course, interaction level, openness, registration fees, assessment, etc.** originate a very vast variety of online learning opportunities....
that of course do not reflect on students experience in the same way

MOOC

MASSIVE

There may be 100,000+ students in a MOOC.

OPEN

Anyone, anywhere can register for these courses.

ONLINE

Coursework is delivered entirely over the Internet.

COURSE

MOOCs are very similar to most online college courses.

For example, a MOOC is not the same as a Virtual Exchange

Virtual Exchange is a term used to describe *"technology-enabled, sustained, people-to-people education programs"* in which communication and interaction takes place between individuals or groups who are geographically separated, with the support of educators and/or facilitators.

It is a **pedagogic methodology** that was born in the State University of New York on 2004. (www.coil.suny.edu)



Virtual Exchange

Also known as:

- ▶ Telecollaboration
- ▶ Online intercultural exchange
- ▶ Globally networked teaching and learning
- ▶ Virtual Exchange (Erasmus+ 2018)
- ▶ **Collaborative Online International Learning (COIL)**



C



COLLABORATIVE: We work together, collaboratively, with another academic, with other students of a different culture and institution, in teams, through experiential learning.

O



ONLINE is the means to connect, communicate and develop the task at hand. Use of virtual tools. Digital literacy.

I



INTERNATIONAL cross cultural learning. We bring the world to the classroom, offering an international experience to non-mobile students.

L

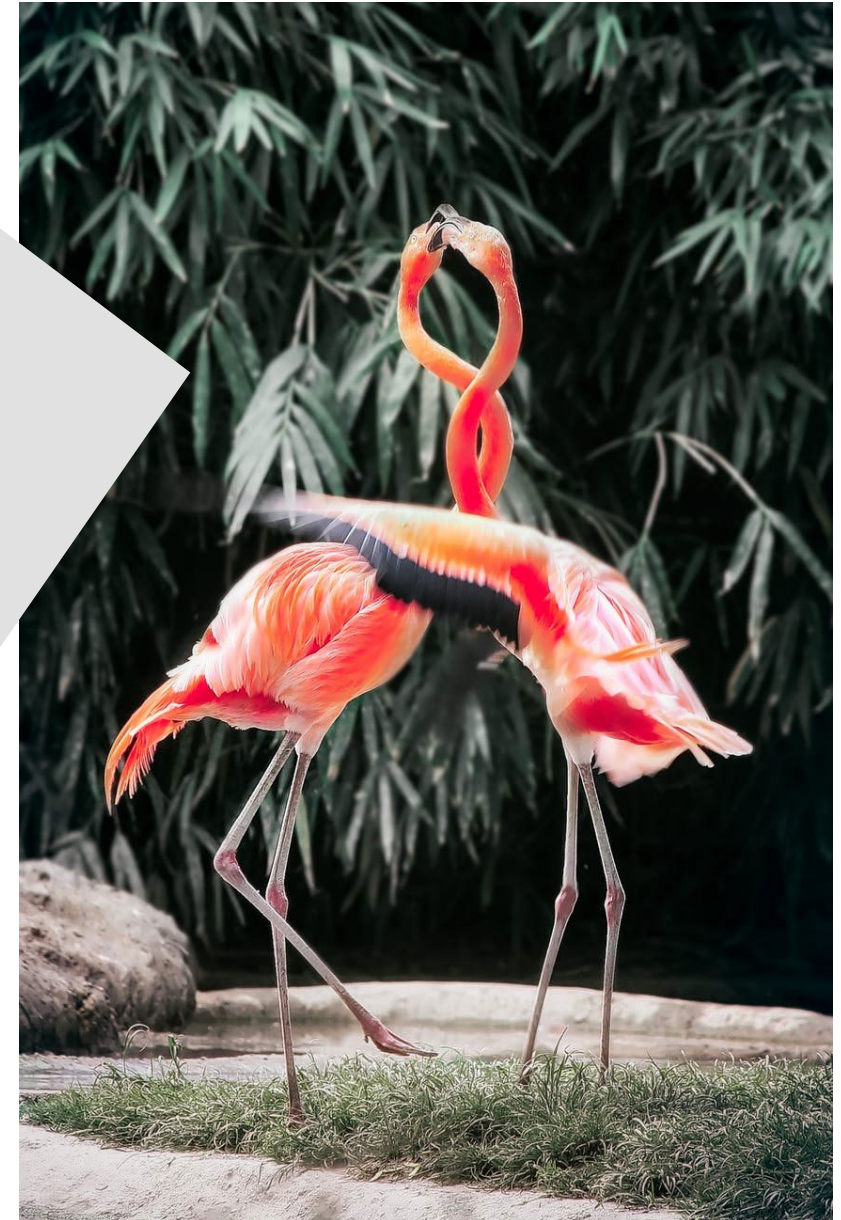
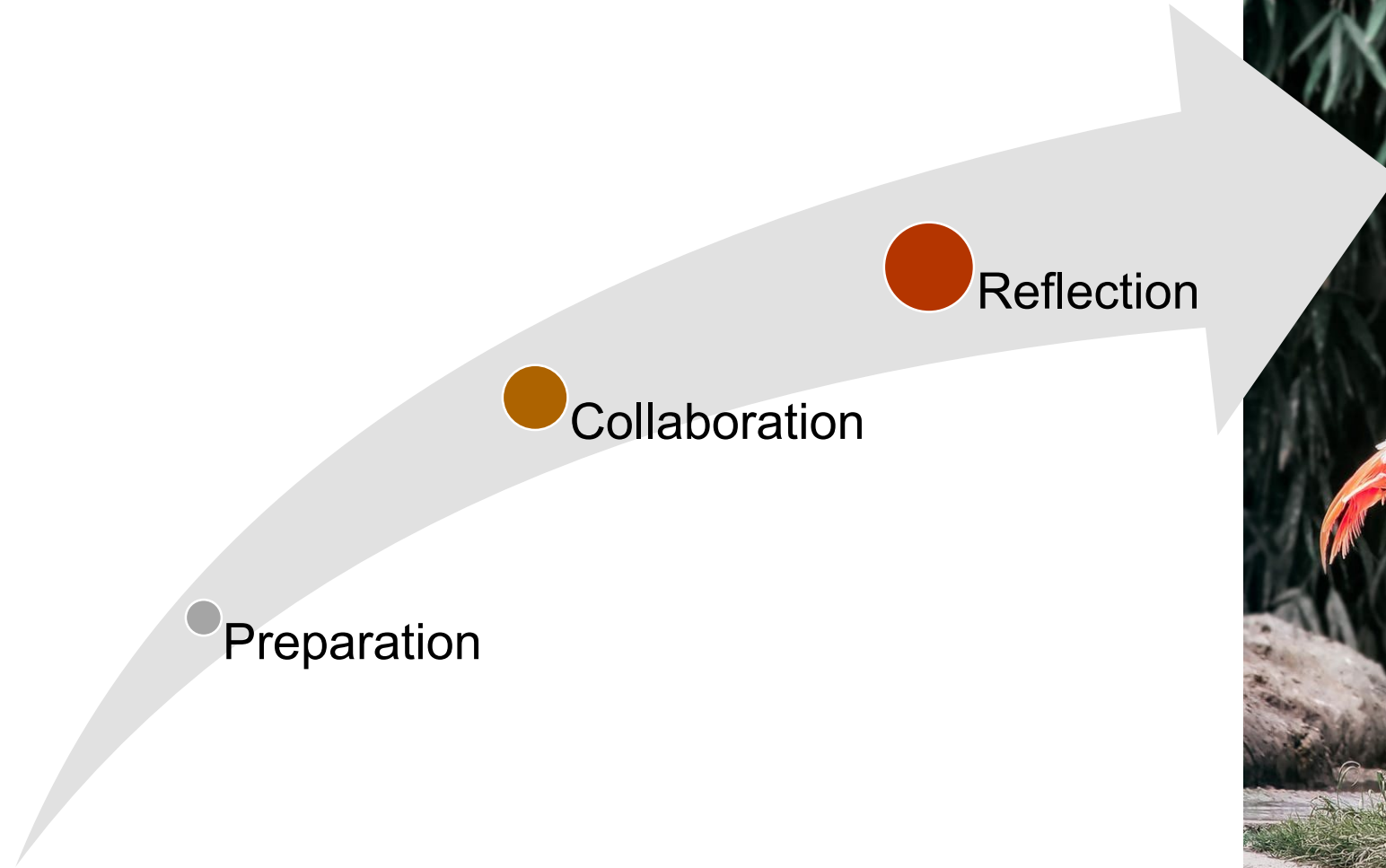


LEARNING: learning from others, learning about our subject, learning from different cultural points of view, learning about ourselves.

What is COIL?

- It is a **teaching and learning paradigm**
- It is based on **experiential collaborative learning**
- It is a **network-based** learning approach
- It aims to develop **intercultural competence**
- It aims to develop the **skills** graduates will need to work in intercultural and online teams
- It is **co-developed and co-taught**
- It is **integrated** into the curriculum at course level
- It is technology based but NOT a **technology**

How to develop a COIL module?



Preparation phase

Collaboration between two teachers from two different institutions of two different countries/cultural contexts:

- Define learning outcomes
- Discuss content and assessment
- Determine length of interaction and platforms
- Design comparative and collaborative activities
- Select language, methodology and technology

Collaboration phase

Students work together

- Develop an international team
- Get to know each other, discuss and work together
- Implement and develop a common assignment
- Teachers monitor students' work and learning outcomes through in-class meeting or online synchronous global classroom meetings
- Deliver and present a teamwork project

Reflection phase



Reflection around the intercultural learning and the whole experience

- Includes a conscious intercultural reflection led by the teacher (before, during, after)
- Includes a closing session
- Teacher evaluates own students

Important ingredients to succeed

Synchronous and asynchronous communication

Student working groups: 4 to 6 (2-3 per university)

Intercultural reflection is key: questionnaires, surveys, discussion...

TRUST

All fields are welcome

Whole group engagement is easier to manage

Same discipline or not! ("Not" is great!)

Activity to last between 3 to 8 weeks

Student groups determined by teacher

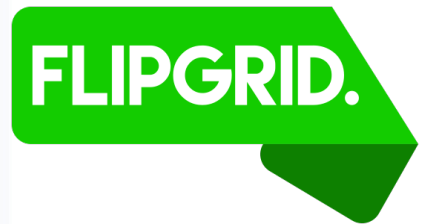
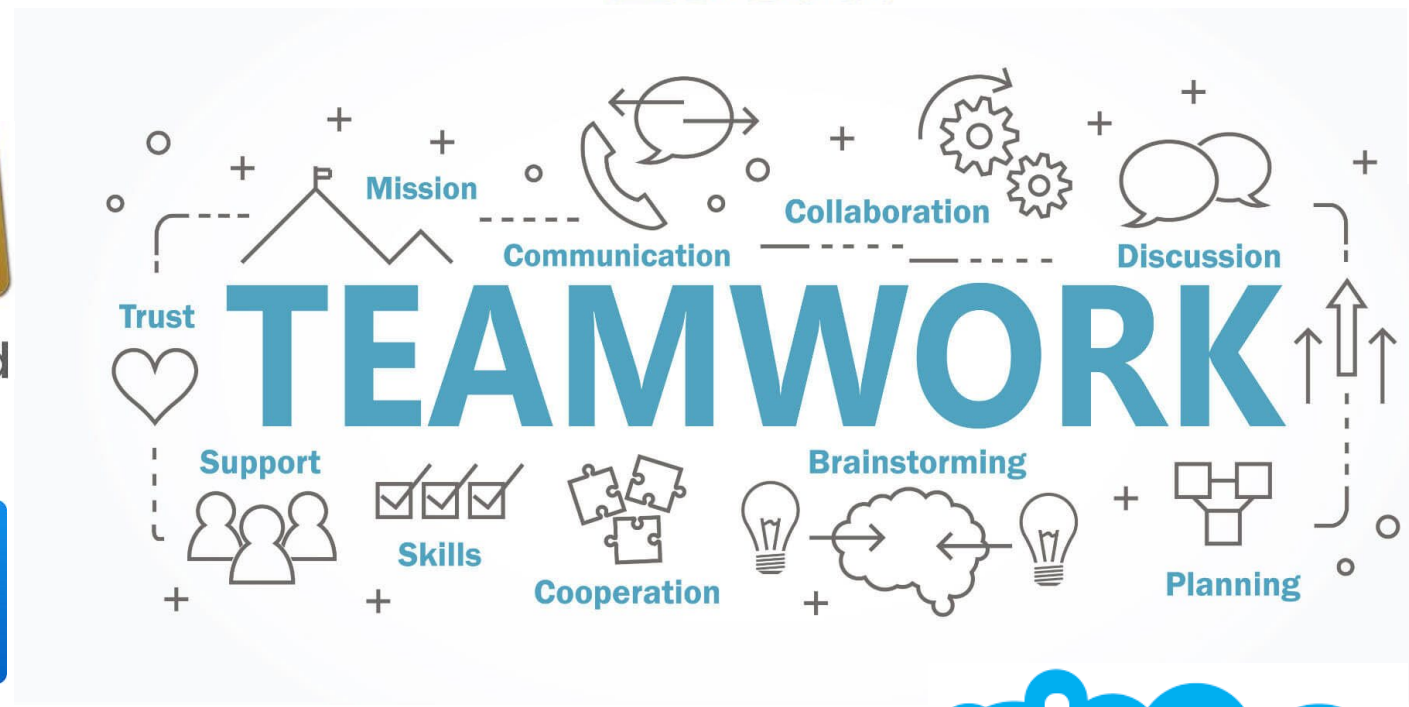
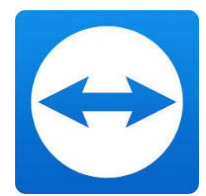
Technology is only the means to...



padlet



Blackboard



PRESENTATION: COIL EXPERIENCES

John Style
URV

My First COIL Experience, in the Grau d'Anglès.

John Style
URV
john.style@urv.cat

COIL URV



Key themes

1. My previous knowledge of COIL
2. Contacting my partner
3. Planning the content
4. Higher ambitions
5. Things that worked well, things that didn't work so well
6. Some advice



1. My previous knowledge

- Familiarity with the concept
- Organizing URV seminars and courses on COIL, with outside experts
- Intercultural Awareness Course
- Exotic, amazing examples of COIL...



2. Contacting my Partner

- Not too ambitious, so Germany!
- Using a URV network to contact the English Department in University of Duisburg-Essen. Using a 'personal' connection.
- Florian Freitag, teacher in American Cultural Studies, with research speciality in Theme Parks.
- We met physically at a network meeting in Amsterdam. Then we emailed, and used Skype to plan.



3. Planning the content

- My class was a 3rd year obligatory subject 'Narrativa Anglesa' class. Florian's class was a 2nd year optional class on American Culture.
- His input was on Theme Parks in a cultural, social and economic context, mine was Julian Barnes' novel *England, England* (about an imaginary England theme park which effectively substitutes for England and questions of cultural representation, recycling cultural myths, reality vs simulacra etc.)
- Our classes didn't coincide so we used recorded input, and Florian and I lectured each other's classes 'live' once. Student group work was outside class, with ample margin to submit (a week)
- I continued with classes for my students, as normal, on related content.
- URV COIL support suggested a neutral platform to start from
- We ran the COIL experience over 5/6 weeks in the 'summer semester' (April-May)



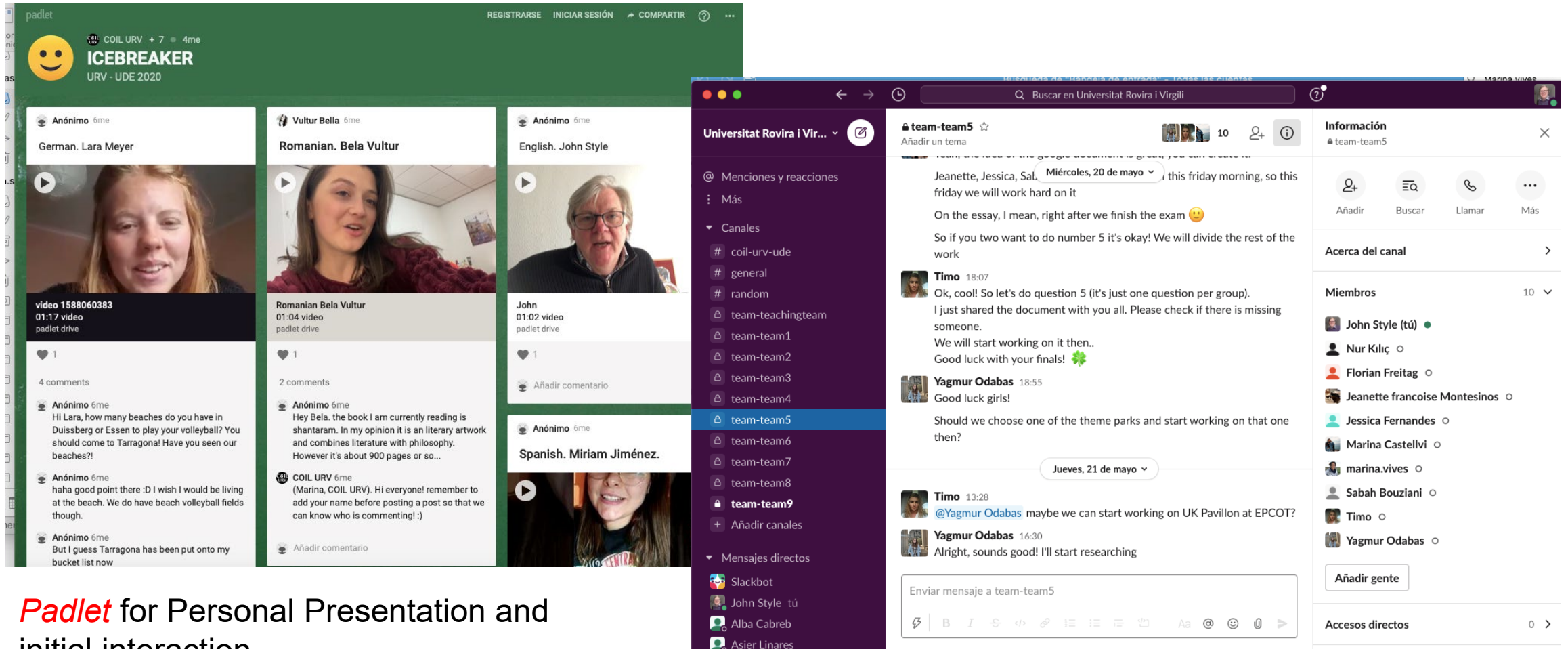
3. Planning the content

1. Warmer activity: present yourself in a short video.
2. Organized into Groups of 6
3. Watch introductory Theme Park video, and discuss and submit answer #01 questionnaire
4. Lecture 01 on Theme Parks (live - by Florian)
5. Lecture 02 on Julian Barnes, culture and simulacra (live – by John)
6. Students submit two group written responses to the two lectures, after discussion
7. Students create a 5' PPT summary and further discussion of one of a selection of essays. *
8. Groups select a theme from a given list of topics**, and produce a short video, (3-5 minutes) or voiced PPT (5-6 slides, 15 minutes) or written essay (750-1000 words)
9. Group discussion of COIL experience with both teachers.
10. Individuals submit answers to questionnaire on the COIL experience. With graded answers on satisfaction and qualitative answers on their experience.

- Was abandoned in favour of repeating 6. Students appreciated the chance to improve.

** The second year this included a more creative option of inventing and describing a single themed theme park.

Using 'padlet' (app) for the Warmer and 'Slack' as a neutral platform



Padlet for Personal Presentation and initial interaction

Slack for group interaction on tasks.

4. Higher Ambitions

- Not just realizing the tasks but...
- Getting students to reflect on their experience in order to increase awareness of intercultural exchange and its pros and cons.
- Not just in content discussion, but also in reflection on behaviour in interactions (turn-taking, interruption, contradicting), cognitive approach to analysis and task realization (tending to theoretical or pragmatic, more or less evidence-based).
- What misunderstandings occurred and how these were overcome. Strategies for overcoming these misunderstandings; ways of thinking in order to avoid them in future.



COIL Experience Evaluation Survey

Thank you for participating in this COIL (Collaborative Online International Learning) experience. Your feedback is invaluable in helping us improve and meet the highest academic standards.

All answers you provide will be kept in the strictest confidence.

+	Based on your experience in this COIL activity, to what extent do you agree or disagree with the following:	Fully agree	Agree	Disagree	Totally disagree
	I enjoyed participating in this COIL activity				
	I would participate in another COIL activity in the future				
	I would recommend this type of experience to other students				
	I will look for other international				

5. Things that worked well, things that didn't work so well

- ✓ Students really enjoyed the international interaction and found cultural assumptions about the 'others' were challenged.
 - ✓ Exposed to different teaching styles.
 - ✓ Exposed to different evaluation styles.
 - ✓ Neutral platform was mostly abandoned for student-chosen channels
-
- Different attitudes to 'online privacy' affected evidence collection
 - Warmer must be obligatory
 - Unbalanced student numbers
 - Different countries at different moments in the academic calendar affected attitudes to tasks.
 - Intercultural awareness exercises need time to set up and carry out

6. Some Advice

- Best if done in a climate of institutional support, though not obligatory
- Good if classes are balanced in size. 5 or 6 : 1 was not optimal
- Better if not near at the start or end of the semester.
- You have to be flexible about times, because of strikes, holidays etc
- Clarify the evaluation process, taking turns on the lead, but with local control of final score, if there needs to be a score.
- Great opportunity to internationalize your class, always, but especially in COVID times
- Students will tend to use their preferred means of communication

COIL
URV

Thank-you for your attention.

Thanks for your attention!

Get in touch if you have any
comments or questions:

john.style@urv.cat



How to structure COIL:

Marina Vives
International Center - URV

HOW TO IMPLEMENT COIL AT AN INSTITUTION LEVEL



HOW TO IMPLEMENT COIL AT AN INSTITUTION LEVEL

_____ should lead the implementation of COIL.

HOW TO IMPLEMENT COIL AT AN INSTITUTION LEVEL



HOW WE DID IT AT THE URV

Informative
Sessions and
interest seeking



Technical
support and
Faculty training



Implementation
and
Development

Workshops and training



Workshop with Eva Haug, AUAS.
Amsterdam University of Applied Sciences, NL
COIL Workshop– May 2019



Workshops and training



Craig N. Shealy, JMU
Lee G. Sternberger, JMU,
Hajime Nishitani, Hiroshima Univ
COIL, BEVI Workshop – September 2019

Moodle internal group for COIL FACULTY



CAMPUS VIRTUAL

AJUDA ▾
CATALÀ (CA) ▾



MARINA VIVES CABRÉ


Grup COIL

-  Participants
-  Qualificacions
-  General
-  Què és el COIL?
-  El COIL a la URV
-  Vull provar el COIL, què faig?
-  Amb qui puc col·laborar?
-  Com s'estructura una activitat COIL?
-  Tinc dubtes amb la tecnologia...
-  Materials i recursos per a conèixer més

Grup COIL

Inici / Cursos / Grup COIL

-  Tauler d'avisos i notícies
-  Fòrum de dubtes



Què és el COIL?

El COIL (Collaborative Online International Learning) és una nova **metodologia** pedagògica que neix a la State University de Nova York l'any 2004 (1).

L'objectiu del COIL és el desenvolupament de part dels cursos amb una **dimensió col·laborativa, internacional i online**.

En primer lloc, els professors de dues universitats de països diferents treballen conjuntament en el disseny de la tasca que treballaran els estudiants de les dues institucions implicades (els estudiants URV en aquest cas i els estudiants de la institució sòcia).

Els estudiants interactuen per conèixer-se amb els seus companys internacionals i treballar i desenvolupar un treball conjunt dins de la seva pròpia aula, participant online amb els seus col·legues internacionals a través de diverses plataformes disponibles.

Calendari

de juny 2020

dl	dt	dc	dj	dv	ds	dg
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

CRAI

 Continuitat dels serveis i del suport del CRAI

[ESPAI MOODLE COIL](#)

Technical support / coordination

- Guidance on what COIL is (preparation, guidance, reflection)
 - Activity design support (how to improve what teachers offer)
 - Partner search, follow-up and participation in COIL fairs
 - Coordination of the program phase and first meetings between partners
 - Assistance in implementation and use of resources, platforms and tools
 - Digital support, technical questions with students
 - Continuous specific training and knowledge transfer
- Web: <https://www.urv.cat/ca/universitat/coneixeu/internacionalitzacio/coil>

Training on COIL Design and Implementation (online for URV Faculty)

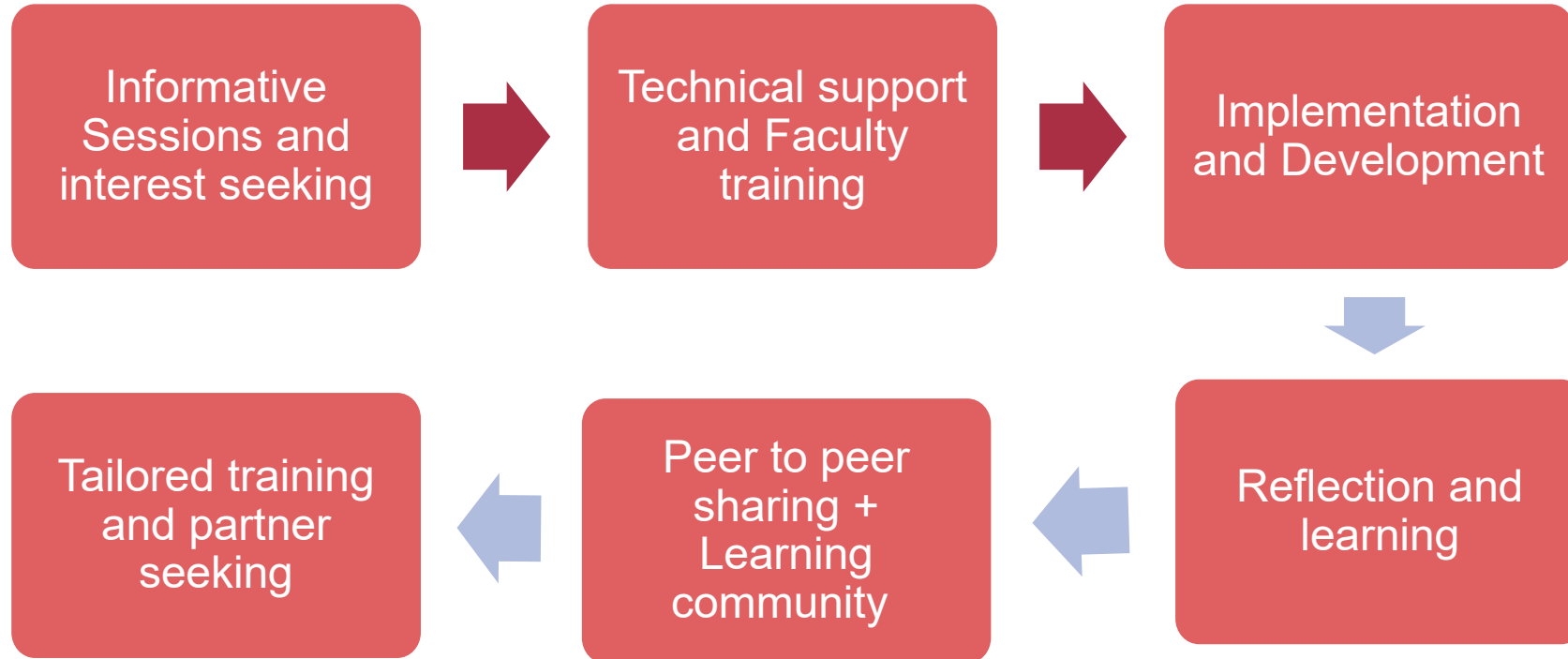


“Foundations, design and development of a COIL activity: tools for its implementation at your classroom”

(4 sessions between November – December 2020)



HOW TO IMPLEMENT COIL AT AN INSTITUTION LEVEL



HOW TO IMPLEMENT COIL – ACADEMIC LEVEL

IDENTIFY STRUCTURAL CHARACTERISTICS OF THE PARTNERSHIP

COLLABORATIVE ACTIVITY DETAILS

ASSESSMENT AND INTERACTION

TECHNICAL SET-UP



Break-out rooms' discussion



SHARE AND REFLECT

1. We have seen some benefits and virtues until now, could you think about the problems or difficulties that you or your institution would face when implementing COIL?
2. What do you think are the most important issues to discuss when designing a COIL activity? In your opinion, what could make a COIL activity succeed?

Important to discuss and agree

*Learning
outcomes
(including IC)*

*Clear
instructions
and assessment*

*Technology
Platforms*

*Expectations
and
"netiquette"*



Thorns

- ▶ It requires work to set it up (academics)
- ▶ It is time-consuming at the beginning for professors involved
- ▶ It is sometimes complex to manage
- ▶ Finding the right partner is key and sometimes matchmaking can be difficult
- ▶ Institutions may not offer institutional support, so it is up to academics to make it happen
- ▶ Intercultural communication-related difficulties
- ▶ Time zones can be an issue if we plan on holding synchronous sessions
- ▶ Use of a foreign language can be an extra obstacle
- ▶ Need for awareness and training of our academics
- ▶ Differences in classroom cultures

Roses



- ▶ Enacting Internationalisation throughout and focusing on the non-mobile students (IaH)
- ▶ Internationalisation of the curriculum
- ▶ Transformation of the institutional culture
- ▶ Development of new partnerships
- ▶ Increase study abroad interest and preparation
- ▶ Building awareness and knowledge about other cultures and realities
- ▶ Understanding how others perceive us: it leads all involved to learn about themselves, others and the world around them from different perspectives
- ▶ Understanding and respecting cultural differences
- ▶ Language competency in authentic communicative contexts
- ▶ Digital literacy
- ▶ Working in virtual multicultural (sometimes interdisciplinary) teams
- ▶ Rich intercultural experiential learning experience for all involved



Slides for resources

Marina Vives
International Center - URV

How and where to find a partner

International
agreements

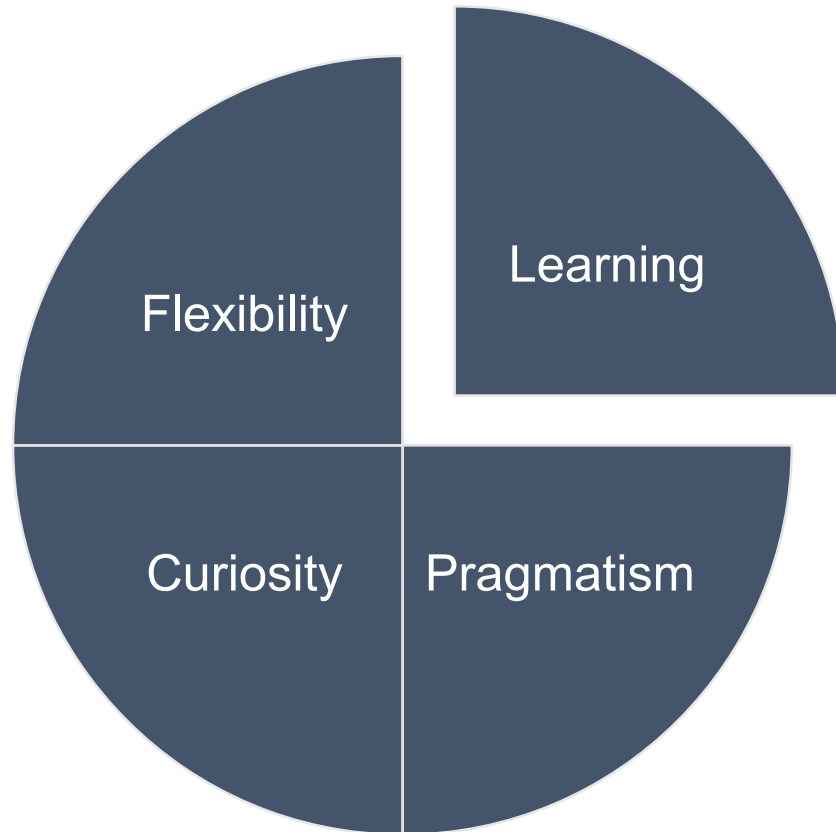
International
Networks

International
Fairs

Inbox

AURORA

TOOLS FOR COOPERATION: ADDRESS TECHNOLOGY



KEY IDEA 1: The COIL activity determines which platform we will use, not the other way around.

KEY IDEA 2: Be flexible and adaptable

KEY IDEA 3: Balance between what you want - can

KEY IDEA 4: Be curious and open-minded

TOOLS FOR COOPERATION: PURPOSE USE OF TECHNOLOGY



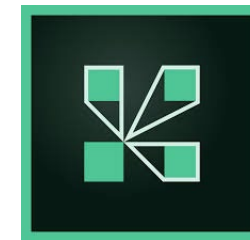
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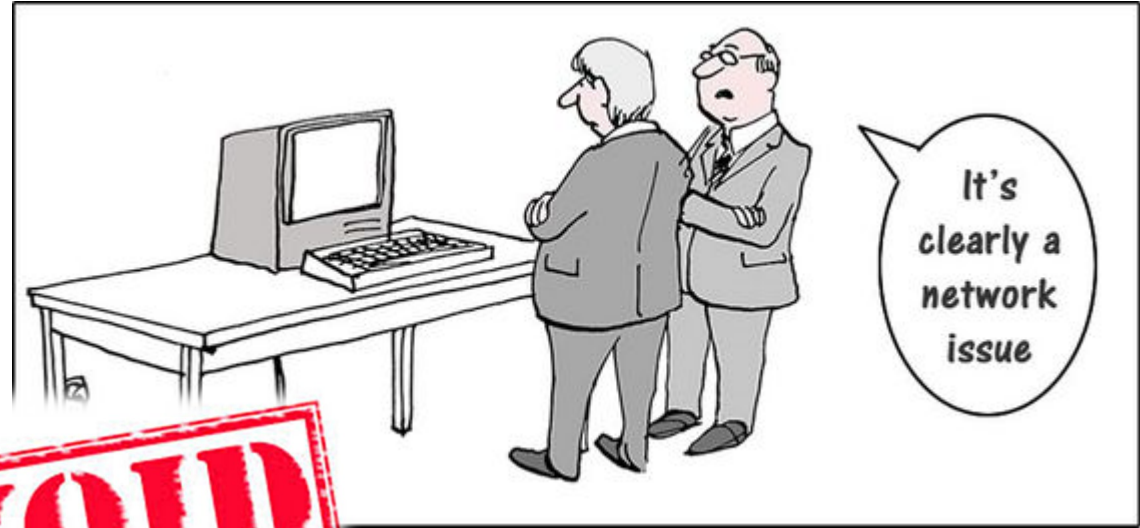
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FLIPGRID.



TOOLS FOR COOPERATION: ISSUES AROUND TECHNOLOGY



AVOID



COIL
URV

TOOLS FOR COOPERATION: INTERCULTURAL COMMUNICATION

Agree on a code of conduct

Provide specific training for your COIL Faculty on Intercultural Communication

Intentional design for IC training

TOOLS FOR COOPERATION: Pedagogical styles

Authority, or lecture style

Teacher-centered,
frequent lengthy lectures,
one-way presentations.

Demonstrator, or coach style

Shows knowledge,
includes activities and
demonstrations.

Facilitator, or activity style

Promote self-learning,
self-actualization, and
critical thinking skills.

Delegator, or group style

Best for lab activities
and peer feedback
activities.

Hybrid, or blended style

Blends the teacher's
personality and interests
with students' needs.

resilienteducator.com/styles

TOOLS FOR COOPERATION: Pedagogical styles

Teacher-Centered Approach

Direct Instruction

- Formal Authority
- Expert
- Personal Model

Student-Centered Approach

Inquiry-Based Learning

- Facilitator
- Personal Model
- Delegator

Cooperative Learning

- Facilitator
- Delegator

<https://teach.com/what/teachers-know/teaching-methods/>

THE USE OF SURVEYS

The impact of COIL on our students: academics need to accompany their students through the academic and intercultural experience

Previous
survey



Process
accompanying



Final reflection
(impact, take-
aways)



THANK YOU FOR YOUR ATTENTION

COIL
URV



Where to find us?

- <https://www.urv.cat/en/about/get-to-know/internationalisation/coil/>
- Email: coil@urv.cat / marina.vives@urv.cat

COIL
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iii GRÀCIES!!!



THANK YOU FOR YOUR ATTENTION

 **URV**
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