



Transforming curricula through
internationalisation & virtual exchanges



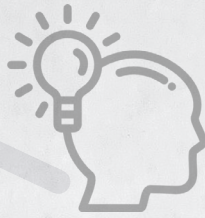
Co-funded by the
Erasmus+ Programme
of the European Union

Collaborative Online International Learning (COIL) Basic Overview

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIBESITHI YA
FREISTATA



1



COIL Acronym- What does it stand for?

- C** Collaborative: student to student learning to improve teamwork and collaboration skills.
- O** Online: learning how to work in a remote team and manage virtual tools in a professional manner.
- I** International: cross cultural learning by bringing the world into your classroom, offering ALL students an international experience.
- L** Learning: practicing professional skills and learning from peers around the world.

(Reference: <https://www.amsterdamuas.com/amsib/partners/academic-partners/virtualexchange-coil/virtual-exchange-coil.html>)



2

What is COIL?

COIL connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting. The COIL model does not merely promote students from different countries sharing an online classroom. Rather, COIL creates equitable team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning.

(Reference: <http://www.coilconsult.com/>)

Listed below is a link to a 3:00 minute video explaining what Collaborative Online International Learning (COIL) is and how it engages students in powerful global learning.

<https://youtu.be/ASuCF-YRqtE>

3



What does a COIL project look like?

COIL projects can take place in face-to-face, fully online, or hybrid (partly face-to-face, partly online) courses. Projects can involve complementary content. For example:

- Students in FIU professor Flavia Iuspa's online course in Education, "Developing a Global Perspective," and in an International Relations course taught by Alexis Paola Hernandez Pina at the Universidad Autónoma de Chihuahua in Mexico collaboratively determined an issue affecting Mexico and the U.S, and proposed a recommendation or solution to be enacted by an international private, government, or non-governmental institution.

Or courses can involve similar content:

- Students studying the processes of writing centers with FIU professor Glenn Hutchinson and Andrea Torres Perdigón at the Pontificia Universidad Javeriana in Colombia collaboratively conducted research in English and Spanish and prepared conference proposals on effective writing tutoring in bilingual settings.
- For more information, consult reference: <https://coil.fiu.edu>

4

How does COIL link to internationalisation?

COIL is a new teaching and learning paradigm that promotes the development of intercultural competence across shared mutual learning environments. A COIL virtual exchange is specifically designed to link students who have different cultural and geographical perspectives and experiences. Students engage in learning both through their own cultural lens as well as by exchanging their cultural lenses as they move through the course content and assignments together. Students reflect with each other, thereby facilitating a cross-cultural dialogue that brings a global dimension to the course content. COIL contributes to internationalisation at home in that it purposefully integrates international and intercultural dimensions into the formal curriculum. It is an inclusive internationalisation strategy, which contributes to realising the goal that all students should benefit from internationalisation.

(Reference: <http://coil.suny.edu/>)



6

What does COIL offer academics?

- Assists academics in developing new partnerships.
- Assists academics to facilitate intercultural learning.
- Assists academics to develop internationalised learning outcomes.
- Enables academics to design and develop assessments for a collaborative task.
- Enables discussions about pedagogies and the curriculum with international peers.
- Allows academics to internationalise their curriculum.
- Allows academics to have a better understanding of decolonizing the curriculum.
- Enables academics to motivate students and to get them on board!
- COIL collaboration can lead to research collaboration, joint publications and can help academics expand their professional network.

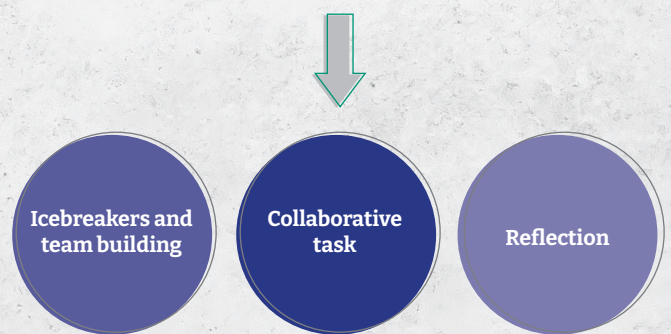
5

What does COIL offer students?

- Gives all students the possibility of an international experience.
- It prepares students for an international mobility- whether physical or virtual.
- Creates awareness and knowledge about other cultures; strengthening cross cultural collaboration.
- Strengthens the ability to work in cross-national and virtual teams.
- Promotes experiential & collaborative student learning.
- Improves competency in English (or other languages) in authentic communicative contexts.
- Develops online communicative competence, and digital literacy.
- Enhances digitisation skills which is an important 21st Century skill.
- Enhances employability skills (i.e. communication, language, cultural, leadership and time management skills).
- Opportunities to build diverse personal relationships.

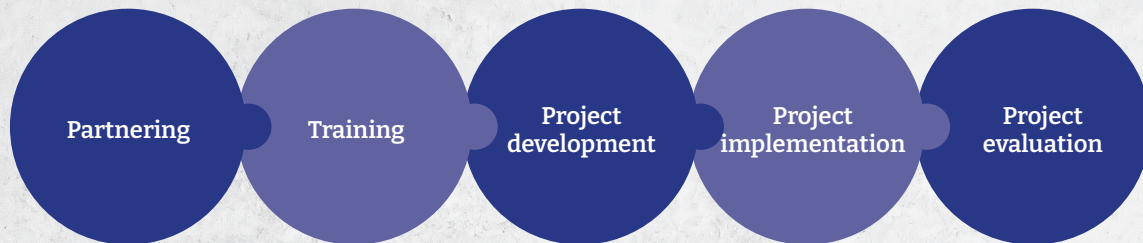
(Reference: <https://www.amsterdamuas.com/>)

Each COIL project is unique, but they have the following student activities in common:



COIL progression and COIL course design

- Outlined below, are the steps involved in the COIL development process. It should be noted that each COIL project is unique as is embedded into a specific curriculum or module. Therefore, training is such a key component to developing an effective COIL project.



- There is no fixed template for COIL course design, but it can be helpful to consider staging and task sequences that others have used, which have proven to be successful. These need to be re-shaped according to local conditions, such as the relative time zones of partners, the language fluency of participants and the type of content and learning objectives each COIL is developing. **Outlined below is one schema to consider:**

Phases/Tasks Typical in COIL Projects Running from 5-8 Weeks

1. Introduction (1-2 weeks)

- Assess Baseline Student Expectations
- Ice Breaker Activities
- Introduction to Tools/Software
- Establish Project Framework/Plan
- Formation of Groups/Teams

2. Engagement (1 week)

- Modeling collaborative exchange across groups and individuals
- Short Comparison/Analysis project

3. Collaboration (2-3 weeks)

- Structured Group Activity
- Joint Research
- Problem Solving/Conflict Resolution

4. Conclusion (1-2 weeks)

- Co-presentation or Sharing of Student Projects
- Student Reflections
- Assessment of Course

(Reference Jon Rubin: Coil Consulting: <http://www.coilconsult.com/>)



What does COIL offer universities?

- Enables inclusive internationalisation
- Facilitates intercultural learning
- Contributes to the development of new collaborations and partnerships
- Enhances the institutional profile



How to implement COIL? What platforms/materials can be used

Any online communication medium can be used to implement COIL. The platforms listed below are examples of mediums that can be used but is not an exhaustive list:

- Skype
- Zoom
- Blackboard
- One drive
- Google drive
- MS Teams
- Moodle

10

COIL training and guidance

- 4 - 6 weeks of guided training will be provided by the iKudu Project.
- How will you be supported in your COIL development process?

Phase	Supported by / In collaboration with your COIL partner
Partnering	International Office/COIL coordinator
Training	COIL coordinator, in collaboration with International Office and/or Teaching & Learning
Project development	With your COIL partner, coached by your COIL coordinator
Project implementation	With your COIL partner & supported by IT
Project evaluation	With your COIL partner & supported by your COIL coordinator

11



Successful COIL projects at UFS

Title: 2020 CU-UB-UFS COIL Project- Business Analytics Application in Industries

- This project was a voluntary project for collaborative online learning. It was conducted by a group of students between Coventry University (Coventry, UK), University of Bremen (Bremen, Germany) and University of the Free State (Bloemfontein, South Africa).
- The subject area (i.e. name of module, credits etc): Project was conducted by the Marketing Honours group as one of their assignment for the Consumer Behaviour Module (ECBR6814).
- Frequency of lectures: The lectures at both universities were conducted online, on a weekly basis using Moodle.
- Class sizes at each university: UFS 15 students, Coventry 30 students, University of Bremen 35 students.
- Online mediums used Moodle and presentations were recorded by different software's like Screencast-o-matic (<https://screencast-o-matic.com/>).
- Duration of project: The project started on 5 February to 29 March 2020.
- Project leaders: Prof. Martin Missong (University of Bremen), Dr. Eugene Maziriri (University of the Free State), Dr. Mahdi Bashiri (Coventry University), Dr. Abdulrahman Al-Surmi.
- For more information of the iKudu Project: please consult the project website on: <https://www.ufs.ac.za/ikudu/> iKudu-home