Opening Questions

Are you using Virtual Exchange at your institution?

a. Yes

b. No
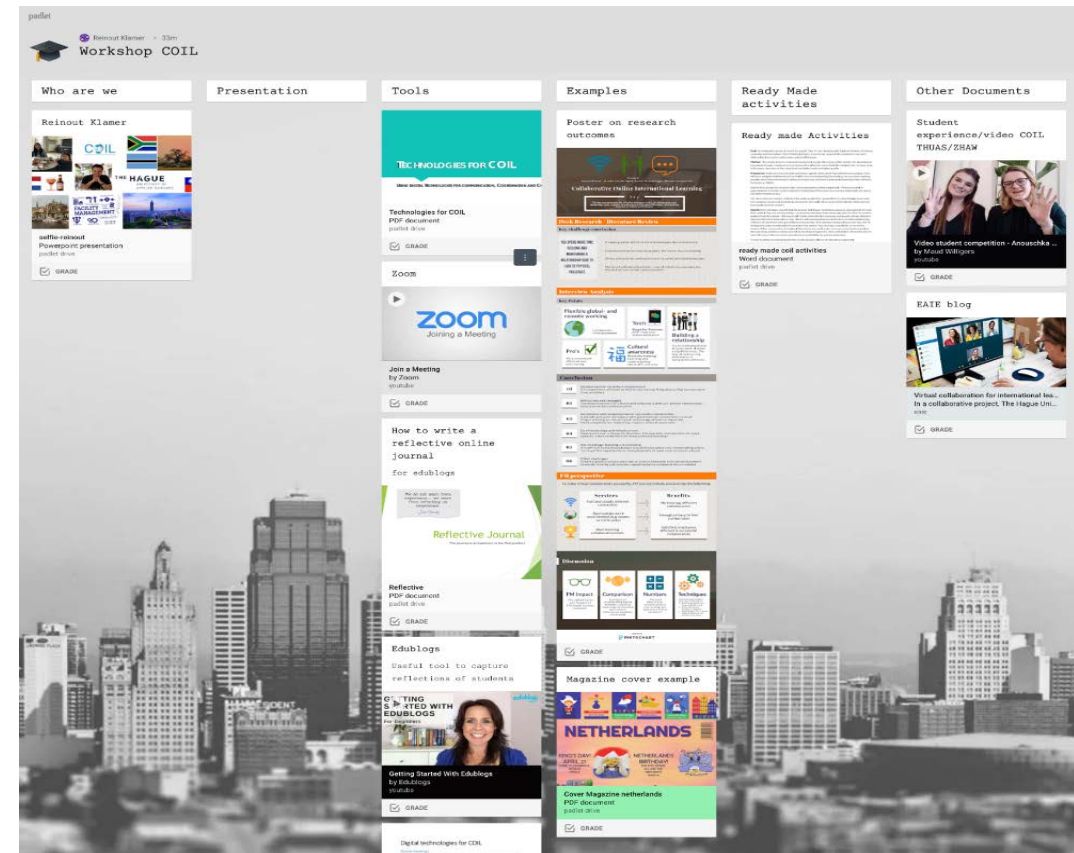
c. I don't know (what is it?)

Are you using COIL (specifically) at your institute now?

COIL Definition: An international dimension added to regular face to face classes which involves students collaborating with international students online (through Skype, Zoom and/or online educational platforms) to complete a joint assignment. Goal: through this international experience students develop intercultural competencies

a. *Yes*

b. *No*

c. *I don't know*

d. *Yes but we call this practice something different*

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Welcome!

- Workshop Padlet

- Starting Questions

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Virtual Exchange

Virtual Exchange?

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

Various Virtual Exchange Initiatives:

➢ Tellecollaboration

➢ Online Intercultural Exchange

➢ Virtual Exchange (Erasmus +)

➢ **Collaborative Online International Learning (COIL)**

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Why COIL?

Only 22% of Dutch students go abroad - what about the remaining 78% ?

- There is a need to **internationalise at home (IaH)**

- COIL: aims to enhance the <u>intercultural competencies </u>of students who might not otherwise have the opportunity to study abroad.
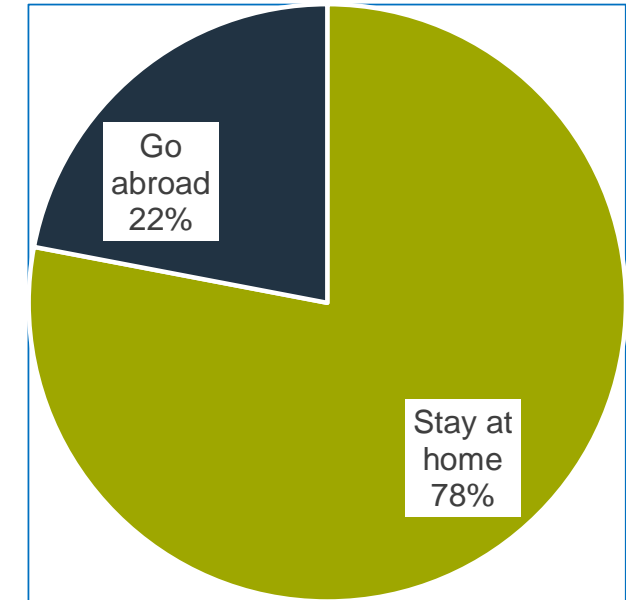
Future Challenges and Developments: Social, Economic, Sustainability, Technology, Technology

Required Skills: collaborative skills, critical thinking skills, problem solving skills, (Virtual) Communication Skills

Relatively **affordable**, easy to implement, embed in programme & scale up

Partnering: collaborating and strengthen existing university partner network

Go abroad 22%

Stay at home 78%

Centraal Bureau voor de Statistiek (CBS) 2018

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What is COIL?

Not a technology, but a new teaching and learning paradigm that develops intercultural competence across shared multi-cultural online learning environments.

A **shared-syllabus teaching approach** used to enhance **Internationalisation at Home** (IaH)

An international dimension added to regular face to face classes which involves students collaborating with international students online (through Skype, Zoom and/or online educational platforms) to complete a joint assignment. ***Goal****: through this international experience students* ***develop intercultural competencies***

A **networked based** learning approach

Becoming popoular: Utrecht University of Applied Sciences (2012) and Amsterdam University of Applied Sciences (2013) ; Maastricht University, HAN, VU, HANZE

First European COIL Conference 2016 The Hague University of Applied Sciences link

How does it work? Falls under the social-constructivist educational approach of *Collaborative Learning*

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Examples

Example 1

Course: Media and Communication Project Class - Utrecht University of Applied Sciences &

 State University New York New Patlz

Credits: 5 ECTS (Dutch) - 3 ECTS (New York)

Set up: create teams: 2 Dutch students and 2 New York students

Get to know each other & the project: joint kick off and FB group

Scheduling:

- Weekly synchronous classes (time difference -6)

    Lecturers had class time with their own students as well as 1 hour weekly synchronous for students
 to work on assignment

- (A)Synchronous work outside classroom

- Synchronous wrap up: final presentation – winning team announced

Assignment: promotional video for concept of COIL- Students share their experiences of working (coiling)

together from an American and Dutch perspective.

Final product: https://vimeo.com/123977257

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COIL

1. COLLABORATIVE

Students work on assignments from two or more universities

Implications:
Interdependability
Designed by both universities
Dealing with differences in educational systems
The first COIL is between lecturers

2. ONLINE

The primary way of communication is through online tools

Implications
-No travel needed
What do you provide online?
-Lecturers and Students can be 'afraid' to use online tools
-Need helpdesk and support?

3. INTERNATIONAL

Students from different backgrounds work together

Implications:
Cultural differences
Time zone differences
Teaching / Learning differences
School system differences
Profession differences

4. LEARNING

There needs to be a desired learning outcome

Implications
Know what students will be learning
Focus on the level of learning
Skills / Attitude / Knowledge
think of transparency of grading

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Example 2

Course: Facility management THUAS and ZHAW

Credits: 4 ECTS

Set up: Semi-coil, kick off the Hague, rounding off Zurich, Research based. Students work in mixed groups of 4-6 students

Get to know each other & the project: introduction video assignment, live kick-off

Scheduling:

- Phases of research: plan of approach, deskresearch, fieldresearch, conclusion
- Duration: three months
- (A)Synchronous work outside classroom
- Coaching sessions with tutors from both countries.
- Synchronous wrap up: final presentation
- **Assignment:** Research project on virtual collaboration for EuroFM Ambassadors

Link: https://padlet.com/vote1/4gzjktqaqbom and https://padlet.com/h_r_klamer/88rjfnl2onm2

Example 3

Course: Facility Management, THUAS and Intercultural communication UDEM Monterrey (mexico)

Credits: 3 ECTS

Set up: first in small teams (pairs per partner) then combining pairs for larger groups

Get to know each other & the project: simultaneous ZOOM webinar and Padlet page

Scheduling:

- Weekly a-synchronous classes (time difference)

- Duration: on/off 6 weeks.

  Lecturers had class time with their own students

- (A)Synchronous work outside classroom, increasing collaboration per activity

- Synchronous wrap up: final presentation on ZOOM

- **Assignment:** Intercultural magazine on diverse topics

Link: https://padlet.com/gretel_werner/udemthuas2019

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IT Matters

You are your own IT department

Digital whiteboards

Live communication –class

Live communication – students

Teamwork

Presentations

Blogs

Link: https://padlet.com/h_r_klamer/swymdf4qt4to

Other Examples

– Assignments can be based on differences between cultures, attitudes and approaches e.g. concept of safety, facilities, healthcare, sports & fitness, research, teaching, communication, business etc.

– Trends and developments: Aging population, Millennials, technology and the role of influencers, Shift of populations: urban vs rural

Note: It is Important that students work together on a deliverable/end product

Getting started…

Finding a Partner

Use your departments network/ exchange partners

- Use your contacts – network partners

- SUNY COIL Global Network https://coilnetworks.ning.com/

- Erasmus and Virtual Exchange https://europa.eu/youth/erasmusvirtual_en

- Unicollaboration http://uni-collaboration.eu/node/818

- Example https://sharingperspectivesfoundation.com/erasmus-virtual-exchange/

When seeking a partner, what are some of the key criteria for their selection?

- Equal Commitment

- Shared course development

- Differences in Institution cultures/organisation

- Keeping an open mind

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Partners: Is there a match?

Quick, Practical Questions to ask potential partner.......

1. How many students? And how many groups?

2. How many ECTS/credits?

3. What is the main focus or main goal of the course?

4. What kind of assignments would the students do together in your course?

5. How and where would you be able to fit in a COIL project into the main programme/course?

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Once there is a match....

Retrieve key Information from your partner.

- Contact Information

- Time

- Language

- Course content

- Assessment of Learning (How will you do this?)

- Issues of Technology

- Institutional Cultures and Expectations
- Administration and Institutional Support

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Tips for successful collaboration

1. Arrange a face-to-face meeting with your faculty partner, if possible

   – Foster honesty and open communication

   – Get a real commitment from your partner and your college

2. Select curriculum/course/module and committed partner(s)

3. Aligning curriculum/course/module in content

4. Aligning curriculum/course/module in time

5. Design a coherent course outline and class schedule

6. Involved and Prepare students

   – Briefing students about new forms of learning

   – Envisage involvement of the students in the co-creation of the course

   – Engage students with icebreaker activities to get to know each other

7. Selecting common communication/learning tools (in your dept/ with your partner abroad)

8. Assure appropriate facilities, incl. an optimal level of technical (IT) support

9. Test the technology

10. Provide the opportunity for critical reflection

11. **Expect the unexpected!**

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Networks & Resources

- SUNY COIL Centre: http://coil.suny.edu
- Erasmus Virtual Exchange: https://europa.eu/youth/erasmusvirtual_en
- Uni-collaboration: http://uni-collaboration.eu/node/818
- Virtual Exchange/ COIL staff training at The Hague University of Applied Sciences.
- COIL conferences: International Virtual Exchange Conference (IVEC) October 25 - 26, 2019 Tacoma, WA,USA http://iveconference.org

Research

We need you….

Participate in research on COIL

Like to hear from you if:

1. *Institutes already working with COIL?*

2. *Universities interested in setting up COIL courses next academic year and that can partake in research on COIL*

    – Surveys (with students & staff)

    – Interviews (with staff)

    – Focus groups (with students & staff)

    – Observations (students & staff)

Question Time

THANKS

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