COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) GOOD PRACTICES MANUAL
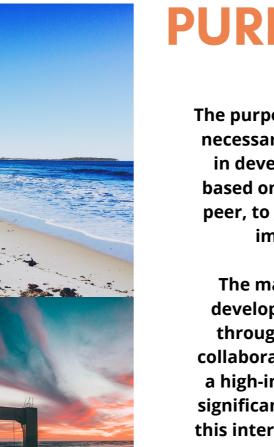
"We want to educate global leaders who are capable of seeing the world from different perspectives and of understanding the richness of diversity."

PURPOSE

The purpose of this manual is to provide the necessary support to professors interested in developing the COIL method, which is based on collaborative work with a foreign peer, to guide them both in the design and implementation of the course.

The main objective of this method is to develop global competencies in students through multicultural, experiential and collaborative learning environments. This is a high-impact program by which we give a significant percentage of students access to this international ecosystem without having to travel abroad.

It is important to mention that the courses do not have to be taught entirely simultaneously. The idea is for both professors to create instances of collaboration among students in and outside of the classroom.

PILLARS OF SUCCESSFUL COLLABORATION

COLLABORATIVE

The purpose of the course must be to develop a deliverable project resulting from the collaboration between both groups of students.

INTERACTIVE

It must be designed so that students interact with each other and compare their ideas and thoughts.

MULTICULTURAL

The exchange of ideas, points of view and perspectives must take place from a global view so that students understand more of themselves, of their culture and of that of the others.

EXPERIENTIAL

The knowledge and learning will take place within an experiential project implemented by the students.

TECHNOLOGICAL

It must be supported on technological communication tools to achieve interaction (HyFlex, Zoom, Skype, social networks, Slack, Google Hangouts, Blackboard, etc.).

INTERNATIONAL

It must be developed in conjunction with a foreign university to expose students to an international environment.

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HOW DO YOU DECIDE WHICH PART OF THE COURSE COULD BE DEVELOPED UNDER THIS METHOD?

Before answering this question, it is important to take the following into account:

- The 6 pillars must be key, across-the-board elements in the course content. The course must also encourage and motivate students from both institutions to participate and learn from the exchange of ideas, experiences and perspectives with a group of students at the other university in the other country.

- The course will be designed so that students from both institutions interact for a **minimum of 4 weeks.**

We recommend asking yourself the following to decide which parts of the course you want to convert into interaction and collaboration.

- What course content would improve if students were able to discuss the implications, effects and causes with students in another country?
- What course content could be understood better if you were able to have different cultural perspectives and viewpoints to help explain it?
- Are there projects or activities that students could develop together with foreign students?
- What technological tools would make you feel more comfortable in assuring an effective interaction between two groups of students located in different countries?

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STAGE 1: FOREIGN COUNTERPARTY

FINDING THE COUNTERPARTY

Once you have determined which unit and activities will be developed in conjunction with a university in another country, you need to find a counterparty open to the project that you have in mind. This can be done in two ways:

- You can invite a professor from your contact network with whom you already have prior experience or wish to develop this project.
- If you do not have a counterparty, the **International Relations Office** can support you in this process. We can find a professor interested in being a part of this project at our partner (and non-partner) universities.
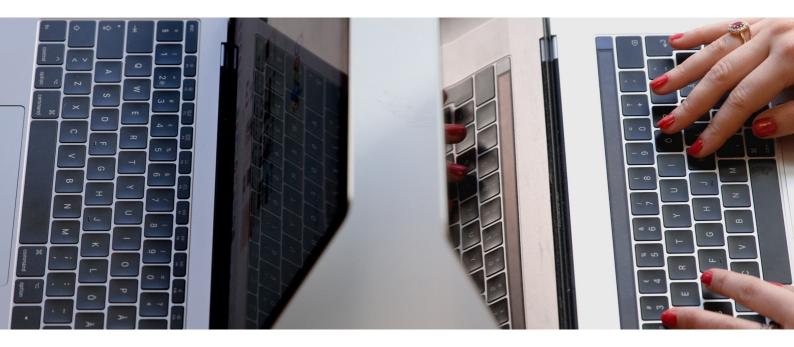

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STAGE 2: WORKING WITH THE FOREIGN COUNTERPARTY

CO-DESIGNING A COIL

After a professor interested in collaboration has been found, the next stage is to co-design the project. You must define the structure, make any necessary changes and refine the details. We recommend that you hold **at least two meetings** to ensure that this project is implemented correctly.

Below we provide a support structure that you can use when you meet with your counterparty to thus reduce the risks of problems or contingencies.

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STAGE 3: COIL CO-DESIGN

CONTENT

The following must be considered in defining the specific content and incorporating the global collaboration components:

- A new course does not need to be created. The syllabus of a course can be adapted to incorporate the global collaboration aspect.
- Define the aspects or units of the syllabus that could create a better cultural reflection.
- Identify the three most important objectives that you wish to achieve through this collaboration.
- Define goals that aim at a multicultural learning by the student.
- Establish activities and tasks that students must do together that will work in support of the learning from the unit.

TECHNOLOGICAL RESOURCES

The technological resources used by universities is varied, so we need to determine which platform (Zoom, Meet, Skype, Microsoft Teams, etc.) and additional digital resources will be used during the collaboration. Each tool fulfills a different purpose.

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STAGE 3: COIL CO-DESIGN

EVALUATION METHODS

The evaluation methods of both professors may be very different. For that reason, the evaluation criteria must be defined and established as well as the frequency of evaluations. The purpose is to design a clear evaluation pertinent to the course and thus create a better learning process while avoiding conflicts between the different groups of students. It is important to communicate all aspects of evaluations and the method to be used clearly and transparently.

Please note that each professor **will be in charge of evaluating his or her students**, not the foreign counterparty.

COIL CHECKLIST

1   Check the course schedule issued by the foreign professor to corroborate the unit where collaboration will take place.

2   Establish together the purpose or purposes of the collaboration and the impact it will have on students. Also take into account the time that students must dedicate to the project.

3   Establish the activities that will be performed by students based on the proposed goals and what the collaboration deliverable will be (presentation, paper, etc.).

4   Set a start and end date for the collaboration (taking into account holidays, vacations, exam weeks, etc.)

5   Define the number of synchronous meetings that will be held together, taking into account:
- At least one kickoff meeting and another closing meeting.
- The time when they will be held and potential time differences throughout the COIL (also considering eventual winter and summer time changes in each country).

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COIL CHECKLIST

6 Define the technological tools that will be useful in the collaboration:

- The platform for synchronous meetings (Zoom, Meet, Microsoft Teams, to name a few).
- Functionalities of the platform that will be used.
- Additional technological resources like Blackboard, Padlet, and Kahoot.

7 Establish mixed work groups comprised of students from both universities. It is recommendable for the group total not to exceed 6 students so that all participants can benefit from the interaction and an effective learning is assured. Also define whether the groups will be chosen by the students themselves or previously designated by the lead professors.

8 Plan synchronous work meetings considering that:

- an Icebreaker activity should be held at the COIL kickoff meeting so that students have a chance to get acquainted and develop trust.
- each meeting must be structured according to starting-development-closing activities.

DO YOU HAVE MORE QUESTIONS OR DO YOU WANT TO KNOW MORE ABOUT THIS METHOD?

CONTACT US!!

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