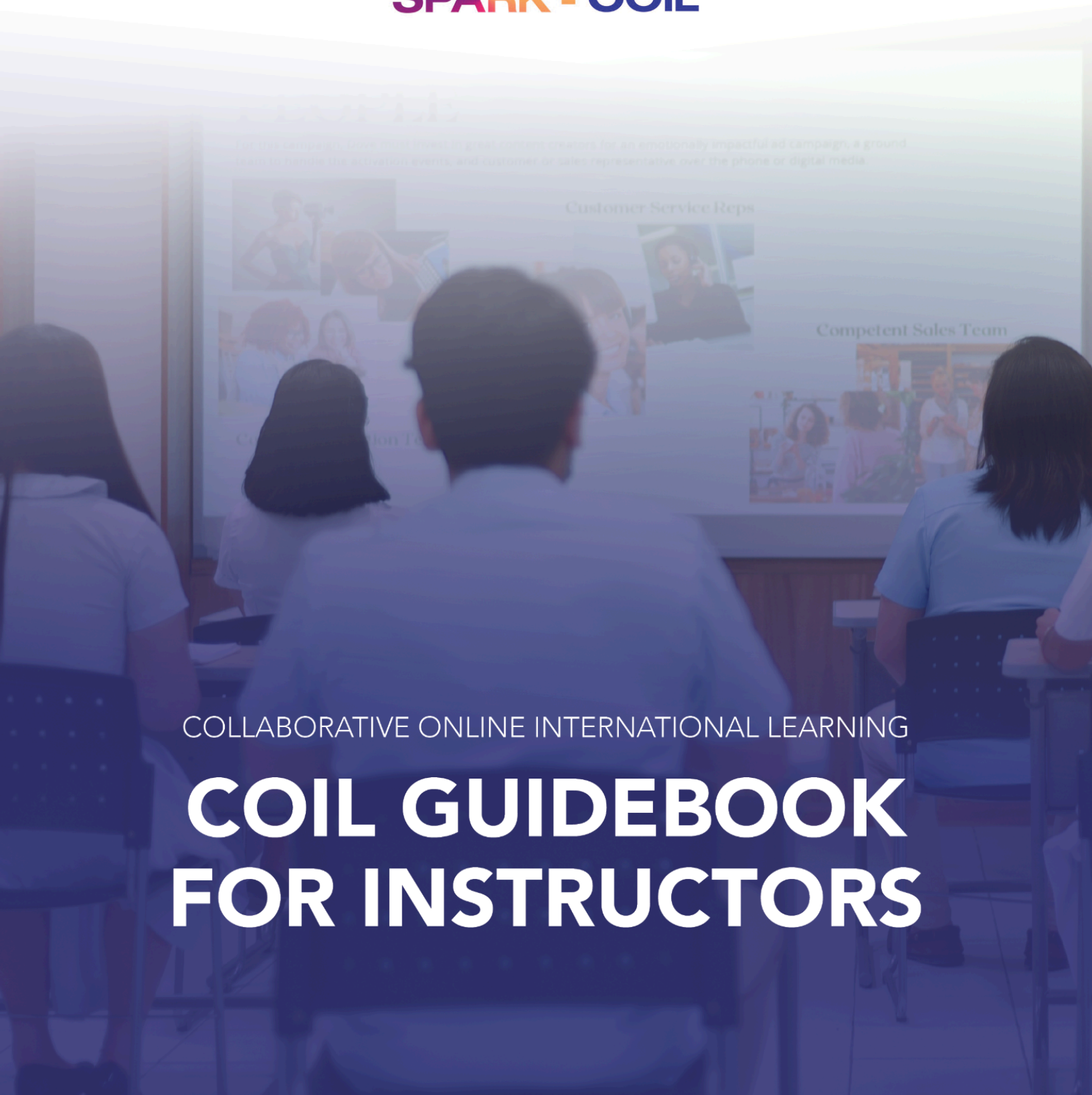
SPARK - COIL



COLLABORATIVE ONLINE INTERNATIONAL LEARNING

COIL GUIDEBOOK FOR INSTRUCTORS

SPARK - COIL

Co-funded by the European Union

DOCUMENT APPROVERS

Project Title	Strengthen and Promote Academic Agility, Resilience, and Knowledge Exchange through Collaborative Online International Learning
Project Acronym	SPARK-COIL
Project Reference Number	101178638
Coordinator	Ateneo de Manila University (ADMU)
Project Start Date	01/12/2024
Project Duration	36 months

CONSORTIUM MEMBERS

- Ateneo de Manila University, abbreviation ADMU from Philippines (PH)
- Ateneo de Davao University, abbreviation ADDU from Philippines (PH)
- Xavier University – Ateneo de Cagayan, abbreviation XU from Philippines (PH)
- Ateneo de Zamboanga University, abbreviation ADZU from Philippines (PH)
- Ateneo de Naga University, abbreviation ADNU from Philippines (PH)
- WSB University, abbreviation WSB from Poland (PL)
- University of Alicante, abbreviation UA from Spain (ES)

ATENEO

Xavier University

Universitat d'Alacant

Akademia WSB

ABOUT THE SPARK-COIL PROJECT

The project, titled **"Strengthen and Promote Academic Agility, Resilience, and Knowledge Exchange through Collaborative Online International Learning" (SPARK-COIL)**, aims to address implementation gaps in Collaborative Online International Learning (COIL) across Philippine Higher Education Institutions (HEIs). It focuses on building a centralized COIL program in collaboration with European partners, particularly the University of Alicante, Spain, and WSB University, Poland.

The Philippines currently lags behind neighboring countries in COIL adoption due to limited training, lack of support staff, difficulty securing partners, and scarce funding. COIL is a virtual exchange that connects students from two universities through co-taught classes and joint projects, promoting global collaboration without physical mobility.

SPARK-COIL envisions a pilot initiative that empowers Philippine HEIs to launch and sustain COIL programs through training, support systems, and partnership facilitation.

Aligned with the priorities of the European Commission, SPARK-COIL addresses key areas:

1. *Strategic Internationalization*, embedding internationalization in Philippine curricula to address challenges posed by the Volatile, Uncertain, Complex, and Ambiguous (VUCA) world.
2. *Inclusive International Learning*, offering international learning experiences to students who may face financial constraints or other barriers to travel, with a goal to increase participation beyond the current 10% of the student population engaged in mobility programs.
3. *Green and Sustainable Approach*, aligning with aspirations for a climate-neutral society, this project leverages COIL to reduce the need for overseas travel in academic mobility.
4. *Digital Transformation*, integrating technology into innovative pedagogical approaches, the project supports COIL Champions (i.e., professors in higher education who have integrated their classrooms into the COIL program) through a dedicated platform for matchmaking and other technologies aimed at enhancing connectivity in the learning process.

EXECUTIVE SUMMARY

The SPARK-COIL Guidebook introduces **COIL as a virtual, intercultural teaching and learning model that connects students and faculty from different institutions and countries**. COIL integrates global collaboration directly into coursework through co-designed, co-taught modules where students work together on joint projects, share cultural perspectives, and build critical skills, without needing to travel abroad.

The guidebook outlines the many benefits of COIL and its impact on cultivating global citizenship and readiness for a VUCA world. It emphasizes how COIL embraces innovation and digitalization in higher education, enhancing teaching and learning through global, technology-enabled collaboration. For students, it nurtures intercultural competence, technological fluency, and practical problem-solving skills. Instructors are empowered to expand their teaching practices, collaborate with peers internationally, and enrich their course content with global perspectives. For institutions,

COIL fosters strong international partnerships, promotes inclusive internationalization, and enhances global reputation.

To support implementation, this guidebook provides practical guidance and step-by-step instructions to help instructors implement COIL effectively. It offers resources, tools, and strategies to assist in navigating the complexities of intercultural collaboration. In designing COIL activities, the emphasis is on creating intellectually engaging, culturally inclusive, and collaborative learning experiences. Inspired by the **Ignatian Pedagogical Paradigm (IPP)**, the guidebook encourages instructors to incorporate *context, experience, reflection, action*, and *evaluation* into their COIL designs, placing reflection at the heart of transformative learning.

The guidebook addresses common challenges, including differences in time zones, language, and access to technology. It offers practical strategies such as using asynchronous tools, preparing students through orientation sessions, and ensuring consistent institutional support. Measuring success is another key focus; COIL initiatives are evaluated based on outcomes like teamwork and intercultural competence. Feedback from students, instructors, and partner institutions informs continuous improvement and promotes the sharing of best practices across the broader COIL community.

CONTENTS

I. INTRODUCTION TO COIL

1.1 What is COIL?

Collaborative Online International Learning (COIL) is an innovative teaching methodology that connects students and instructors from different countries through virtual platforms. It integrates intercultural and collaborative learning into coursework, enabling participants to engage in meaningful cross-cultural exchanges and academic projects. COIL transforms traditional classroom experiences by bridging geographical boundaries and offering students opportunities to develop global competencies without the need for physical travel. Through structured virtual collaborations, students work on shared tasks that involve exchanging cultural perspectives and academic knowledge. Unlike study-abroad programs, COIL is inclusive and accessible and provides opportunities for students who may not have the financial means or flexibility to engage in physical mobility programs.

The term COIL was coined by Jon Rubin in 2006 when the State University of New York (SUNY) System administration, in partnership with SUNY Purchase College, agreed to fund a new center devoted to this format of online exchange, which Rubin and his colleagues had been practicing since at least 2002. Mr. Jon Rubin also developed the COIL Connect website, designed to be a site where institutions, both new to and experienced with COIL VE, could share data, connect, and develop collaborations. The site gathered important COIL data from the institutions that registered, which would show the authors if and how the pandemic was changing the field. The site was launched publicly in February 2021 and has provided a wealth of data that is shared throughout Rubin's recently published book on COIL (Rubin & Guth, 2022).

COIL originated in the early 2000s in response to the increasing demand for global engagement in higher education. It was first pioneered by institutions leveraging digital technologies to foster international learning. Initially, COIL initiatives were experimental, involving small-scale projects between institutions. Over time, its success led to broader adoption, with support from organizations like the SUNY COIL Center. The COVID-19 pandemic significantly accelerated its adoption as universities sought alternatives to physical exchange programs. Advances in technology and the growing need for global competencies in the workforce have solidified COIL's position as a key component of many universities' internationalization strategies.

The COIL model emphasizes collaborative learning, where students engage in structured activities that require them to work together across cultural and geographical boundaries. The process is co-facilitated by instructors from partner institutions to ensure alignment with shared academic goals. It is a highly flexible approach, allowing projects to vary in duration, format, and intensity, from short-term assignments to semester-long collaborations. COIL activities often focus on cultural exchange, tackling global challenges such as climate change or human rights, and developing academic and professional skills.

COIL Structure and Classroom

COIL integrates two classes from distinct universities. While commonly implemented over a condensed period of 5 to 8 weeks, the structure remains highly flexible and can be adapted to fit the academic calendars and curricular needs of both institutions. Faculty partners co-design and co-teach a joint module or project, guided by a shared syllabus and aligned learning outcomes. The collaboration culminates in a student-created output, such as a presentation, research report, or creative project, that reflects both the academic content and the intercultural insights gained throughout the experience.

Examples of COIL Implementation

Marketing
Institution(s): HU University of Applied Sciences Utrecht (Netherlands) and partners in Spain, France, Ireland, and Germany

First-year international business students collaborated on an international retail marketing project. Each team compared the marketing strategy of a global retailer in the Netherlands versus a partner country. Students conducted research, developed campaigns, and presented their findings, gaining insight into cross-cultural consumer behavior.[1]

Education
Institution(s): University of Glasgow (UK) and Islamic University of Gaza (Palestine)

Students participated in a 5-week English-for-Law COIL using storytelling-based projects. Mixed groups exchanged legal case scenarios and collaboratively explored the application of international law. Students gained confidence in English and deepened intercultural understanding.[2]

Engineering
Institution(s): Wayne State University (USA) and American University of Ras Al Khaimah (UAE)

Students tackled a joint project titled, "Upstream and Downstream of Petroleum Economics." They conducted research, shared regional perspectives, and produced collaborative reports comparing economic and technical dimensions of petroleum development.[3]

---

[1]Al-Fattal, A. (n.d.). *Marketing across cultures: Insights and implications from a COIL initiative on consumer behavior education*. University of Minnesota Libraries Publishing. https://open.lib.umn.edu/powerofone/chapter/marketing-across-cultures-insights-and-implications-from-a-coil-initiative-on-consumer-behavior-education/

[2]Allison, N., & Al Karriri, A. (2024.). *Gaza Glasgow pre-sessional English collaboration.* University of Glasgow. Retrieved from https://www.gla.ac.uk/myglasgow/learningandteaching/coil-guidance/coil-case-studies/headline_1094913_en.html

[3]Durand, H., & Balhasan, S. (2023). An Example of Using Collaborative Online International Learning for Petroleum and Chemical Engineering Undergraduate Courses. *The International Review of Research in Open and Distributed Learning, 24*(3), 225–233. https://doi.org/10.19173/irrodl.v24i3.7227

Literature
Institution(s): University of Glasgow (UK) and University of Denver (USA)

Students explored Native American literature through joint Zoom lectures and asynchronous Moodle discussions. They compared cultural contexts and enriched their understanding through international dialogue.[4]

Public Health
Institution(s): University of Minnesota Duluth (USA) and Nottingham Trent University (UK)

Students compared healthcare systems in the US and UK. Topics included health access, COVID-19 responses, and alternative care models. They worked on shared maps, recorded presentations, and discussions to evaluate systems.[5]

Political Science
Institution(s): American University of Sharjah (UAE) and Portland State University (USA)

Students collaborated on Sustainable Development Goal research, such as poverty reduction in Yemen. Teams delivered joint presentations with recommendations, practicing global policy analysis and intercultural teamwork.[6]

1.2 Benefits of COIL for Instructors, Students, and Institutions

For Students

1. COIL provides students with transformative learning experiences that extend far beyond the confines of traditional classrooms. By engaging in collaborative projects with peers from other countries, students develop a deeper understanding of cultural diversity and its role in shaping perspectives. This intercultural exchange is significant in building global competencies, including the ability to communicate effectively across cultures, appreciate differing viewpoints, and work collaboratively toward shared goals.
2. The digital nature of COIL equips students with essential technological skills that are increasingly valued in academic and professional settings. They learn to navigate online tools for communication, project management, and collaboration, all of which are critical in a globalized and digitally connected world. Moreover, COIL encourages problem-solving and

[4]Stoddart, H. (2024). *COIL and the Global Goals: Decolonising the curriculum through international collaboration.* University of Glasgow.
https://www.gla.ac.uk/myglasgow/learningandteaching/coil-guidance/coil-case-studies/headline_1094912_en.html

[5]Nowak, A. V., Gray, M., Omodara, D., & Gibson, L. (2023). Development of a U.S./U.K. Collaborative Online International Learning (COIL) partnership for undergraduate education in public health. *Journal of Virtual Exchange.*
https://doi.org/10.21827/jve.7.41058

[6]Stevens Initiative. (2020, July). *Summary of all first cohort COIL courses.*
https://www.stevensinitiative.org/wp-content/uploads/2020/07/Summary-of-All-First-cohort-COIL-Courses-Final-NOV-2020.pdf

critical-thinking abilities by challenging students to address complex, real-world issues collaboratively.

3. Unlike study-abroad programs, COIL is accessible to a broader demographic, including those who face financial, logistical, or personal barriers to international travel. This inclusivity enables students from diverse socioeconomic and cultural backgrounds to participate in and benefit from global learning experiences. Students gain confidence in their ability to engage with peers from different cultural contexts, which enhances their readiness for the global workforce.

For Instructors

1. COIL offers instructors an innovative approach to teaching, enriching their pedagogical practices and broadening their professional horizons. By collaborating with international colleagues, instructors gain insights into diverse educational frameworks and teaching methodologies. This exposure enables them to incorporate fresh perspectives and strategies into their own courses, enhancing their effectiveness and creativity as educators.
2. The collaborative aspect of COIL allows instructors to co-design and co-facilitate courses, providing opportunities to share expertise and develop long-term academic partnerships. These collaborations often lead to joint research initiatives, conference presentations, and publications, contributing to their professional growth and academic reputation.
3. COIL enables instructors to integrate global perspectives into their curriculum, making their courses more relevant and engaging for students. By addressing pressing global issues, such as climate change, social justice, or technological innovation, instructors can inspire students to think critically about their roles as global citizens. COIL also equips instructors with experience in leveraging digital tools and platforms, which are essential for contemporary teaching and learning.

For Institutions

1. COIL aligns seamlessly with the internationalization goals of higher education institutions, offering a cost-effective and scalable way to drive global engagement. It enhances the institution's reputation as a leader in innovative and inclusive education, attracting prospective students, faculty, and partners who value global learning.
2. Through COIL, institutions build and strengthen international partnerships, creating opportunities for faculty and student exchanges, collaborative research, and joint academic programs. These partnerships also enhance the institution's visibility and credibility in the global academic community.
3. Moreover, COIL contributes to the institution's commitment to equity and access by providing global learning experiences to students who may not have the means to participate in traditional mobility programs. It demonstrates a dedication to preparing graduates who are equipped to navigate the complexities of a globalized world, a quality highly valued by employers.

Broader Impacts of COIL

COIL cultivates a sense of interconnectedness and mutual understanding among participants. It prepares students to be empathetic, culturally aware individuals who can contribute meaningfully to diverse teams and communities. By addressing global challenges collaboratively, COIL projects inspire participants to think critically and act responsibly in their personal and professional lives.

For educators, COIL reinforces the idea that learning is a shared, dynamic process that transcends geographic and cultural boundaries. It challenges instructors to think globally while teaching locally, equipping them to create more impactful learning environments. Institutions benefit from these outcomes by enhancing their role as hubs of innovation, inclusivity, and global citizenship.

1.3 Ignatian Pedagogical Paradigm (IPP)

The Ignatian Pedagogical Paradigm (IPP) is an educational framework rooted in the Jesuit tradition, designed to form students not only in intellectual excellence but also in personal and social responsibility. It emphasizes the integral development of the mind, heart, and spirit, cultivating individuals who engage critically with their learning and the world around them. Central to this approach is a dynamic process of engaging students' lived experiences, guiding them toward thoughtful reflection, and inspiring them to transform their insights into meaningful action that serves others.

How Does it Connect with COIL

COIL naturally aligns with the Ignatian vision by offering students opportunities for intercultural engagement, collaborative inquiry, and reflective learning across geographic and cultural boundaries. It invites learners to encounter diverse perspectives, reflect on their assumptions and responsibilities, and act with greater awareness and empathy. In this way, COIL becomes a contemporary expression of Ignatian pedagogy, cultivating global citizens who think critically, discern ethically, and respond with compassion to the challenges of the VUCA world.

Core Elements of Ignatian Pedagogy[7]

1. *Context*
   Cultivate a deep awareness of students' diverse backgrounds, experiences, and current realities, ensuring that teaching is responsive and relevant.

2. *Experience*
   Offer engaging, transformative learning experiences that invite students to participate actively and meaningfully.

3. *Reflection*
   Create spaces for students to reflect deeply on their learning, connecting new knowledge to their own lives and values.

---

[7]International Commission on the Apostolate of Jesuit Education. (1993). *Ignatian pedagogy: A practical approach*. https://www.sjweb.info/documents/education/pedagogy_en.pdf

Saint Louis University, Center for Teaching and Learning. (n.d.). *Ignatian pedagogical paradigm*. Retrieved from https://www.slu.edu/cttl/resources/ignatian-pedagogical-paradigm.php

Mountin, S. (n.d.). *Ignatian pedagogy*. Retrieved from https://www.marquette.edu/mission-ministry/explore/ignatian-pedagogy.php

4. *Action*
   Encourage students to translate their insights into purposeful action, contributing to the common good and addressing real-world challenges.

5. *Evaluation*
   Foster a culture of continuous feedback and growth, supporting both students and educators in the ongoing journey of learning and discernment.

II. PREPARING FOR COIL

2.1 Identifying Partners

Finding and Selecting International Partners

The success of a COIL initiative begins with identifying the right institutional partner. This requires alignment in academic goals, mutual commitment to collaboration, and compatibility in areas such as curriculum, teaching methodologies, and institutional support. Effective partnerships are built on shared values, clear communication, and a willingness to learn from one another.

To find suitable partners, institutions often leverage existing networks, such as those established through professional associations, academic conferences, or university consortia. Offices of internationalization or global engagement can also take on a central role in facilitating connections. Online platforms, such as the SUNY COIL Center or NAFSA networks, provide directories and forums for instructors seeking partners. Faculty members can also identify potential collaborators through their personal academic networks, including co-authors, colleagues, or alumni of their institutions.

When selecting a partner, it is important to consider the cultural and linguistic diversity they bring to the collaboration. Engaging with institutions from different cultural contexts enriches the learning experience for students by exposing them to new perspectives and ways of thinking. However, diversity also requires careful planning to ensure that differences in language proficiency, academic traditions, and technology access are addressed effectively.

Establishing Shared Goals and Expectations

Once a potential partner is identified, it is crucial to establish shared goals and expectations for the collaboration. This process facilitates alignment between both institutions in terms of objectives, learning outcomes, and the scope of the COIL initiative. Early discussions should focus on the following aspects:

1. Both institutions should agree on the course or project's academic focus and how it aligns with their respective curricula. The collaboration should complement existing coursework and enhance learning outcomes for students in both contexts.
2. Define the roles and responsibilities of each partner, including instructors, support staff, and administrators. Clearly delineate tasks such as curriculum design, facilitation of activities, assessment, and technology management to avoid misunderstandings.
3. Collaboratively determine the desired learning outcomes for students. These may include specific knowledge or skills, such as intercultural competence, digital literacy, or subject-specific expertise. The outcomes should be measurable and directly tied to the activities planned.
4. Discuss the resources and support each institution can provide. This may include access to digital tools, instructional design support, training sessions, or funding for materials. Transparency about available resources helps ensure equity and feasibility in the partnership.

5. Establish a clear communication plan that includes the frequency of meetings, preferred tools, and primary contacts. Effective communication is essential for maintaining alignment and addressing challenges promptly.
6. Agree on how the success of the COIL initiative will be evaluated. This includes determining the methods and metrics for assessing student learning outcomes, as well as how feedback from participants will be collected and used for future improvements.

Building a Strong Foundation for Partnership

A successful partnership is built on trust, mutual respect, and open communication. Take the time to understand your partner's institutional context, including their academic culture, priorities, and challenges. Be flexible and willing to adapt plans to accommodate differences in teaching styles, schedules, and resources.

To ensure clarity and shared accountability, it is helpful to formalize the collaboration through clear policies, agreements, and institutional support. Establishing consistent frameworks not only strengthens the partnership but also reduces misunderstandings and administrative friction. Universities can support this by creating standardized templates, guidelines, and approval processes for COIL engagements.

Memoranda of Understanding (MOUs)
An MOU outlines the scope, objectives, and terms of the COIL collaboration. It clarifies the roles of faculty and administrators, expectations for communication, resource-sharing, and the timeline of the project. MOUs also help align the partnership with broader institutional goals and demonstrate formal commitment. *(See Appendix C. Partnership Agreement Template, p. 43)*

Intellectual Property and Data Privacy
When students and instructors co-create content, it is important to address intellectual property ownership and proper attribution. Agreements, such as in the MOU or MOA, should clearly state how content may be used, published, or shared beyond the classroom. In addition, both institutions should ensure that data privacy standards are upheld, especially when sharing student information across borders or platforms.

Contingency Plans
Even with strong planning, challenges can arise. Policies should include contingency measures to respond to common disruptions, such as internet outages, time zone conflicts, platform issues, or unexpected changes in availability. Having clear backup plans in place allows the COIL project to continue smoothly, even when obstacles emerge, and reinforces the resilience of the partnership.

Leveraging Institutional Support

Institutions can contribute significantly to facilitating partnerships by providing infrastructure and administrative backing. Offices of internationalization, academic affairs, or global engagement can assist with partner identification, logistical coordination, and resource allocation. Faculty members should actively engage with these offices to access available support and align their COIL initiatives with broader institutional goals.

Identifying the right partner and laying the groundwork for collaboration are essential steps in creating a successful COIL initiative. By prioritizing alignment, transparency, and mutual respect, instructors and institutions can build partnerships that provide meaningful, transformative learning experiences for students.

2.2 Planning and Designing the Course

Aligning COIL with Curriculum Objectives

The integration of COIL into existing coursework should begin with a clear understanding of how the collaboration supports the course's academic goals. COIL is not an add-on but a core component that enhances the curriculum by providing experiential, intercultural learning opportunities. When designing a COIL course, instructors should ensure that the collaborative activities align with the learning objectives of the course and contribute meaningfully to students' knowledge and skill development.

Consider how COIL can complement the subject matter. For instance, in a course on environmental science, COIL activities might involve students from different countries comparing local environmental challenges and proposing global solutions. In a business course, students might analyze international markets and develop cross-cultural marketing strategies. The key is to identify where collaboration with international peers can deepen students' understanding of the course material while simultaneously developing global competencies.

Creating a Collaborative Syllabus

A well-structured syllabus is the backbone of any successful COIL initiative. Instructors from both partner institutions should collaborate closely to design a joint syllabus that clearly defines the purpose, structure, and expectations of the course. This requires regular communication and negotiation to ensure that the syllabus reflects the academic priorities of both institutions. *(See Appendix B. Sample COIL Syllabus, p. 37)*

The syllabus should:

1. Clearly articulate the purpose of the COIL component and how it fits into the broader course. Objectives should address both subject-specific knowledge and skills (e.g., critical analysis, problem-solving) and intercultural competencies (e.g., communication, teamwork).
2. Specify the intended outcomes for students, such as enhanced understanding of global issues, improved ability to collaborate across cultures, and mastery of relevant digital tools.
3. Detail the tasks and projects students will undertake, explaining how these activities will advance collaboration and intercultural learning. Examples include joint research projects, virtual debates, case studies, or co-creation of digital content.
4. Provide a detailed schedule that outlines the phases of the COIL project, including orientation, collaboration, and assessment. Be mindful of differences in academic calendars and time zones when setting deadlines.
5. Clearly define the roles of instructors and students. For instructors, this may include facilitating discussions, providing feedback, and resolving conflicts. For students, it may involve contributing to group work, meeting deadlines, and respecting cultural differences.

6. Outline how students' performance will be evaluated, including the weight of collaborative activities in the overall grade. Provide rubrics or guidelines that emphasize both process (e.g., participation, teamwork) and product (e.g., quality of deliverables).

Setting Timelines and Milestones

COIL projects benefit from clear timelines that provide structure while allowing for flexibility. Break the collaboration into distinct phases to help participants stay organized and focused:

Orientation Phase
Begin with activities that introduce students and instructors to the COIL process, the technology to be used, and each other. Icebreakers and cultural exchange activities can help build rapport and set the stage for collaboration.

Active Collaboration Phase
This is the core of the COIL experience, where students work together on assignments and projects. Set intermediate deadlines to ensure steady progress and provide opportunities for feedback and adjustment.

Reflection and Assessment Phase
Conclude the project with activities that encourage students to reflect on their experiences and what they have learned. This may include individual or group presentations, reflective essays, or feedback sessions.

Coordinating Course Design Between Institutions

Effective course design requires close collaboration between instructors from the partnering institutions. Regular meetings should be scheduled to discuss and finalize the syllabus, align activities with academic calendars, and address potential challenges. Technology can facilitate this process, with tools such as video conferencing and shared document platforms enabling seamless communication.

It is important to ensure that both institutions contribute equally to the course design and implementation. This balance advocates for a sense of ownership and accountability on both sides for a more equitable and enriching collaboration.

Incorporating Flexibility

While planning is essential, flexibility is equally important in COIL projects. Instructors should be prepared to adapt the course design to accommodate unforeseen challenges, such as technical difficulties, time zone conflicts, or varying levels of student engagement. Building flexibility into the timeline and activities allows the collaboration to proceed smoothly, even in the face of obstacles.

Planning and designing a COIL course is a collaborative effort that requires careful alignment of objectives, clear communication, and thoughtful integration into the curriculum. By laying a strong foundation, instructors can create a COIL experience that is both academically rigorous and culturally enriching.

2.3 Technology and Platforms

Integrating Technology into the Course

The effective use of technology should enhance, rather than overshadow, the learning experience. Instructors should plan activities that leverage the tools to promote collaboration and engagement. For example, use video conferencing for group discussions and debates, collaborative platforms for project development, and asynchronous tools for reflective journaling or peer feedback. *(See VII. Resources and Tools, p. 33)*

When integrating technology, instructors should balance innovation with simplicity. Overloading students with too many platforms can create confusion and hinder participation. Focus on a few well-chosen tools that are easy to navigate and serve the course's objectives effectively.

Before the course begins, conduct a trial run of the tools to identify and address any issues. This could involve setting up a test meeting, uploading sample materials, or asking students to complete a practice task. Use feedback from the trial to refine the course's technological setup.

During the course, remain flexible and responsive to students' needs. If a particular tool proves ineffective or problematic, be prepared to pivot to an alternative. Regularly check in with students and instructors to ensure that the technology is facilitating, not hindering, the learning process.

The thoughtful selection and integration of technology ensure that COIL participants can engage meaningfully in collaborative learning activities. By addressing accessibility and providing adequate training, instructors can create an inclusive environment where all students can thrive.

2.4 Institutional Support

Institutions contribute to creating an enabling environment for COIL by offering the necessary resources, administrative backing, and strategic alignment with broader educational goals. When institutional support is strong, COIL projects can flourish and encourage meaningful intercultural collaboration.

Engaging Administrative Support

Institutional leadership, including academic deans, department or unit heads, and the internationalization office, should be actively engaged in the planning and implementation of COIL initiatives. Their support can take several forms:

Advocacy and Prioritization

Administrative leaders can champion COIL as a key strategy for achieving the institution's academic and internationalization goals. By recognizing COIL's value in enhancing global learning and inclusivity, they can inspire faculty and students to participate.

Resource Allocation
Administrators can allocate funds, technology, and personnel to support COIL initiatives. This may include grants for faculty development, licenses for digital tools, or access to instructional design services.

Policy Alignment
Institutions can integrate COIL into academic policies to support alignment with credit requirements, faculty workload, and assessment standards. This institutional alignment helps streamline the implementation process.

Recognition and Incentives
Faculty members who engage in COIL should be recognized for their efforts. This could include formal acknowledgment in performance reviews, teaching awards, or opportunities for professional advancement. Recognizing COIL as a form of innovative pedagogy encourages participation and investment.

Utilizing Available Resources

Institutions can leverage existing resources to support COIL projects. These resources may include:

Offices of Internationalization or Global Engagement
These offices are often central to COIL initiatives. They can help identify international partners, coordinate logistics, and provide guidance on cultural and institutional considerations.

Instructional Design Teams
Many institutions have instructional designers who can assist faculty in integrating COIL into their courses. These experts can provide advice on curriculum design, technology use, and assessment strategies.

Technology Infrastructure
Institutions should ensure that faculty and students have access to reliable digital tools and platforms. This includes not only selecting suitable technologies but also providing training and technical support.

Library and Research Support
Libraries can support COIL by offering access to digital resources, such as e-books and academic journals, that are available to students and faculty at both partner institutions. Librarians can also assist in training participants to navigate these resources effectively.

Cultural Competency Training
Institutions can offer workshops or resources to prepare students and faculty for intercultural collaboration. This training can cover topics such as cultural sensitivity, effective communication, and conflict resolution.

2.5 Additional Considerations

Cultural Sensitivity and Preparation

Cultural understanding is essential to any COIL initiative. Instructors and students come from diverse backgrounds, with different beliefs, communication styles, and academic norms. Providing resources on intercultural communication helps prepare everyone for respectful and effective collaboration.

This preparation may include online modules, workshops, or simple reflection prompts. These tools help participants recognize cultural assumptions and develop empathy. Even brief introductions to topics like high- and low-context communication or differing classroom norms can make a meaningful impact.

Openness is key. Instructors should model curiosity and humility, setting the tone for a respectful learning space. Students benefit when they understand that cultural differences are not problems to solve but opportunities to learn. Early discussions around expectations and norms can prevent misunderstandings later.

Addressing Time Zone and Scheduling Challenges

Time differences are a natural part of international collaboration. Instead of being obstacles, they can inspire more flexible and creative course design. Tools like world clock converters and scheduling apps (e.g., *Doodle, When2Meet*) help identify times that work for everyone.

Not everything has to be synchronous. A well-balanced mix of real-time and asynchronous activities ensures that students can participate meaningfully, regardless of their location. Live sessions work well for introductions and group work, while forums, recorded videos, and collaborative documents support ongoing engagement. Advance planning is essential. Instructors should communicate schedules early and clearly. Providing sufficient notice for synchronous meetings, and offering alternatives when possible, promotes equity and encourages full participation.

III. DESIGNING COIL ACTIVITIES

3.1 Principles of Collaborative Learning

Equity and Inclusion

COIL activities should be designed with fairness in mind. All students, regardless of language skills, cultural background, or internet access, must be able to participate meaningfully. Clear instructions, accessible materials, and multiple modes of participation help level the playing field.

Fair task distribution also matters. Assign roles and responsibilities that consider each student's strengths, ensuring everyone can contribute in a way that feels valued. Avoid placing extra burdens on more fluent speakers or tech-savvy participants.

Promoting Intercultural Understanding

COIL is a space for cultural exchange. Activities should encourage students to share perspectives and engage in meaningful dialogue. When students explore differences respectfully, they gain insight into global issues and diverse ways of thinking.

Cultural differences should be viewed as assets. They can deepen discussions and lead to more creative outcomes. Including reflection prompts allows students to examine their assumptions and grow in cultural self-awareness.

Promoting Active Engagement

Interaction drives learning. Use methods like problem-solving, case studies, or role-playing to keep students involved. These strategies move beyond passive listening and invite students to collaborate and think critically.

When learners take ownership of their work, engagement increases. Active learning creates a sense of shared responsibility, making the COIL experience more dynamic and rewarding for everyone involved.

3.2 Structuring Activities

A well-structured COIL experience begins with intentional design. Activities should promote cultural exchange, collaboration, and sustained engagement across time zones.

Icebreaker Sessions for Cultural Exchange

Start the course with activities that help students get to know one another. Simple icebreakers can create trust and set the tone for open communication. Encourage students to share their backgrounds, interests, or academic goals.

Examples of effective icebreakers include cultural trivia games, short virtual tours of students' hometowns, or personal stories connected to the course theme. These early interactions help build rapport and highlight the diversity within the group.

Collaborative Assignments and Projects

Design tasks that require meaningful cooperation. Working together on shared goals helps students practice intercultural teamwork while deepening their understanding of course content.

Projects may include a joint research paper exploring a global issue through multiple cultural lenses. Another option is a case study where students propose localized solutions based on their national or regional contexts. Creative collaborations, like co-producing a video, podcast, or digital artwork, can also spark engagement and innovation.

Real-Time and Asynchronous Communication

Effective COIL design blends synchronous and asynchronous communication. Real-time discussions, debates, or presentations allow students to engage directly. Asynchronous tools, such as discussion boards or shared documents, provide flexibility for students in different time zones.

Platforms like *Google Docs, Trello,* or *Slack* help students document their work, track progress, and stay connected throughout the project. Clear communication norms and consistent updates keep the collaboration organized and inclusive.

3.3 Additional Considerations for Activity Design

Designing effective COIL activities requires attention not only to content, but also to context. Cultural differences, language use, and learning styles must all be considered to create an inclusive and intellectually engaging experience.

Cultural Sensitivity

Activities should reflect cultural awareness and avoid reinforcing stereotypes. Instructors are encouraged to carefully choose themes and materials that are inclusive, respectful, and relevant to all participants. Sensitivity to religious beliefs, historical narratives, and social norms is essential in maintaining a safe and welcoming learning environment.

Whenever possible, include topics that allow students to explore their own cultural contexts while learning from others. This approach fosters mutual respect and deepens intercultural understanding.

Clear Instructions and Objectives

Clarity is critical in an international classroom. Each activity should come with well-defined instructions, clear objectives, timelines, and evaluation criteria. Avoid jargon or idiomatic expressions that may confuse non-native English speakers.

Use concise, direct language and, where helpful, provide visual aids or examples. Clear guidance supports equitable participation and ensures all students understand what is expected of them.

Encouraging Critical Thinking

Strong COIL activities go beyond surface-level engagement. Tasks should challenge students to analyze, question, and apply their knowledge in new ways. Activities that promote comparison, problem-solving, and reflection lead to deeper learning.

Examples include debates on global issues, collaborative analyses of cultural practices, or developing joint policy recommendations. These types of assignments not only build content knowledge but also foster global citizenship and intellectual curiosity.

3.4 Examples of COIL Activities

COIL activities are most impactful when they encourage collaboration, reflection, and meaningful exchange of perspectives. The examples below illustrate different formats that can be adapted across disciplines and levels.

Debates and Dialogues

Organizing structured debates or open dialogues allows students to explore complex global issues through their own cultural lens. Topics may include environmental sustainability, human rights, cultural heritage, or the impact of globalization. Students prepare arguments or positions based on regional contexts, encouraging them to examine both shared values and differing priorities.

This format promotes critical thinking, persuasive communication, and respectful discourse. It also helps students appreciate how local realities shape global perspectives.

Community-Based Projects

Instructors can guide students to co-develop service-oriented projects that address real-world challenges. These initiatives may focus on issues such as waste management, education access, or public health. Even when implemented virtually, students can compare local conditions, propose solutions, or design awareness campaigns rooted in their respective communities.

Such projects foster a sense of purpose and social responsibility. They also help students connect academic learning with real-life impact.

Virtual Field Trips

Virtual site visits bring cultural and historical contexts to life. Students can explore museums, heritage sites, or natural landmarks through curated videos, interactive maps, or online exhibitions. These "trips" are often followed by structured group discussions or reflective writing assignments.

By "traveling" together online, students experience different environments and reflect on the significance of these places to their partners' identities and histories.

Digital Storytelling

Digital storytelling encourages creativity and collaboration. Working in mixed teams, students produce videos, podcasts, or blog series that explore a common theme, such as migration, identity, or climate change, from different cultural viewpoints.

These narratives allow students to express themselves authentically while developing technical and storytelling skills. The final product can serve as a powerful representation of intercultural learning and shared humanity.

Collaborative Research Journals

Students from partnering institutions co-author ongoing research journals or blog entries throughout the duration of the course. Each entry may focus on a shared theme, such as public health, education, or media, and students contribute reflections, data, and commentary from their own local context.

This format encourages comparative analysis and sustained engagement. It also promotes writing across cultures and helps students track how their understanding deepens over time through intercultural collaboration.

Intercultural Skills Workshops

Facilitate student-led workshops where teams design and deliver short modules on topics such as communication styles, conflict resolution, or cultural norms in professional settings. These workshops may be recorded, presented live, or turned into asynchronous resources for peers.

By teaching others, students internalize their learning and gain confidence. These activities also reinforce the real-world value of intercultural competence in both academic and workplace environments.

IV. FACILITATING COIL

4.1 Role of the Instructor

In a COIL setting, the instructor takes on a dynamic and multifaceted role. Beyond teaching content, instructors serve as facilitators of intercultural learning, guides for collaboration, and stewards of a respectful and inclusive environment.

Building a Supportive and Inclusive Environment

Instructors serve an important role in facilitating a learning environment where all students feel respected, valued, and empowered to contribute. By modeling intercultural openness and curiosity, they encourage students to engage with one another across cultural lines. Culturally sensitive facilitation, acknowledging differences, celebrating diversity, and promoting equitable participation, helps build trust and supports meaningful collaboration from the outset.

Facilitating Intercultural Dialogue

Meaningful intercultural learning happens when students are guided to reflect on and share their own cultural experiences. Instructors support this by encouraging open dialogue, helping students recognize the value of diverse perspectives, and addressing cultural misunderstandings as they arise. Rather than correcting or minimizing differences, instructors can frame them as learning opportunities that enrich group discussions and deepen the overall learning experience.

Guiding Collaborative Efforts

Successful COIL collaborations require instructors to actively guide group work and ensure that learning stays on track. This includes monitoring student progress, checking in on group dynamics, and providing timely interventions when necessary.

Whether clarifying expectations, mediating conflict, or redirecting focus, instructors help students stay aligned with course objectives while developing the skills needed to collaborate effectively across cultures.

4.2 Managing Communication

Effective communication is the backbone of any successful COIL collaboration. Given the diversity of participants and the virtual nature of the exchange, instructors must be intentional in setting up structures that support clarity, inclusion, and mutual understanding. Communication challenges may arise due to language differences, time zones, or cultural norms, but with thoughtful planning and guidance, these can be transformed into valuable learning opportunities.

Strategies for Effective Cross-Cultural Communication

Establishing clear communication guidelines at the beginning of the collaboration helps set expectations and avoid confusion. Instructors should define how often students are expected to communicate, what tools they should use, and how quickly they should respond. Students should be

encouraged to use straightforward and inclusive language, avoiding slang or idioms that may not translate well. Promoting active listening, where participants pause to understand before reacting, supports respectful and meaningful intercultural dialogue.

Facilitating Communication Across Time Zones

Asynchronous platforms like discussion forums, *Google Docs*, or messaging boards allow students to participate at their own pace while staying engaged with their group. When synchronous meetings are needed, instructors should schedule them at times that are reasonable for all participants, or alternate meeting times to share the inconvenience equally across locations.

Resolving Conflicts and Misunderstandings

Cultural differences can lead to misinterpretations of tone, behavior, or intent. Instructors should acknowledge that these challenges are natural in cross-cultural work and create a space where students feel comfortable discussing them. Acting as a neutral mediator, the instructor can guide respectful conversations that clarify misunderstandings. Reflective activities, such as journaling or group debriefs, can also help students process challenges and grow in their intercultural competence.

4.3 Encouraging Engagement

Sustained engagement is essential to the success of any COIL experience. Because students are navigating both academic tasks and intercultural collaboration, they may encounter moments of uncertainty or disengagement. Instructors serve a key role in fostering motivation and maintaining momentum so that all students feel connected to the learning process and to one another.

Motivating Students to Participate Actively

Students are more likely to engage when they understand the broader value of their participation. Instructors should highlight how COIL builds not only academic skills, but also professional competencies and intercultural awareness.

Sharing examples of successful COIL projects can inspire students by showing the real-world relevance and creative potential of their work. Gamification strategies, such as digital badges, milestone trackers, or recognition boards, can further motivate students by making progress visible and rewarding.

Monitoring and Supporting Group Dynamics

Strong group dynamics are essential for collaboration. Instructors should check in regularly with student groups to monitor their progress, offer feedback, and identify any interpersonal or logistical challenges early on.

Assigning specific roles or rotating responsibilities can help ensure that each student has a meaningful contribution, and that no one is left out or overloaded. Balanced participation supports both learning outcomes and a sense of shared ownership within the group.

Providing Continuous Support

Ongoing instructor presence reinforces student motivation. Being available to answer questions, clarify expectations, or offer encouragement helps students stay on track and feel supported.

Acknowledging achievements, whether it's completing a milestone, resolving a challenge, or producing a creative idea, helps build momentum. Even small moments of recognition can go a long way in maintaining enthusiasm and commitment throughout the collaboration.

4.4 Additional Considerations for Facilitating COIL

Facilitating a COIL course goes beyond content delivery, it involves responsiveness, intercultural awareness, and thoughtful role management. Instructors must be prepared to adjust their methods as the collaboration unfolds, always keeping student learning and inclusivity at the center of the experience.

Flexibility in Approach

Adaptability is crucial when managing an international, technology-mediated learning environment. Instructors should be ready to revise timelines, reassign tasks, or shift strategies in response to unforeseen challenges such as internet connectivity issues, student availability, or unexpected group dynamics. A flexible mindset helps keep the learning process student-centered and responsive to real-time needs.

Cultural Sensitivity in Facilitation

Instructors must recognize that students may approach communication, leadership, and group work differently based on their cultural backgrounds. Rather than privileging one cultural norm, facilitators should create a space where diverse approaches are acknowledged and respected.

Encouraging students to articulate their preferences and listen to others promotes mutual understanding and strengthens intercultural competence.

Balancing Instructor Roles

A successful COIL facilitator strikes a balance between offering structure and empowering students to lead their own learning. Instructors should avoid micromanaging the process, instead providing guidance that enables autonomy and collaboration.

Remaining available for support, while trusting students to navigate challenges, builds confidence and fosters deeper engagement with both the content and the intercultural experience.

V. OVERCOMING CHALLENGES

5.1 Common Challenges in COIL

While COIL offers rich opportunities for learning and connection, it also presents unique challenges due to its intercultural and virtual nature. Recognizing these early can help instructors anticipate issues and implement strategies that promote inclusion, clarity, and continuity throughout the collaboration.

Time Zone Differences

Students and instructors in different regions may find it difficult to coordinate synchronous activities. This can lead to scheduling conflicts or reduced participation in live sessions.

Language Barriers

Students and instructors may have varying levels of proficiency in the chosen language of communication, leading to misunderstandings or unequal participation.

Technical Issues

Inconsistent internet access, device limitations, or unfamiliarity with digital tools can hinder participation. Students in remote or under-resourced areas may face additional challenges with technology.

Cultural Differences

Variations in communication styles, academic norms, and decision-making approaches may lead to misunderstandings or conflicts. Differing expectations about deadlines, feedback, or participation can impact group dynamics.

Student Engagement

Some students may struggle with motivation, feel intimidated by cross-cultural interaction, or have difficulty balancing COIL with other commitments.

5.2 Strategies for Problem-Solving

While challenges are a natural part of any intercultural and online collaboration, proactive planning and supportive facilitation can transform these challenges into growth opportunities. The following strategies offer practical ways to address common issues encountered in COIL projects:

Addressing Time Zone Differences

Flexible scheduling is key to accommodating students in different regions. Asynchronous tools such as discussion boards, collaborative documents, and recorded video sessions allow students to participate on their own schedules.

When synchronous meetings are necessary, rotating the meeting times ensures fairness and allows all groups to experience equitable levels of convenience and inconvenience. Scheduling tools like *World Time Buddy* or *Doodle* can help find overlap in availability, while clearly marked deadlines with time zone indicators prevent confusion and missed submissions.

Overcoming Language Barriers

To minimize misunderstandings, instructors should encourage the use of plain, direct language and discourage idiomatic expressions or jargon that may not translate well. Providing written summaries or transcripts of discussions supports comprehension for all participants.

When possible, translation tools or bilingual team members can be integrated into the project to support multilingual communication. Encouraging peer assistance and offering optional intercultural communication workshops can also help students navigate language challenges with confidence and empathy.

Resolving Technical Issues

Preparation and flexibility are essential when addressing technological barriers. Before the COIL project begins, instructors should test the tools being used and provide training or orientation for both students and partner instructors. If students face limitations in access or connectivity, alternative methods such as email or messaging apps can be offered. Partnering with institutional IT departments helps provide students with access to troubleshooting support, while using low-bandwidth platforms minimizes disruptions during key activities.

Navigating Cultural Differences

Cultural understanding starts before collaboration begins. Orientation sessions or pre-project activities that explore cultural values, communication preferences, and academic norms lay the groundwork for respectful interaction. Instructors should create an environment where students feel safe to express their cultural identities and learn from others. When misunderstandings arise, addressing them calmly and framing them as learning moments strengthens intercultural awareness. Assigning structured group roles can also help manage different approaches to teamwork and decision-making, ensuring all voices are included.

Enhancing Student Engagement

Keeping students motivated requires intentional design and consistent support. Gamified elements such as digital badges, challenges, or progress bars can make participation more interactive and rewarding. Instructors can also use engaging tools like polls, breakout rooms, and interactive whiteboards to energize sessions. Regular check-ins, whether through group meetings or individual chats, offer opportunities to address concerns, provide feedback, and celebrate milestones. Building a sense of community through informal conversations or social meetups reminds students that they are part of a shared global learning journey with long-term value for their academic and professional growth.

5.3 Long-Term Strategies for Overcoming Challenges

Continuous Training and Development
Offer ongoing professional development for instructors on topics like intercultural communication, online facilitation, and technology integration.

Refining Course Design
Use feedback from previous COIL projects to identify areas for improvement and adapt course structures accordingly.

Building Institutional Capacity
Develop centralized resources, such as COIL toolkits, cultural sensitivity modules, and troubleshooting guides, and encourage the establishment of dedicated COIL support teams within internationalization offices.

5.4 Documenting Lessons Learned

Capturing insights at the end of a COIL project is essential for continuous improvement and institutional learning. Reflection helps participants recognize what worked, what didn't, and how future collaborations can be strengthened. By documenting these experiences, instructors contribute to a growing knowledge base that supports the sustainability and success of COIL initiatives.

Reflection and Feedback
Encouraging open reflection allows all participants, students, instructors, and institutional partners, to share their experiences honestly. Collecting feedback through surveys, focus group discussions, or reflective journals helps identify recurring challenges and effective solutions.

These reflections not only support personal and professional growth but also provide valuable data to inform the design of future COIL projects.

Sharing Best Practices
Successful strategies and creative solutions should be compiled into a shared resource, such as a digital repository, internal handbook, or toolkit for future instructors. Sharing outcomes at academic conferences, faculty development workshops, or institutional planning meetings promotes broader adoption and cross-departmental learning.

By contributing to a culture of continuous improvement, instructors help advance COIL as a meaningful and replicable model for internationalization at home.

VI. MEASURING SUCCESS

6.1 Evaluating Learning Outcomes

Assessment in COIL should reflect the holistic nature of the learning experience. Beyond traditional academic performance, COIL emphasizes intercultural growth, collaboration, and digital fluency. Defining and measuring these outcomes enable students to gain not only knowledge but also the skills and mindset needed.

Defining Success in COIL

In COIL, success is not limited to mastering academic content. It includes the ability to work across cultures, communicate effectively using digital tools, and engage critically with global issues. Students should demonstrate growth in intercultural understanding, teamwork, digital literacy, and awareness of global interconnectedness, skills that are critical for academic and professional success in a globalized world.

Key Learning Outcomes to Measure

1. *Intercultural Competence*
   Ability to understand, respect, and adapt to cultural differences.

2. *Collaborative Skills*
   Effectiveness in working with diverse teams to achieve shared goals.

3. *Critical Thinking and Problem-Solving*
   Application of knowledge to real-world, cross-cultural issues.

4. *Digital Proficiency*
   Ability to use technology effectively for collaboration and communication.

Methods for Evaluating Learning

1. *Collaborative Assignments and Projects*
   Assess group work such as joint papers, presentations, videos, or digital artifacts that demonstrate integration of diverse perspectives and critical engagement with global themes.

2. *Individual Assignments*
   Include written essays, reports, or analyses that reflect each student's personal understanding and learning within the COIL context.

3. *Quizzes and Tests*
   Incorporate questions on intercultural communication, global issues, collaboration theory, and digital literacy to reinforce key concepts.

4. *Reflection Papers or Journals*
   Ask students to articulate their learning process, personal growth, challenges faced, and how their views evolved through intercultural collaboration.

5. *Peer Assessment*
   Allow students to evaluate one another's contributions to group work, helping reinforce accountability and awareness of group dynamics.

6. *Self-Assessment*
   Encourage students to reflect on their goals, track their progress, and evaluate their own intercultural competence and teamwork.

7. *Participation Logs or Activity Reports*
   Track frequency and quality of contributions in forums, meetings, and collaborative platforms to assess engagement over time.

8. *Digital Portfolios*
   Collect artifacts such as discussion posts, project drafts, media outputs, and reflections to showcase comprehensive learning across the COIL experience.

9. *Group Contracts and Feedback Reports*
   Use structured tools to assess how well groups manage responsibilities, communication, and collaboration across cultures.

10. *Instructor Observations*
    Include informal assessments based on check-ins, group meetings, and instructor notes regarding team dynamics and student behavior.

6.2 Gathering Feedback

By gathering input from students, instructors, and partner institutions, facilitators can identify what worked well and what can be refined in each cycle of collaboration.

From Students

Feedback from students offers valuable insight into the quality and impact of the COIL experience. Surveys, focus groups, or interviews can explore their perceptions of the collaboration, challenges they encountered, and how the experience shaped their academic and personal growth. Questions may focus on communication, teamwork, intercultural understanding, and the overall effectiveness of the course structure.

From Instructors

Instructor feedback sheds light on the success of course design, teaching methods, and the tools used for collaboration. It also highlights the dynamics of working with international partners and identifies facilitation challenges. Gathering these insights supports the refinement of pedagogical strategies and informs training for future COIL instructors.

From Partner Institutions

International partners offer critical perspectives on alignment, communication, and mutual expectations. Feedback can reveal the strengths of the partnership as well as areas needing improvement, such as coordination, workload distribution, or shared decision-making. These conversations also open the door to planning future collaborations and expanding institutional engagement.

Using Feedback for Improvement

Collected feedback should be analyzed systematically to identify trends, recurring challenges, and effective practices. Findings can then be shared with all stakeholders, students, faculty, and administrators, to promote transparency and a culture of continuous improvement. This process not only enhances future COIL initiatives but also contributes to broader efforts in advancing internationalization and educational quality.

6.3 Continuous Improvement

Continuous improvement in COIL involves refining course design, strengthening support systems, and expanding collaborative opportunities. Feedback from students and instructors should be used to adjust activities, enhance technology use, and improve assessment strategies. Instructors benefit from ongoing training, mentoring, and opportunities to share best practices. At the institutional level, support can be reinforced by developing repositories of templates, tools, and successful project examples, while encouraging departments to integrate COIL into their programs. Finally, institutions can build on strong partnerships by exploring long-term collaborations such as joint courses, research, or student exchanges.

6.4 Measuring Institutional Impact and Sharing Best Practices

To assess the broader value of COIL, institutions should track student participation across courses and disciplines, noting trends in diversity, reach, and inclusivity. These metrics help evaluate how COIL supports strategic goals such as internationalization, academic innovation, and community engagement. Successful projects should be documented and highlighted in institutional reports, presentations, and promotional materials to strengthen visibility and attract new partners or funding.

Sharing results internally, through faculty meetings, workshops, or seminars, fosters a culture of collaboration and continuous improvement. Externally, publishing case studies, presenting at conferences, and engaging in academic networks allows institutions to contribute to and learn from the global COIL community. Encouraging collaboration among COIL instructors across institutions also helps build a strong network of practitioners who can exchange ideas, co-develop resources, and support one another in advancing globally connected learning.

VII. RESOURCES AND TOOLS

7.1 Recommended Technologies

Learning Management Systems (LMS)

Examples include *Moodle, Blackboard,* and *Canvas.*

These platforms are used to host course materials, manage discussion boards, and collect assignments. They also allow integration with other educational tools and applications. Instructors can use the LMS to centralize all course activities so that students have a consistent and easily accessible place to follow the course, submit work, and communicate with peers.

Video Conferencing Tools

Examples include *Zoom, Microsoft Teams,* and *Google Meet.*

These tools support synchronous meetings, screen sharing, and the ability to record sessions for those who cannot attend in real time. Instructors can use video conferencing to host live class discussions, group check-ins, or project presentations, helping students connect face-to-face across time zones.

Collaboration Tools

Examples include *Google Workspace (Docs, Sheets, Slides), Trello,* and *Slack.*

These platforms enable students to collaborate in real time, organize tasks, and communicate effectively within their groups. Instructors can assign team projects and provide shared digital workspaces where students can co-edit documents, brainstorm ideas, and track progress collaboratively.

Asynchronous Communication Platforms

Examples include *Flipgrid, Padlet,* and *VoiceThread.*

These tools allow students to post videos, written responses, or visual content that others can view and respond to on their own time. Instructors can use them to encourage cultural sharing, reflective activities, or project updates without the need for simultaneous participation.

Translation and Accessibility Tools

Examples include *Google Translate, Microsoft Translator,* and *Otter.ai.*

These tools support multilingual communication and help ensure that all students, regardless of language proficiency or hearing ability, can fully participate. Instructors can provide these tools to support understanding during discussions and to make materials more accessible to a diverse student body.

7.2 Templates and Checklists

Sample COIL Syllabus

A comprehensive COIL syllabus should include course objectives, intended learning outcomes, a description of collaborative projects, and assessment criteria. It should also contain a detailed schedule that outlines both synchronous and asynchronous components. Clear guidelines should be provided regarding the roles and responsibilities of both instructors and students. This ensures that everyone understands expectations from the beginning of the collaboration. *(See Appendix B. Sample COIL Syllabus, 37)*

Partnership Agreement Templates

These templates help establish a mutual understanding between collaborating institutions. Agreements should outline shared responsibilities, how assessments will be aligned, and how intellectual property will be handled. They should also include protocols for communication and strategies for addressing challenges or conflicts that may arise during the course. *(See Appendix C. Partnership Agreement Template, p. 43)*

Activity Design Checklists

Instructors can use checklists to ensure that planned activities support intercultural learning, align with course goals, and account for logistical or technical limitations. A good checklist also prompts reflection on accessibility, group dynamics, and the balance between synchronous and asynchronous tasks. *(See Appendix E. COIL Activity Design Checklist, p. 48)*

Evaluation Rubrics

Well-defined rubrics help ensure fair and consistent assessment across institutions. These should include criteria for evaluating intercultural competence, teamwork, and the quality of final project outcomes. Example metrics may include the student's ability to demonstrate respect for cultural diversity, communicate effectively within a team, and incorporate multiple perspectives into their final deliverables. *(See Appendix F. Sample COIL Evaluation Rubric, p. 50)*

Student Orientation Materials

Orientation materials are essential for preparing students to participate fully in a COIL course. These may include frequently asked questions, platform user guides, and tips for successful online collaboration. Materials should also address expectations around communication, time management, and intercultural engagement. *(See Appendix G. Sample COIL Student Orientation Guide, p. 52)*

VIII. APPENDICES

A. Recommended Reading List

Deardorff, D. K. (n.d.). *Identification and assessment of intercultural competence as an outcome of internationalization*. Retrieved from https://www.mccc.edu/~lyncha/documents/Deardorff-identificationandassessmentofinterculturalcompetenceasanoutcomeofInternationalizat.pdf

Dyshko, D., Minei, E., & Razuvaeva, T. (2021). *Applications for Collaborative Online International Learning (COIL) in the era of COVID. Thresholds in Education, 44*(2), 206–223. https://files.eric.ed.gov/fulltext/EJ1458777.pdf

Hackett, S., Dawson, M., Janssen, J., & van Tartwijk, J. (2024). *Defining Collaborative Online International Learning (COIL) and distinguishing it from Virtual Exchange. TechTrends, 68*(6), 1078–1094. https://doi.org/10.1007/s11528-024-01000-w

Hackett, S., Janssen, J., Beach, P., Perreault, M., Beelen, J., & van Tartwijk, J. (2023). *The effectiveness of Collaborative Online International Learning (COIL) on intercultural competence development in higher education. International Journal of Educational Technology in Higher Education, 20*, Article 5. https://doi.org/10.1186/s41239-022-00373-3

Jones, E., Coelen, R., Beelen, J., & de Wit, H. (Eds.). (2016). *Global and local internationalization* (Global Perspectives on Higher Education, Vol. 34). Sense Publishers. https://doi.org/10.1007/978-94-6300-301-8

Marcillo-Gómez, M., & Desilus, B. (2016). *Collaborative Online International Learning experience in practice: Opportunities and challenges. Journal of Technology Management & Innovation, 11*(1), 30–35. https://doi.org/10.4067/S0718-27242016000100005

Naicker, A., Singh, E., & van Genugten, T. (2021). *Collaborative Online International Learning (COIL): Preparedness and experiences of South African students. Innovations in Education and Teaching International, 59*(5), 499–510. https://doi.org/10.1080/14703297.2021.1895867

Rubin, J. (2016). *Online Intercultural Exchange: Policy, Pedagogy, Practice*. Routledge.

Rubin, J., & Guth, S. (Eds.). (2022). *The guide to COIL virtual exchange: Implementing, growing, and sustaining collaborative online international learning*. Routledge.

Spieler, K. S., Engtrø, R., Pedersen, L. L., & Olsen, A. K. V. (2025). A collaborative online international learning (COIL) experience in early childhood teacher education. Education Sciences, 15(4), Article 494. https://doi.org/10.3390/educsci15040494

SUNY COIL Center. (n.d.). *Faculty guide for COIL course development*. https://www.stevensinitiative.org/wp-content/uploads/2019/05/Faculty_Guide_for_COIL_Course_Development_v1_5-1.pdf

University of Economics in Katowice. (n.d.). *COIL case studies collection*. Retrieved from https://www.ue.katowice.pl/fileadmin/user_upload/metropolia-nauki/projekt-manual-case-studies_po_korekcie.pdf

B. Sample COIL Syllabus

Christology
(THEOLOGY 1000 / TEOL 137)

PART I. GENERAL INFORMATION

COIL DESCRIPTION	This Collaborative Online International Learning (COIL) course merges the disciplines of Theology 1000 of Ateneo de Davao University, Philippines, and Christology of Universitas Sanata Dharma, Indonesia. Through a collaborative and contextual approach. This course explores topics and themes on Christology from the canonical gospels to the calling of the twelve apostles. It offers a student-centered modality by bringing Filipino and Indonesian students to an exchange of ideas and insights, providing a culture of synodal encounter, and ushering in an exchange of cultures and learnings. This COIL course hopes that students will be able to articulate their perspective and insights in Christ, informed by their culture and context.
COURSE DETAILS	**THEOLOGY 1000** Introduction to Catholic Theology / Ateneo de Davao University, Philippines **TEOL 137** Christology / Universitas Sanata Dharma, Indonesia
SCHEDULE	Every Tuesday (11 March - 15 April 2025) 11:00 AM - 12:30 NN (Indonesia Time) 12:00 NN - 1:30 PM (Philippine Time)
COIL OBJECTIVES	The course aims to ground the discourse on the contextual and historical reading of Christology, delving into the foundational discussion on the sources of knowing Jesus, the four canonical Gospels, and his pre-public ministry. It also intends to enrich the discourse by bringing the Filipino and Indonesian contexts and providing a platform of encounter in faith and experience among students through reflection, discussion, sharing, and group project; hence, the course deliberately takes on the approach of a Christology from below. Specifically, it aims to: 1. Present the four canonical gospels as the sources of knowing Jesus; 2. Reflect on the infancy narratives of Jesus and their theological meanings to his person and ministry; 3. Do exegetical discourse on the temptations of Jesus and their implications for his public ministry;

	4. Study the calling of the twelve apostles of Jesus; and 5. Foster cross-cultural collaboration through group discussion and reflection.
DESIRED COIL OUTCOMES (What students should be able to do after the COIL term)	**Shared Outcomes** By the end of the COIL course, the students shall have been able to: 1. Have a better understanding and reflection on the four canonical gospels and the pre-public ministry of Jesus; 2. Appreciate the value of conversation and collaboration across contexts and cultures in the area of Christological discourse; and 3. Articulate a synthesis of the COIL modules through a group report/video presentation and reflection anchored on their specific contexts.
COIL TERM ASSESSMENT (Describe the final project that the students will have to showcase at the end of the COIL term)	During the culmination, four (4) student groups will present their COIL Class Synthesis guided by the question: *"Who is Jesus in my culture?"* The group output may be a combination of comparative presentation, storytelling, and theological reflection. *(Example of COIL Term Assessments)*
COIL TERM ASSESSMENT RUBRICS (Provide the rubrics for this COIL final project)	*(See Appendix F. Sample COIL Evaluation Rubric, p. 50)*

PART II. COIL IMPLEMENTATION

PHASE	**WEEK**	**TOPIC**	**STUDENT LEARNING OUTCOMES** By the end of the three-hour session, the COIL students shall have been able to:	**SESSION ASSESSMENT TOOLS** (What tools/measures/activities are you going to use to assess the attainment of the learning outcomes by students?) *(Example Assessment Tools and their Descriptions)*	**TEACHING-LEARNING ACTIVITIES (TLAs):** *(Sample Weekly TLAs)*	**NO. OF HOURS**
Pre-COIL	Week 0	Pre-COIL	• Understand the		• Plenary Discussion	1.5 hours per

Student Preparation		Orientation (Brief COIL reminders conducted separately by the respective professors)	nature, mechanics, responsibilities, and expectations of the COIL program; and ● Establish rapport with their COIL classmates			week
Introduction	Week 1 (11 March 2025)	The Four Canonical Gospels as Sources of Knowing Jesus	● Articulate their portrait of Jesus based on their respective context and circumstance during their individual submission and group sharing; and ● Share their insights on the four canonical gospels as sources of knowing Jesus.	● Brief Input ● Individual Task: My Personal Collage of Jesus Template *Instruction:* Using *Canva* or any computer application, create your own portrait of Jesus which speaks clearly about your own understanding, emotion, and insight about the person of Jesus Christ. ● Breakout Session ● Plenary Session *Criteria for Grading:* ● Relevance to the Portrait of Jesus in the Canonical Gospels (50%) ● Cultural Character and Appropriation (35%)	● Individual Task: My Personal Collage of Jesus ● Group Sharing ● Plenary Discussion	1.5 hours per week

				• Creativity, Coherence, and Clarity (15%)		
Engagement	Week 2 (18 March 2025)	The Infancy Narratives of Jesus and its Theological Meanings to His Person and Ministry	• Introduce the infancy narratives of Jesus; • Discuss its exegetical and theological meanings to Jesus' person, identity, and mission; and • Appreciate traditions of the Infancy narratives rooted in one's culture and context	• Brief Input • Individual Task *Instruction:* Please reflect on these questions and then share them in the breakout session: - How can we embody the humility and simplicity of Jesus' birth in our daily lives? - Do we recognize the presence of Christ among the poor and the suffering? - How does your culture celebrate Christmas? • Breakout Session • Plenary Session	• Individual Task • Group Sharing • Plenary Discussion	1.5 hours per week
Engagement	Week 3 (25 March 2025)	Temptations of Jesus	• Discuss the temptations narratives; • Reflect on the exegesis of the biblical texts in relation to the person and mission of Jesus; • Relate Jesus' temptation experience with one's personal	• Brief Input • Individual Task • Breakout Session • Plenary Session	• Individual Task • Group Sharing • Plenary Discussion	1.5 hours per week

			experience and context; ● Deepen one's theological understanding and relevance of the temptations of Jesus; and ● Share their own temptation experience, insight, and realization			
Collaboration	Week 4 (4 April 2025)	The Calling of the Twelve Apostles	● Describe the vocation or calling of the twelve apostles; ● Contrast the discipleship of the twelve apostles and the discipleship under a Jewish rabbi in the first century; ● Reflect on the model of Jesus' discipleship; and ● Appropriate the theme of discipleship in one's context and culture	● Brief Input ● Individual Task *Instruction:* Please reflect on these questions: - How do I follow Jesus in my daily life? - What is Jesus calling me to leave behind? - How am I sharing my faith with others?	● Individual Task ● Group Sharing ● Plenary Discussion	1.5 hours per week

Culmination	Week 5 (15 April 2025)	Summary and Reflection of the Course			• Group Sharing • Students' Evaluation • Giving of Certificates	1.5 hours per week
REFERENCES	Quimba, Roawie L., Jesus Christ (Davao City: Blue Patriarch Publishing House, 2019). B. A. Rukiyanto, SJ. *Mengenal Yesus Kristus*. Sanata Dharma University Press, 2021.					

PREPARED BY:

Roawie L. Quimba, PhD, RN
Chair, Theology Department
Ateneo de Davao University

Fr. Bernardus Agus Rukiyanto, SJ, PhD
Associate Professor, Religious Education Department
Sanata Dharma University

C. Partnership Agreement Template

MEMORANDUM OF UNDERSTANDING

between

[PARTNER UNIVERSITY, COUNTRY]

and

[HOST UNIVERSITY, COUNTRY]

This Memorandum of Understanding is made and entered into by and between:

The **[NAME OF HOST UNIVERSITY]**, a non-stock, non-profit educational institution organized under the laws of the Republic of the Philippines, with principal office at [Full Address of Host University], and represented herein by its University President, **[FULL NAME OF PRESIDENT]**, of legal age, Filipino and a resident of [City]. For brevity and for purposes of this Agreement, the [Name of Host University] shall hereinafter be referred to as "[Preferred Host University Abbreviation];"

A N D

The **[NAME OF PARTNER UNIVERSITY]**, a private higher education institution organized under the laws of [Country of Partner University] with its principal office located at the [Full Address of Partner University] and represented herein by its President, **[FULL NAME OF PRESIDENT]**. For brevity and for purposes of this Agreement, the [Name of Partner University] shall hereinafter be referred to as "[Preferred Partner University Abbreviation];"

W I T N E S S E T H THAT:

[Preferred Host University Abbreviation] and [Preferred Partner University Abbreviation], with the objective of facilitating mutual friendship, international academic cooperation, between the two universities, hereby conclude this MOU to wit:

1. [Preferred Host University Abbreviation] and [Preferred Partner University Abbreviation] will cooperate in promoting global learning for the empowerment of their faculty and the bolstering of educational opportunities for their students.

2. In order to promote the cooperation prescribed above, the two universities may undertake various activities such as but not limited to those listed below. The details of the collaboration will be specified through separate negotiations and Memoranda of Agreement (MOA) for each of the following mutual exploits:
    a. Collaborative Online International Learning (COIL) Program;
    b. Academic Mobility (i.e., Student and Faculty Exchange);
    c. International Learning Sessions among Visiting Professors and Visiting Lecturers;
    d. Joint Research Activities And Publications
    e. Global Internship Programs;
    f. International Service-Learning Programs;
    g. Other activities mutually agreed upon by the two universities
3. The terms of this mutual exchange and cooperation shall be discussed and subject to formal legal agreement signed by the authorized officers of both Universities prior to the initiation of any particular program or activity.
4. This MOU shall become effective upon completion of signatures from various representatives of the two universities, and will be effective for a period of three (3) years and will be subject for renewal. Hereby making the MOU duration: from 2025 to 2028.
5. Each party shall designate an office to be in charge of implementing this MOU. The office in charge will be the International Office of [Preferred Host University Abbreviation] or another similar department on behalf of [Preferred Host University Abbreviation], and the International Office of [Preferred Partner University Abbreviation] or another similar department on behalf of [Preferred Partner University Abbreviation].
6. Should either university wish to terminate this MOU, a written note should be given six (6) months prior to the desired termination date.
7. Amendments to this MOU may be made by mutual written consent of the two universities.
8. This MOU shall not bind either institution to any financial commitment. All discussion of funding and other financial concerns are reserved for the MOAs of the specific programs, subject to the availability of resources.

IN WITNESS WHEREOF, the parties hereto have signed on the date and place written below.

_____	_____
[Name of Partner University President]	**[Name of Host University President]**
President/Rector	President
[Name of Partner University]	[Name of Host University]
Date: _____	Date: _____
Place: _____	Place: _____

[Name of Primary Implementer from Partner University] [Designation], [Office] [Name of Partner University]	**[Name of Primary Implementer from Host University]** [Designation], [Office] [Name of Host University]
Date: _____	Date: _____
Place: _____	Place: _____

D. COIL Instructor Checklist

1. **Preparing for COIL**

✔ **Identify and Confirm International Partner**
- Find a partner institution with aligned academic goals
- Establish mutual commitment and compatibility
- Formalize collaboration via MOU (if applicable)

✔ **Set Goals and Expectations**
- Define course objectives and learning outcomes
- Clarify roles and responsibilities with partner instructor
- Discuss resources, institutional support, and student workload

✔ **Plan and Design the Course**
- Align COIL with existing curriculum and learning objectives
- Develop a **joint syllabus** with clear assignments and assessments
- Structure project phases: orientation, collaboration, reflection

✔ **Select Technology and Platforms**
- Choose communication tools (e.g., *Zoom, Microsoft Teams, Google Meet*)
- Select collaboration tools (e.g., *Google Docs, Trello*)
- Ensure accessibility and provide technical support

✔ **Secure Institutional Support**
- Inform relevant administrators about the project
- Ensure IT, library, and instructional design teams are aware and supportive
- Explore funding opportunities (if applicable)

2. **COIL Implementation and Facilitation**

✔ **Onboard Students**
- Provide an orientation session on COIL expectations and tools
- Conduct cultural sensitivity training
- Set up communication channels and group assignments

✔ **Facilitate Intercultural Collaboration**
- Implement **icebreaker activities** to build rapport
- Monitor student interactions and address engagement challenges
- Encourage discussion on cultural differences and academic approaches

✔ **Manage Communication and Group Work**
- Establish clear communication guidelines
- Balance synchronous (live meetings) and asynchronous (discussion forums) activities
- Offer conflict resolution strategies if misunderstandings arise

✔ **Support Student Learning**

- Regularly check in on student progress
- Provide formative feedback and guidance
- Address technical or accessibility concerns

✔ **Ensure Equity and Inclusion**

- Accommodate time zone differences
- Promote equal participation in collaborative projects
- Be mindful of language barriers and provide support as needed

3. **Assessing and Evaluation COIL Activties**

✔ **Assess Student Work**

- Use rubrics that evaluate intercultural competencies, teamwork, and critical thinking
- Incorporate peer reviews and self-assessments
- Provide clear grading criteria and feedback

✔ **Gather Student and Instructor Feedback**

- Conduct student surveys on the COIL experience
- Discuss project outcomes with the partner instructor
- Identify challenges and best practices

✔ **Document Lessons Learned**

- Reflect on course effectiveness and areas for improvement
- Share key takeaways with institution or COIL network
- Consider publishing a case study or presenting at academic forums

✔ **Plan for Continuous Improvement**

- Adjust course structure based on feedback
- Explore further collaboration with partner institution
- Advocate for more institutional support for future COIL projects

E. COIL Activity Design Checklist

Use this checklist to review and refine your planned activity. It helps verify that your design supports intercultural learning, aligns with course objectives, and accounts for practical implementation considerations.

1. **Intercultural Learning**
    - Does the activity promote meaningful interaction between students from different cultural backgrounds?
    - Are students encouraged to share their cultural perspectives and experiences?
    - Does the activity include reflection on intercultural understanding or communication?
    - Have potential cultural sensitivities or assumptions been considered and addressed?

2. **Alignment with Course Objectives**
    - Is the activity clearly connected to one or more of the course's intended learning outcomes?
    - Does it provide opportunities to apply course concepts in a cross-cultural or global context?
    - Are the expected outputs (e.g., presentation, report, media product) relevant to course goals?

3. **Collaborative Structure and Group Dynamics**
    - Are roles or responsibilities clearly defined to support balanced participation?
    - Does the activity require input or contributions from all group members?
    - Are there opportunities for students to negotiate, problem-solve, or make decisions together?
    - Is there a plan for supporting groups that may face challenges in communication or coordination?

4. **Synchronous and Asynchronous Balance**
    - Does the activity include both real-time and flexible components to accommodate time zones?
    - Are synchronous sessions scheduled at mutually convenient times or rotated fairly?
    - Are asynchronous tools provided for students to continue discussions or collaboration?

5. **Technical Feasibility**
    - Are the required digital tools accessible to all students and instructors?
    - Have students been provided with guidance or training to use these tools?
    - Are low-bandwidth or alternative options available for those with connectivity issues?

6. **Accessibility and Inclusion**
    - Is the activity accessible to students with varying language proficiencies or learning needs?
    - Are materials and instructions written in clear, simple language?
    - Have accommodations been considered for students with disabilities or limited digital access?

7. **Assessment and Feedback**
    - Are there clear criteria for how the activity will be assessed (e.g., rubric, peer review)?
    - Does the activity include space for student reflection or feedback on their experience?
    - Are students aware of how their contributions will be evaluated, individually and as a group?

F. Sample COIL Evaluation Rubric

Criteria	4 - Excellent	3 - Good	2 - Needs Improvement	1 - Limited
Intercultural Competence	Consistently demonstrates awareness, respect, and thoughtful integration of diverse cultural perspectives.	Shows respect and openness to cultural differences; integrates some diverse views.	Limited awareness of cultural differences; minimal integration of diverse views.	Shows little to no engagement with other perspectives or cultural contexts.
Collaborative Contribution	Actively contributes, communicates effectively, and supports team cohesion and task completion.	Participates regularly; communicates well and fulfills assigned responsibilities.	Inconsistent participation; communication or teamwork may be uneven.	Rarely contributes or causes challenges within the team dynamic.
Critical Thinking	Demonstrates deep analysis and thoughtful application of ideas to cross-cultural or global issues.	Applies knowledge effectively; shows some analysis of cultural or contextual factors.	Surface-level understanding; limited application or critical analysis.	Lacks analysis; responses are superficial or unrelated to the topic.
Integration of Diverse Views	Synthesizes multiple viewpoints into a coherent, meaningful, and well-structured outcome.	Uses input from various perspectives to enhance the outcome.	Acknowledges different perspectives but with limited integration.	Minimal or no attempt to incorporate other views.
Digital Communication and Tools	Uses digital tools effectively, with clear, respectful communication and organized collaboration.	Adequate use of tools; messages and contributions are generally clear and appropriate.	Struggles with tools or clarity in communication; minor technical issues.	Frequent miscommunication; unclear or inappropriate tool usage.

Final Output / Project Quality	Final product is creative, cohesive, and meets all objectives with strong academic and intercultural depth.	Output meets objectives and shows clear effort and structure.	Product is incomplete or lacks coherence; objectives are partially met.	Work is underdeveloped or off-topic; does not meet key objectives.

G. Sample COIL Student Orientation Guide

Welcome to COIL
Congratulations on joining a Collaborative Online International Learning (COIL) project! You are about to participate in an exciting opportunity to learn with peers from different parts of the world. COIL combines academic learning with intercultural exchange, helping you build global skills that are essential in today's connected world.

This guide will help you prepare for your experience and set you up for success.

What to Expect

Collaborative Work
You will work with students from another institution on joint activities or projects. Tasks may involve research, discussions, problem-solving, or creative outputs.

Intercultural Exchange
You will engage with peers from different cultural backgrounds. Expect to share and learn about values, practices, perspectives, and ways of thinking.

Virtual Communication
Most of your collaboration will happen online through video calls, shared documents, and discussion platforms.

Flexible Schedule
Activities will include both synchronous (live) and asynchronous (anytime) components to accommodate time zone differences.

Your Responsibilities

Be Respectful and Open-Minded
Approach all interactions with curiosity and respect. Embrace differences and avoid making assumptions.

Participate Actively
Engage consistently in discussions and group work. Every contribution matters.

Communicate Clearly
Use plain language. Avoid slang, idioms, or cultural references that may be unclear to others. Be patient with peers who are non-native speakers.

Stay Organized and On Schedule
Follow deadlines, attend meetings, and update your group on your progress.

Ask for Help
If you're unsure about something, whether technical, cultural, or academic, reach out to your instructor or teammates.

Digital Tools You Might Use

Learning Platform
For course materials and announcements (e.g., *Moodle, Canvas*)

Video Conferencing
For live meetings (e.g., *Zoom, Microsoft Teams, Google Meet*)

Collaboration Tools
For group work (e.g., *Google Docs, Trello*)

Discussion Platforms
For asynchronous sharing (e.g., *Padlet, Flipgrid, Slack*)

Translation/Accessibility
For support in language or transcription (e.g., *Google Translate, Otter.ai*)

Your instructor will inform you which tools will be used.

Tips for a Successful COIL Experience

Be Flexible
Time zones, internet issues, and communication styles may vary. Adapt as needed.

Practice Active Listening
Take time to understand others before responding.

Be Reliable
Your teammates are counting on you. Keep your commitments.

Reflect Often
Think about what you're learning, not just the content, but about people, cultures, and yourself.

Celebrate Small Wins
Every step in collaboration counts. Appreciate the learning process.

Frequently Asked Questions

1. **What if I can't attend a live session?**
   Let your instructor and group know in advance. Many sessions are recorded, and you can catch up asynchronously.

2. **What if I have limited internet access?**
   Inform your instructor early. Alternatives such as email or offline tasks may be arranged.

3. **What if there's a misunderstanding in my group?**
   Speak openly and respectfully. If the issue persists, reach out to your instructor for support.

H. Frequently Asked Questions (FAQs)

1. **What is COIL?**
   Collaborative Online International Learning (COIL) is a teaching method that connects students and instructors worldwide through virtual platforms. It promotes intercultural learning and collaboration within regular courses, enabling meaningful global exchanges without travel. Coined by Jon Rubin in 2006, COIL offers flexible, accessible opportunities for cross-cultural projects, emphasizing teamwork, cultural exchange, and global skills development. *(See I. Introduction to COIL, p. 7)*

2. **Who can participate in COIL projects?**
   COIL projects typically involve higher education students and instructors. *(See I. Introduction to COIL, p. 7)*

3. **How do instructors find international partners for COIL?**
   Instructors find COIL partners through existing networks like professional associations, university consortia, and offices of internationalization. Personal academic contacts like colleagues and alumni are also useful. *(See II. Preparing for COIL, p. 13)*

4. **What kinds of technology are required for COIL?**
   COIL relies on a few user-friendly tools such as learning management systems, video conferencing, and collaborative platforms. Instructors should provide tutorials, troubleshooting guides, and practice activities to help participants navigate these tools. Ongoing technical support and balancing simple, effective technology enhance collaboration and inclusivity. Testing and refining tools before and during the course ensure smooth participation. *(See II. Preparing for COIL, p. 13)*

5. **How are time zone differences managed in COIL?**
   COIL balances synchronous (live) and asynchronous (flexible timing) activities to accommodate time zones. Clear scheduling and flexibility help ensure equitable participation. Use tools like world clock converters or scheduling apps to find mutually convenient times for synchronous activities. Be flexible and creative in planning around time differences, balancing synchronous and asynchronous interactions. *(See II. Preparing for COIL, p. 13)*

6. **How do COIL projects support intercultural learning?**
   COIL projects intentionally include collaborative activities that encourage students to engage with cultural perspectives, communication styles, and problem-solving approaches from their international peers. *(See III. Designing COIL Activities, p. 20)*

7. **What are the common challenges in COIL and how can they be addressed?**
   Challenges include technology issues, language barriers, and scheduling conflicts. Addressing these involves providing technical support, promoting inclusive communication, and flexible planning. *(See V. Overcoming Challenges, p. 27)*

8. **How is student learning assessed in COIL?**
   Assessment includes evaluating teamwork, intercultural competence, project deliverables, peer reviews, and reflection activities aligned with course objectives. Instructors can use

rubrics that evaluate intercultural competencies, teamwork, and critical thinking; incorporate peer reviews and self-assessments; and gather feedback from both students and instructors. Continuous improvement includes reflecting on lessons learned, sharing key takeaways, and adjusting future COIL activities accordingly. *(See VI. Measuring Success, p. 30)*

9. **Can COIL be integrated into existing curricula?**
   Yes, COIL can be embedded into regular courses by aligning project goals with learning outcomes and curricular requirements. *(See I. Introduction to COIL, p. 7)*

SPARK-COIL

Co-funded by
the European Union