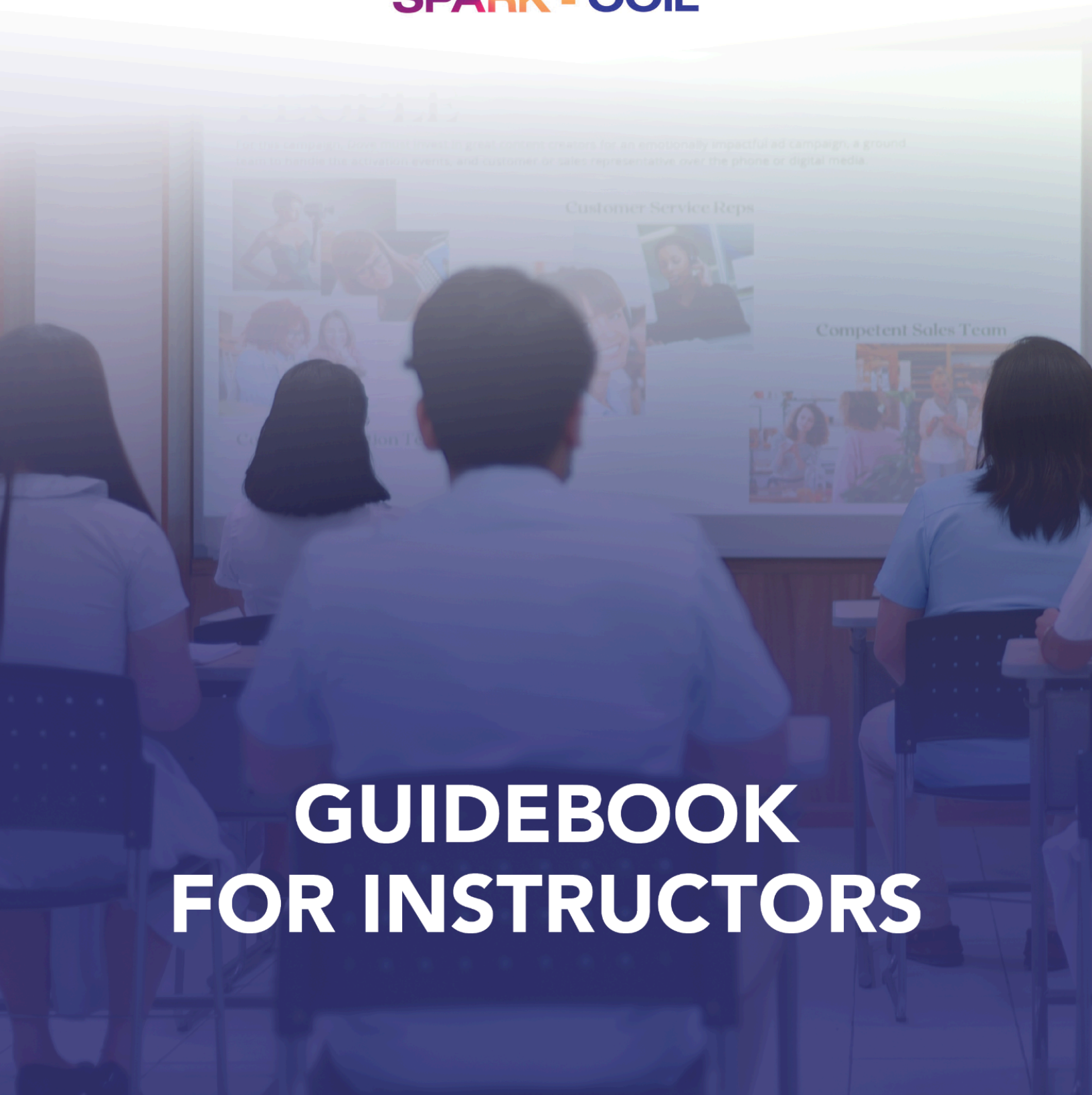
SPARK - COIL



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
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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)

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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. An initial needs assessment will shape the program's direction, addressing both immediate and systemic challenges.

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, SPARK-COIL 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. This ensures that the benefits of COIL are maximized in the digital era.

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.

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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 or Collaborative Online International Learning 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 is important because it provides experiential learning opportunities that prepare students for an interconnected, globalized world. It enhances intercultural communication, broadens perspectives, and builds digital literacy. For instructors, it offers a platform to innovate teaching methods, collaborate with international peers, and enrich curricula with global dimensions. For institutions, it supports internationalization goals by championing global engagement, building lasting partnerships, and demonstrating a commitment to inclusivity and accessibility.

COIL Structure and Classroom

COIL integrates two classes from distinct universities. This learning modality unfolds over a condensed 8- or 5-week period, featuring a joint syllabus co-taught by two partnered professors. COIL culminates into an output created by the students which demonstrates their acquired knowledge and presents the fruits of their COIL learning experience.

Examples of COIL Implementation

Cross-Cultural Marketing Projects
In a COIL project between a university in the United States and one in Japan, students collaborated on a marketing project to develop culturally appropriate advertising campaigns for a shared product. The course aimed to enhance students' understanding of consumer behavior in different cultural contexts. Through virtual meetings and shared platforms, students conducted research, designed marketing strategies, and presented their findings. This project not only honed their marketing skills but also deepened their appreciation for cultural nuances in global business practices.

Global Climate Solutions
A COIL partnership between universities in Germany and Brazil focused on climate change mitigation. Students from both countries worked together to analyze local climate challenges and propose sustainable solutions. Activities included data sharing, joint research papers, and virtual presentations. The project emphasized the interconnectedness of environmental issues and provided students with hands-on experience in collaborative problem-solving. Instructors used synchronous video sessions and collaborative digital tools to facilitate discussions and track progress.

Virtual Teaching Practicum
A COIL initiative connected teacher education students in Canada with peers in Kenya for a virtual teaching practicum. Participants developed lesson plans and delivered virtual teaching sessions to each other's local schools. This experience allowed future educators to adapt their teaching methods to different cultural and educational contexts. Students reflected on their experiences through discussion forums and video logs, enhancing their intercultural teaching competencies.

Comparative Literature Analysis
In a COIL course on world literature, students from universities in India and the UK collaborated on analyzing literary texts from each other's cultures. By comparing themes such as identity, colonialism, and resistance, students gained insights into how historical and cultural contexts shape literature. Group discussions, peer reviews, and collaborative essays encouraged critical thinking and intercultural dialogue.

Collaborative Design Challenges
Engineering students from South Korea and South Africa participated in a COIL project to design prototypes for renewable energy solutions. Teams worked on virtual platforms to brainstorm, model, and test their designs using simulation tools. This collaboration provided students with practical experience in working across time zones and integrating diverse technical approaches. It also highlighted the importance of global teamwork in addressing engineering challenges.

Healthcare: Public Health Case Studies
Nursing and public health students from Australia and the Philippines engaged in a COIL project analyzing case studies on infectious disease outbreaks. Students compared healthcare policies, systems, and community responses in their respective countries. Through joint reports and virtual panel discussions, participants explored the global dimensions of healthcare challenges and developed recommendations for cross-border cooperation.

Social Sciences: Human Rights Advocacy
Students in political science programs in Spain and Nigeria collaborated on a COIL project to research and advocate for human rights issues. Teams examined cases of human rights violations in each other's regions and proposed advocacy strategies. The project culminated in a virtual symposium where students presented their findings and action plans to faculty and guest experts. This initiative emphasized the importance of global solidarity in addressing human rights issues.

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 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 ensures that students from diverse socioeconomic and cultural backgrounds can 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 creates opportunities for intercultural exchange and collaborative inquiry across borders. This resonates deeply with Ignatian Pedagogy, which emphasizes reflection, discernment, and action in the service of others. Through COIL, students are invited to engage with diverse perspectives, reflect critically on their experiences, and translate their learning into compassionate and just action within a global community.

Core Elements of Ignatian Pedagogy[1]

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.

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.

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[1]International Commission on the Apostolate of Jesuit Education. (1993). *Ignatian pedagogy: A practical approach*. https://www.sjweb.info/documents/education/pedagogy_en.pdf
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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 play a key 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 ensures that both institutions are aligned 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 formalize the partnership, consider drafting a Memorandum of Understanding (MOU) or similar agreement that outlines the terms of the collaboration. This document should include details on objectives, roles, responsibilities, timelines, and contingency plans for addressing challenges. While not legally binding, an MOU provides a shared reference point and helps manage expectations.

Leveraging Institutional Support

Institutions can play a significant role in 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.

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

Tutorials and Demonstrations
Provide step-by-step instructions on using the tools, including how to access materials, join meetings, and collaborate on assignments.

Troubleshooting Guides
Offer clear instructions for resolving common technical issues, along with contact information for technical support teams at both institutions.

Practice Activities
Schedule low-stakes activities, such as introductory discussions or mock assignments, to allow participants to practice using the tools without pressure.

Ongoing Support
Ensure that technical support is available throughout the course. This could include a dedicated help desk, FAQ resources, or peer mentors.

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.

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.

Testing and Refining Technology Use

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

The success of a COIL initiative hinges not only on the efforts of instructors and students but also on the institutional support provided. Institutions play a vital role in 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 department heads, academic deans, 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.

Establishing Policies and Agreements

Formalizing COIL collaborations through policies and agreements helps clarify expectations and responsibilities for all parties involved. Institutions can support this process by developing standardized templates and procedures for COIL partnerships.

Memoranda of Understanding (MOUs)
MOUs between partner institutions outline the scope, objectives, and terms of the collaboration. They specify the roles of instructors and administrators, the resources to be shared, and the assessment methods to be used.

Student Policies
Clear policies regarding participation, grading, and academic integrity should be established and communicated to students. These policies ensure that students understand their responsibilities and the expectations of the COIL project.

Intellectual Property and Data Privacy
Institutions should address issues related to intellectual property rights for COIL projects, especially when students or instructors create content collaboratively. Data privacy policies should also be in place to protect participants' information.

Contingency Plans
Policies should include contingency measures to address potential disruptions, such as technical failures, scheduling conflicts, or unforeseen challenges in the partnership. These plans help ensure the continuity of the COIL initiative.

2.5 Additional Considerations

Cultural Sensitivity and Preparation

- Provide training or resources for instructors and students on intercultural communication and cultural awareness.
- Encourage participants to approach the collaboration with openness and respect for different perspectives.

Addressing Time Zone and Scheduling Challenges

- 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.

III. DESIGNING COIL ACTIVITIES

3.1 Principles of Collaborative Learning

Equity and Inclusion

- Design activities that give all students equal opportunities to participate, regardless of language proficiency, cultural background, or technological access.
- Ensure task distribution is fair, allowing for individual strengths and contributions.

Promoting Intercultural Understanding

- Focus on activities that encourage dialogue and sharing of cultural perspectives.
- Use cultural differences as a strength to enrich discussions and outcomes.
- Incorporate prompts that help students reflect on their biases and assumptions.

Promoting Active Engagement

Prioritize active learning methods, such as problem-solving, role-playing, and case studies, to encourage interaction and collaboration.

3.2 Structuring Activities

Icebreaker Sessions for Cultural Exchange

Begin with introductory activities that allow students to share their backgrounds, interests, and goals.

- Examples: Cultural trivia, virtual tours of hometowns, or sharing personal stories related to the course theme.

Collaborative Assignments and Projects

- Design tasks that require students to work together to solve problems, create presentations, or complete research.

- Examples:
    - A joint research paper analyzing a global issue from multiple cultural perspectives.
    - A case study where students from different countries propose localized solutions.
    - Creative projects, such as co-producing a video, podcast, or digital artwork.

Real-Time and Asynchronous Communication

- Balance synchronous activities (e.g., live discussions, debates) with asynchronous tasks (e.g., discussion forums, shared documents) to accommodate time zones and schedules.
- Encourage students to document progress using shared platforms like Google Docs, Trello, or Slack.

3.3 Assessment and Feedback

Evaluating Collaborative Efforts

- Assess both the process and the final product of the collaboration.
- Include individual and group components to ensure accountability.

Designing Rubrics for Intercultural Engagement

Create rubrics that evaluate skills such as teamwork, communication, problem-solving, and intercultural understanding.

- Example criteria:
  - Ability to respect and integrate diverse viewpoints.
  - Active contribution to group goals.
  - Effective use of digital tools for collaboration.

Incorporating Peer and Self-Assessments

- Use peer reviews to allow students to evaluate each other's contributions and learn from feedback.
- Incorporate self-assessments where students reflect on their personal growth and experiences during the project.

3.4 Additional Considerations for Activity Design

Cultural Sensitivity

- Avoid activities that could unintentionally marginalize or stereotype certain cultures.
- Include themes and topics that are relevant and sensitive to all participants.

Clear Instructions and Objectives

- Provide detailed guidelines for each activity, including expectations, deadlines, and evaluation criteria.
- Use simple and direct language to avoid miscommunication across cultural or linguistic differences.

Encouraging Critical Thinking

- Incorporate questions or tasks that require analysis, synthesis, and evaluation, rather than simple recall or description.
- Examples: Debating global issues, analyzing cultural differences in practices, or developing a shared policy recommendation.

3.5 Examples of COIL Activities

Debates and Dialogues

- Topics: environmental sustainability, human rights, globalization, or cultural heritage.
- Format: Teams prepare arguments from their cultural or regional perspective.

Community-Based Projects

- Collaborate on a service-learning project, such as proposing solutions for a shared community challenge (e.g., waste management, education access).

Virtual Field Trips

- Students virtually "visit" sites of cultural or historical significance through videos, online tours, or interactive maps, followed by group discussions.

Digital Storytelling

- Teams create digital stories (e.g., videos, blogs, or podcasts) that highlight shared themes or contrasting perspectives on a subject.

IV. FACILITATING COIL

4.1 Role of the Instructor

Building a Supportive and Inclusive Environment

- Act as a mediator to ensure all students feel valued and respected during the collaboration.
- Provide culturally sensitive guidance, acknowledging and celebrating diversity within the group.
- Model intercultural curiosity and openness, encouraging students to adopt the same mindset.

Facilitating Intercultural Dialogue

- Actively address cultural nuances and potential misunderstandings that may arise in discussions.
- Encourage students to explore and share their cultural contexts as part of the learning experience.
- Highlight how diverse perspectives can enhance the depth of discussions and the quality of outcomes.

Guiding Collaborative Efforts

- Monitor the progress of group projects, ensuring students remain focused and productive.
- Intervene when necessary to provide clarity, resolve conflicts, or re-align group efforts with learning goals.

4.2 Managing Communication

Strategies for Effective Cross-Cultural Communication

- Set clear expectations for communication, including frequency, preferred tools, and response times.
- Encourage students to use inclusive language and avoid jargon or idiomatic expressions that may not translate well.
- Promote active listening skills, ensuring participants take time to understand each other's perspectives.

Facilitating Communication Across Time Zones

- Use asynchronous tools, such as discussion boards or shared documents, to enable continuous collaboration.
- Schedule synchronous meetings at mutually convenient times, being mindful of the time zones involved.

Resolving Conflicts and Misunderstandings

- Acknowledge that cultural differences may lead to varying interpretations of behavior or communication styles.

- Act as a mediator to facilitate open and respectful discussions to resolve conflicts.
- Use reflective exercises to help students learn from challenges and develop better intercultural skills.

4.3 Encouraging Engagement

Motivating Students to Participate Actively

- Highlight the value of COIL in enhancing their academic, professional, and personal growth.
- Showcase successful COIL projects to inspire students about the potential impact of their work.
- Use gamification techniques, such as badges or progress tracking, to keep students motivated.

Monitoring and Supporting Group Dynamics

- Regularly check in with groups to assess progress and address any issues.
- Encourage balanced participation by creating roles or assigning tasks to ensure every student contributes meaningfully.

Providing Continuous Support

- Be accessible to students throughout the collaboration, offering guidance, feedback, and encouragement as needed.
- Recognize and celebrate achievements, no matter how small, to keep students engaged and motivated.

4.4 Additional Considerations for Facilitating COIL

Flexibility in Approach

- Be adaptable to the needs of the students and the evolving dynamics of the collaboration.
- Adjust plans as necessary to accommodate unexpected challenges, such as technical issues or shifting group dynamics.

Cultural Sensitivity in Facilitation

- Be aware of cultural differences in communication styles, decision-making, and leadership.
- Avoid imposing one culture's norms over another; instead, encourage mutual understanding and accommodation.

Balancing Instructor Roles

- Balance between guiding the process and allowing students to take ownership of their learning.
- Avoid micromanaging, but remain available to provide direction when required.

4.5 Sample Facilitator Checklist

Before the Project

- Confirm all students have access to necessary technology and resources.
- Conduct an orientation session to introduce the project, objectives, and tools.
- Establish a communication plan, including primary platforms and schedules.

During the Project

- Check in regularly with groups to monitor progress.
- Facilitate discussions, encouraging equal participation from all students.
- Address any challenges or conflicts as they arise.

After the Project

- Provide constructive feedback on individual and group performance.
- Facilitate a debrief session for students to reflect on their experiences and share insights.
- Document successes and challenges for future improvement.

V. OVERCOMING CHALLENGES

5.1 Common Challenges in COIL

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

Addressing Time Zone Differences

Flexible Scheduling

- Use asynchronous tools like discussion forums, shared documents, or recorded sessions to enable participation across time zones.
- Rotate meeting times for synchronous sessions to ensure fairness and inclusivity.

Time Zone Tools

- Utilize scheduling tools like World Time Buddy or Doodle to find mutually convenient times.
- Include deadlines with clear time zone indications to avoid confusion.

Overcoming Language Barriers

Simplified Communication

- Encourage the use of plain language and avoid idiomatic expressions or jargon.
- Provide written summaries or transcripts of discussions to support comprehension.

Multilingual Support

- If possible, include translation tools (e.g., Google Translate) or bilingual team members to facilitate communication.
- Encourage peer support for students who may need additional language help.

Cultural Awareness Training

Offer resources or sessions on intercultural communication to reduce language-related misunderstandings.

Resolving Technical Issues

Proactive Troubleshooting

- Test platforms and tools before the project begins and provide training to students and instructors.
- Offer alternative low-tech solutions, such as email or phone calls, for students with limited access to digital tools.

Institutional Support

- Partner with IT departments to ensure students have access to technical assistance and troubleshooting resources.
- Provide guidelines for minimizing technical disruptions, such as choosing low-bandwidth tools.

Navigating Cultural Differences

Pre-Collaboration Preparation

- Conduct orientation sessions or workshops on cultural sensitivity and global collaboration.
- Include activities that explore cultural norms, communication styles, and academic expectations.

Encouraging Open Dialogue

- Create a safe space for students to share their cultural perspectives and learn about others.
- Address misunderstandings promptly, framing them as learning opportunities rather than conflicts.

Facilitating Group Dynamics

- Use structured roles (e.g., timekeeper, notetaker, leader) to distribute responsibilities and accommodate different working styles.

Enhancing Student Engagement

Active Participation Strategies

- Incorporate gamified elements, such as challenges or rewards, to boost motivation.
- Use icebreakers, polls, and interactive tools to make sessions engaging and dynamic.

Regular Check-Ins

- Schedule one-on-one or small group meetings to provide personalized support and address concerns.
- Use progress trackers or milestone celebrations to recognize achievements and maintain momentum.

Building a Sense of Community

- Nurture peer relationships through informal virtual meetups or discussion spaces.
- Highlight the importance of the project in developing global competencies and career skills.

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

Reflection and Feedback

- Gather input from students, instructors, and partners on the challenges encountered and their solutions.
- Use reflective discussions to identify patterns and areas for growth.

Sharing Best Practices

- Compile successful strategies into a repository or handbook for future COIL projects.
- Present findings at conferences, workshops, or institutional meetings to promote knowledge sharing.

VI. MEASURING SUCCESS

6.1 Evaluating Learning Outcomes

Defining Success in COIL

Success in COIL goes beyond academic performance to include the development of intercultural competencies, teamwork, digital literacy, and global awareness.

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

Assignments and Projects
Assess the depth of analysis, creativity, and integration of diverse perspectives in final outputs.

Quizzes and Tests
Include questions on key concepts related to global issues, intercultural communication, and collaboration.

Reflection Papers
Encourage students to articulate their learning experiences, challenges, and growth in intercultural understanding.

6.2 Gathering Feedback

From Students

- Use surveys, interviews, or focus groups to collect student feedback on their COIL experiences.

- Focus on questions related to: the effectiveness of the collaboration; challenges faced and how they were addressed; and the impact on their personal and academic development.

From Instructors

- Gather insights from instructors about the effectiveness of course design, tools, and collaboration with partner institutions.
- Identify challenges in facilitation and suggestions for improvement.

From Partner Institutions

- Solicit feedback from international collaborators on the partnership's alignment, communication, and overall success.
- Discuss opportunities for continued or expanded collaboration.

Using Feedback for Improvement

- Analyze data to identify strengths, areas for growth, and patterns across projects.
- Share findings with all stakeholders to promote a culture of continuous improvement.

6.3 Continuous Improvement

Adjusting Course Design

- Refine future COIL activities and projects based on feedback, focusing on areas such as technology, communication, and assessment.
- Introduce innovative methods to address recurring challenges or enhance engagement.

Enhancing Instructor Support

- Provide additional training, resources, or mentoring for instructors to strengthen their facilitation skills.
- Offer opportunities for instructors to share best practices and lessons learned with colleagues.

Strengthening Institutional Support

- Develop a repository of successful COIL projects, templates, and tools for use in future collaborations.
- Encourage departments to integrate COIL into their curricula and support its implementation through dedicated resources.

Expanding Partnerships

- Use insights from successful COIL projects to build long-term relationships with partner institutions.
- Explore opportunities for more extensive collaboration, such as joint programs or exchanges.

6.4 Measuring Institutional Impact

Tracking Student Participation

- Monitor the number and diversity of students participating in COIL over time.
- Evaluate the reach and inclusivity of COIL programs within the institution.

Assessing Strategic Goals

- Determine how COIL aligns with and contributes to institutional goals, such as internationalization, community engagement, or academic innovation.

Documenting Institutional Achievements

- Highlight successful COIL projects and their outcomes in reports, presentations, or promotional materials.
- Use these success stories to attract funding, partnerships, and institutional support.

6.5 Sharing Results and Best Practices

Within the Institution

Present findings from COIL projects during faculty meetings, workshops, or conferences to encourage adoption and improvement.

With the Broader Academic Community

- Publish case studies, research papers, or reports on COIL outcomes in academic journals or platforms.
- Participate in conferences or forums to share experiences and learn from other institutions.

Building a Network of COIL Practitioners

Encourage collaboration among COIL instructors across institutions to exchange ideas, resources, and solutions.

VII. RESOURCES AND TOOLS

7.1 Recommended Technologies

Learning Management Systems (LMS)

- Examples: Moodle, Blackboard, Canvas
- Features: Hosting course materials, discussion boards, and assignments; providing integration with third-party apps.
- How to Use: Centralize all course activities, ensuring both instructors and students can access them easily.

Video Conferencing Tools

- Examples: Zoom, Microsoft Teams, Google Meet
- Features: Facilitating synchronous meetings, screen sharing, and recording sessions for asynchronous viewing.
- How to Use: Schedule regular live sessions for discussions, project check-ins, and presentations.

Collaboration Tools

- Examples: Google Workspace (Docs, Sheets, Slides), Miro, Trello, Slack
- Features: Supporting real-time collaboration, task management, and communication.
- How to Use: Assign group projects and enable students to collaborate in a shared digital workspace.

Asynchronous Communication Platforms

- Examples: Flipgrid, Padlet, VoiceThread
- Features: Allowing students to share ideas through videos, posts, or interactive boards.
- How to Use: Create a space for students to share cultural insights, reflections, or updates on project progress.

Translation and Accessibility Tools

- Examples: Google Translate, Microsoft Translator, Otter.ai (for transcription)
- Features: Supporting multilingual communication and ensuring accessibility.
- How to Use: Provide students with tools to overcome language barriers and ensure inclusivity.

7.2 Templates and Checklists

Sample COIL Syllabus

- Include course objectives, learning outcomes, project descriptions, assessment criteria, and a detailed schedule.

- Provide clear guidelines on the roles and responsibilities of students and instructors.
- *See Appendix B, p. 36)*

Partnership Agreement Templates

- Cover aspects such as shared responsibilities, assessment alignment, and intellectual property considerations.
- Include communication protocols and contingency plans for conflicts or challenges.

Activity Design Checklists

- Ensure activities promote intercultural collaboration, align with course outcomes, and consider technical and logistical constraints.

Evaluation Rubrics

- Define criteria for assessing intercultural competence, teamwork, and project outcomes.
- Example metrics: Demonstration of respect for cultural diversity; Effective communication and collaboration within teams; Integration of diverse perspectives into project deliverables.

Student Orientation Materials

- Include FAQs, guides on using digital tools, and tips for effective online collaboration.

7.3 Building a COIL Resource Library

Centralized Repository

Store all templates, checklists, tools, and guides in a shared folder accessible to all COIL instructors.

Instructional Videos

Create short tutorials on using specific tools, designing collaborative activities, and facilitating intercultural dialogues.

Sharing Best Practices

Include examples of successful COIL projects, lessons learned, and innovative approaches used by instructors.

Regular Updates

Periodically review and update resources to include new technologies, methods, and case studies.

7.4 Institutional Support Tools

COIL Toolkit

Comprehensive guide for instructors covering every stage of COIL implementation including best practices for partnership development, course design, and assessment.

Faculty Mentorship Programs
Pair new COIL instructors with experienced mentors to provide guidance and support.

Grants and Incentives
Offer financial or institutional incentives for instructors to develop and implement COIL courses.

Dedicated IT Support
Provide access to a technical team to troubleshoot and support the implementation of digital tools.

VIII. APPENDICES

A. Recommended Reading List

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B. Sample COIL Syllabus

This section introduces the foundational details of the COIL course and provides a sample format. You may customize this to align with the specific focus and collaboration of your course.

SAMPLE COIL SYLLABUS
for COURSE 1 (HEI 1) and COURSE 2 (HEI 2)

PART I. GENERAL INFORMATION

COIL DESCRIPTION	This COIL (Collaborative Online International Learning) course merges the disciplines of **[COURSE 1]** of **[HEI 1]** and **[COURSE 2]** of **[HEI 2]**. Through a collaborative and interdisciplinary approach, students will explore the intersection of…
COURSE DETAILS	**[COURSE NO. 1]** [Course Title and HEI] **[COURSE NO. 2]** [Course Title and HEI]
SCHEDULE	Example: During Fridays 4:00 PM - 7:00 PM (Philippine Time) 9:00 AM - 12:00 PM (Central European Time)
COIL OBJECTIVES	The course aims to explore the interconnectedness between… and… through a COIL approach. It seeks to deepen students' understanding of… By fostering cross-cultural collaboration and critical thinking skills, the course aims to empower students to propose interdisciplinary solutions for addressing… Specifically, it aims: 1. To examine the cultural contexts of… 2. To analyze the interplay between… 3. To foster cross-cultural collaboration and communication skills through online interactions… 4. Understand the concept of… and its significance in… 5. Investigate the relationship between… 6. Collaborate with international peers to explore case studies and develop solutions addressing…
DESIRED COIL OUTCOMES (What students should be able to do after the COIL	**Shared Outcomes** By the end of the COIL Term, the students shall have been able to: 1. 2. 3.

term)	*(In case the COIL Professor has outcomes specific and exclusive to their own students)* **Institution-Specific Outcomes** By the end of the COIL Term, the students in _____ shall have been able to: 1. 2. 3.
COIL TERM ASSESSMENT	Describe the final project that the students will have to showcase at the end of the COIL Term (*Example of COIL Term Assessments*)
COIL TERM ASSESSMENT RUBRICS	Provide the rubrics for this COIL final project *(Example: Rubric for Travel or Tourism Promotional Package)*

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 Student Preparation	Week 1	Pre-COIL Orientation	• Familiarize… • Understand… • Comprehend…	TBD	• Among the individual separate classes, introduce COIL. Present why students are doing COIL, anticipated benefits, and what to expect during the exchange. • Provide background information. Give	3 hours per week

					students background instruction on their international partners' culture(s) and language(s). ● Address concerns. Assess and address students' baseline expectations, biases, and fears.	
Introduction	Weeks 1-2	TBD	● Describe… ● Explain the common terms… ● Identify… ● Simulate…	TBD	● Conduct an icebreaker. Bring students together synchronously, if possible, to engage in getting-to-know-you activities to establish social presence, familiarity, and connection among international peers. ● Introduce the technology tools. Provide instruction and practice using tools with which some students are likely unfamiliar. ● Introduce collaborative task assignment. Take students step-by-step through project directions, answer questions, and discuss	3 hours per week

					methods for requesting and receiving help when needed.	
Engagement	Weeks 3-4	TBD	• Describe… • Explain the common terms… • Identify… • Simulate…	TBD	• Form groups/teams. Assign students to groups/teams of no more than six, with similar numbers of students from each side of the exchange. • Model exchange and explore perspectives within groups/teams. Have student teams engage in a small, easily accomplished task that gets them started on the project and involves comparisons of members' personal, cultural, and/or disciplinary perspectives on the topic. • Establish group/team roles, responsibilities, and meeting plan. Have students compare their work/school schedules to determine opportunities for	3 hours per week

					synchronous meetings, identify team roles, and design a timeline for completing individual and group work responsibilities.	
Collaboration	Weeks 5-6	TBD	• Describe… • Explain the common terms… • Identify… • Simulate…	TBD	• Monitor structured individual and group work. Check in with students regularly to identify and address challenges to progress, such as issues with intercultural communication, technology, or project directions. • Facilitate problem-solving and conflict resolution. Mentor students as they brainstorm and experiment with methods for overcoming challenges. • Engage in joint research and project creation. Student groups/teams collaborate synchronously and/or asynchronously to	3 hours per week

					develop and finalize their project.	
Conclusion	Weeks 7-8	TBD	• Describe… • Explain the common terms… • Identify… • Simulate…	TBD	• Conduct co-presentation or sharing of student projects. Enable students to exhibit their work, provide peer feedback, and celebrate accomplishments. • Facilitate student reflection. Have students engage in individual, peer, and/or group reflection activities that prompt them to interpret their experiences, recognize learning, and make recommendations for personal growth or program improvement.	3 hours per week
REFERENCES						

PREPARED BY:

Professor 1:
[Full Name]
[Designation and Office]
[Higher Education Institution]

Professor 2:
[Full Name]
[Designation and Office]
[Higher Education Institution]

C. COIL Instructor Checklist

I. 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, Miro)
- 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)

II. 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

III. ASSESSING AND EVALUATION COIL ACTIVITIES

✔ **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

D. 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. 12)*

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. 12)*

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. 12)*

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. 19)*

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. 25)*

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. 28)*

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