

Praparing an International Collaborative Online International Learning (COIL)



Joan Solé-Pla



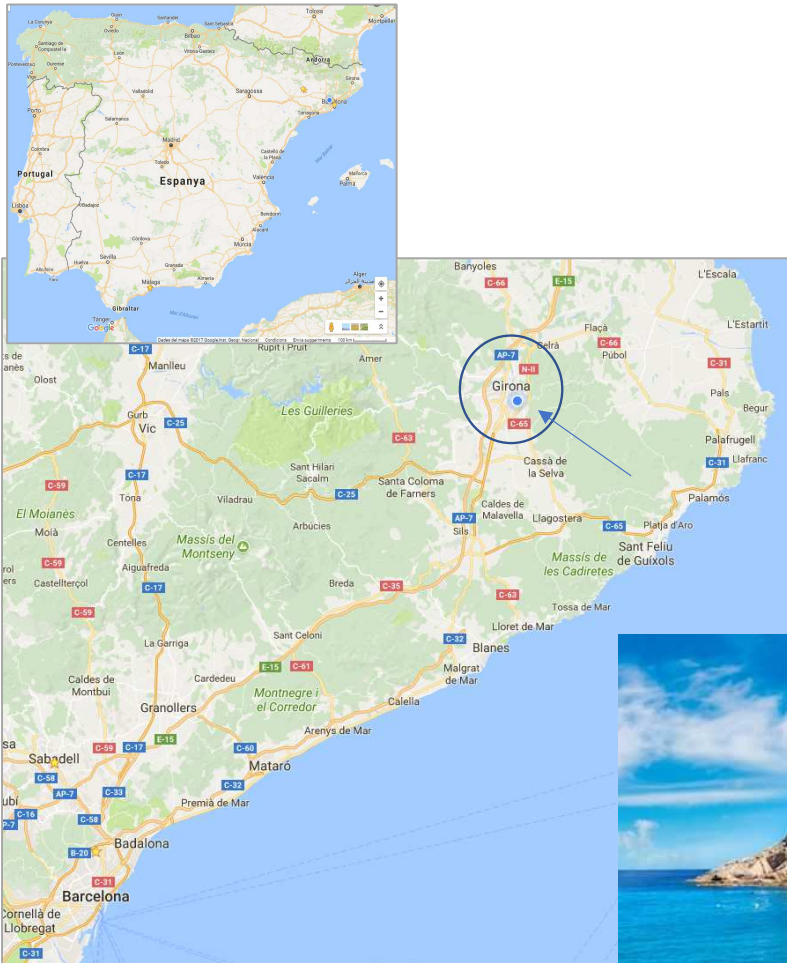
María Lucely Barbosa



Outline of this presentation:

1. Universitat de Girona and Institute of Education Science (ICE)
Josep Pallach
2. UNIMINUTO
3. Why internationalization
4. The beginning of all and the people who have inspired me
5. COIL ??? What's this? And why to prepare a COIL?
6. What COIL activities should look like
7. Creating a COIL module
8. Things to think about
9. Conclusions

1. Universitat de Girona and Institute of Education Science (ICE) Josep Pallach



28/6/2021

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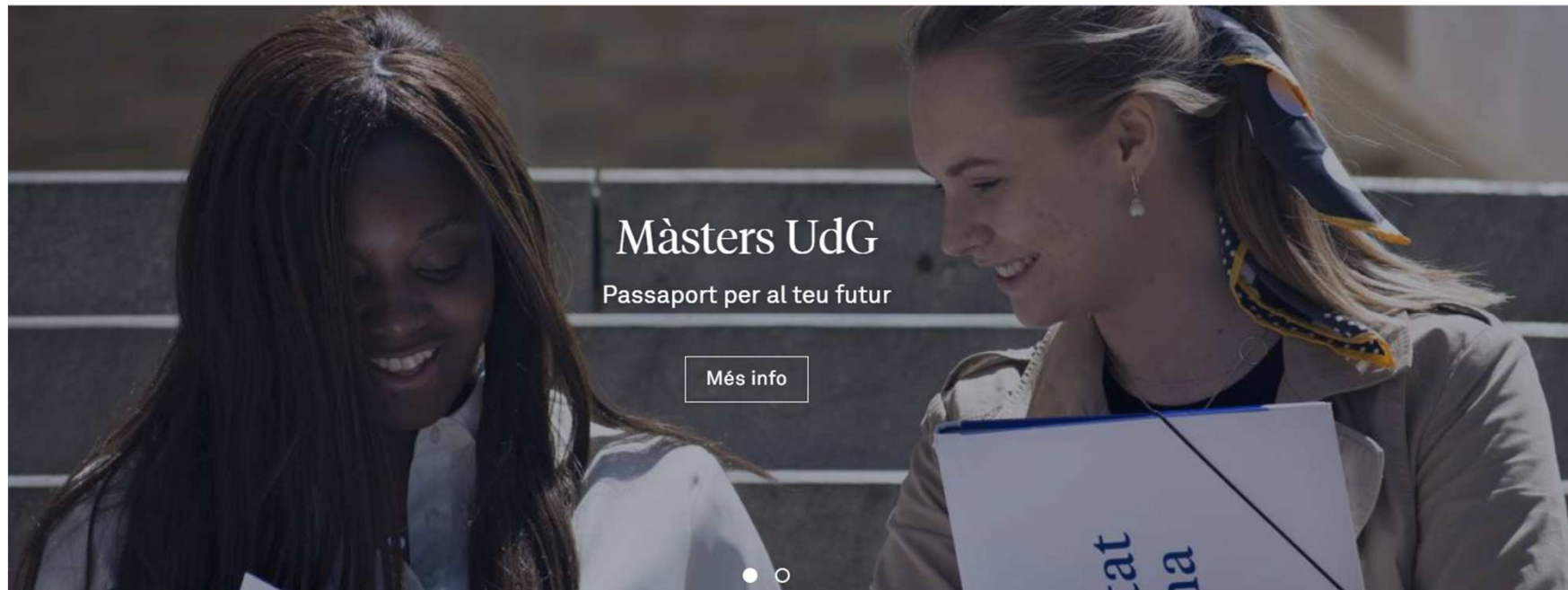
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Institute of Education Sciences (ICE) Josep Pallach

• MISSION:

- ✓ Enhance the teaching capacities and competences of the lecturers at the UdG
- ✓ Provide technical advice in educational planning
- ✓ Promote pedagogical research and innovation among the academic staff

28/6/2021

Didaktik Forum 2021



Universitat de Girona

Coneix la UdG Estudia Estructura Investiga Viu la UdG Internacional

Institut de Ciències de l'Educació Josep Pallach (ICE)

"Cal innovar en espais i en mètodes de formació"
Josep Pallach (1973)

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UdG → ICE

L'equip
Innovació docent ▾
Activitats de formació ▾
Jornades i projectes
MOOC UdG
Publicacions ▾
Documentació ▾
Beques i premis

L'ICE
Institut de Ciències de l'Educació Josep Pallach

L'Institut de Ciències de l'Educació Josep Pallach (ICE) té com a objectius contribuir a la formació permanent del personal acadèmic de tots els nivells educatius, l'assessorament tècnic dins del camp de la planificació educativa, la recerca i la innovació pedagògiques.

<<< Durant la fase d'emergència per COVID-19 a la UdG, l'equip de l'ICE treballarem telemàticament. Podeu contactar-nos per correu electrònic a les nostres adreces personals o a través de l'adreça institucional ice@udg.edu >>>

T'INTERESSA

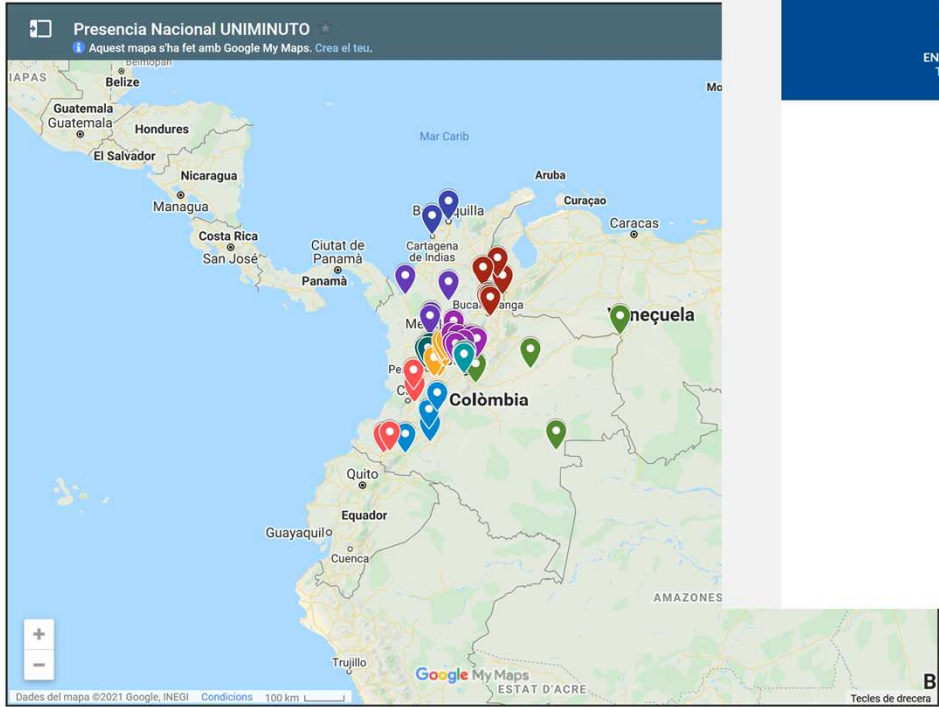
Butlletí ICEberg - 2a quinzena Juny 2020
Informacions, recursos i activitats per al PDI UdG

Full informatiu per al professorat no universitari
Recursos orientacions. Juny 2020 (Nº1)

Necessites suport per a la teva docència en línia?
Mira les propostes, eines i recursos de la pàgina "Docència en línia"

Com puc avaluar en línia?
Consulta les orientacions i recursos de l'apartat "Avaluació en línia" a l'ICEberg UdG

2.



UNIMINUTO Corporación Universitaria Minuto de Dios Educación de calidad al alcance de todos Vigilada MinEducación

SISTEMA UNIMINUTO ESTUDIA EN UNIMINUTO VIDA UNIVERSITARIA INVESTIGACIÓN PROYECCIÓN SOCIAL

MINEDUCACIÓN OTORGA RECONOCIMIENTOS A UNIMINUTO

Por creer en la importancia de brindar una educación de calidad para un futuro con oportunidades para todos.

CONOCE MÁS

República de Colombia Ministerio de Educación Nacional Otorga reconocimiento a la Corporación Universitaria Minuto de Dios - UNIMINUTO Por ser una institución de Educación Superior destacada por su solidaridad, resiliencia e innovación para liderar el Plan Padrino.

República de Colombia Ministerio de Educación Nacional El Gobierno de Colombia cofinanció el programa Tecnología en Gestión de Mercadeo de la Institución Corporación Universitaria Minuto de Dios la Orden a la Educación Superior y la Fideicomiso "Luis López de Mesa".

ENCUENTRA TU SEDE CONSULTA NUESTRA OFERTA ACADÉMICA CONOCE TU HORARIO DESCARGA Y PAGA TU RECIBO

ACTUALIDAD UNIMINUTO

Lanzamiento Subdirección

La Innovación Social son las diferentes metodologías, prácticas, procesos y creaciones que buscan dar respuesta a las necesidades de las comunidades

Noticias, Parque Científico Innovación Social

Programa InCuVamos para la consolidación de Innovaciones y tecnologías Sociales

Noticias

Nuevamente UNIMINUTO es reconocida en la noche de los mejores por parte del Ministerio de Educación Nacional

2021-06-24

Alumnos Destacados, Educación, Internacionalización

Ver todas las noticias →

Comunidad, Educación, Noticias, Proyección Social

UNIMINUTO continúa posicionándose en el Oriente Antioqueño

2021-06-24

Suroccidente

UNIMINUTO Suroccidente felicita al estudiante Arles Anderson Cortes Arroyo del Programa Licenciatura en Educación Artística por su selección en la Embajada de Estados Unidos en Colombia para participar en el programa de SUS on Social Entrepreneurship Internacionalización

3. Why internationalisation?



European Commission Report: “European Higher Education in the world”:

“...internationalisation should ensure that the large majority of learners who are not mobile... are nonetheless able to acquire the international skills required in a globalised world (2013:6)”

But...

- COVID has had *impact our institutions*: cancellation International events and reduction of student mobility
- Is there any solution that reconciles the European mandate with the situationn caused by COVID-19?
- Mobility is restricted but under these situation it is possible:
 - ...internationalisation *at home*
 - ...internationalisation of the curriculum
 - ...global citizenship

4. The beginning of all and the people who have inspired me

- *Autumn 2020*: The Rectorate of the University of Girona proposes the COIL project as a new way of internationalisation
- Some seminars are organised
- The ideas that I will present will be a synthesis of the experiences of other authors who have introduced me to this methodology.
- These ideas and thoughts will be **the inspiration** to create a COIL activity in the 1st year course Fundamentals of Economics that I teach in the university degrees of Pedagogy and Social Work.

Who is inspiring me?

Eva Haug. Amsterdam University Of Applied Sciences



Robert O'Dowd. University of León, Spain



John Style, University Rovira Virgili, Catalonia – Spain



And also the



and the



5. COIL ??? What's this? And why to prepare a COIL?

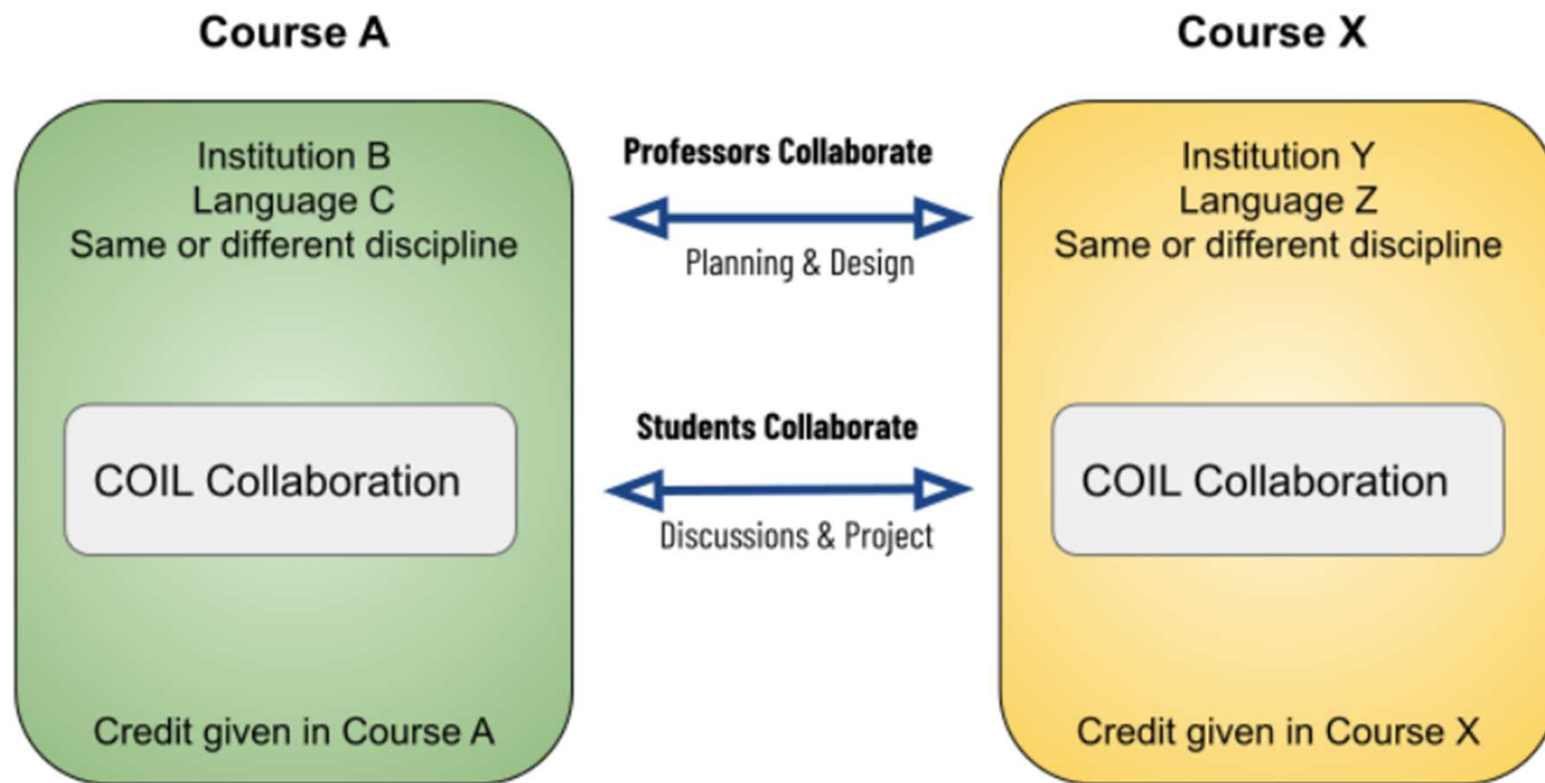
- My previous knowledge = 0
- On Internet Coil is:



COIL: Collaborative Online International Learning

- Why to prepare a COIL?
 - Because it's **an opportunity** for students and professors of different cultures, together to learn, discuss and collaborate as part of their class
 - Because a significant number of students do not have the opportunity to participate in an international experience during their years at university. COIL promotes **equal opportunities** for students with limited resources and who have difficulty accessing funding for a study stay abroad.
 - “(...) It is estimated that currently **only** about 4.5% of the total student population in the European Higher Education Area experience a period of study abroad at some time during their studies. Even if the European objective of 20% by the year 2020 is achieved, this will **still leave 80% of students without an international, intercultural experience** as part of their university studies”. (UNICollaboration.org)
 - It's not the same as “being there physically,” but if the alternative is not being there, it's ***the most similar way to being there physically***

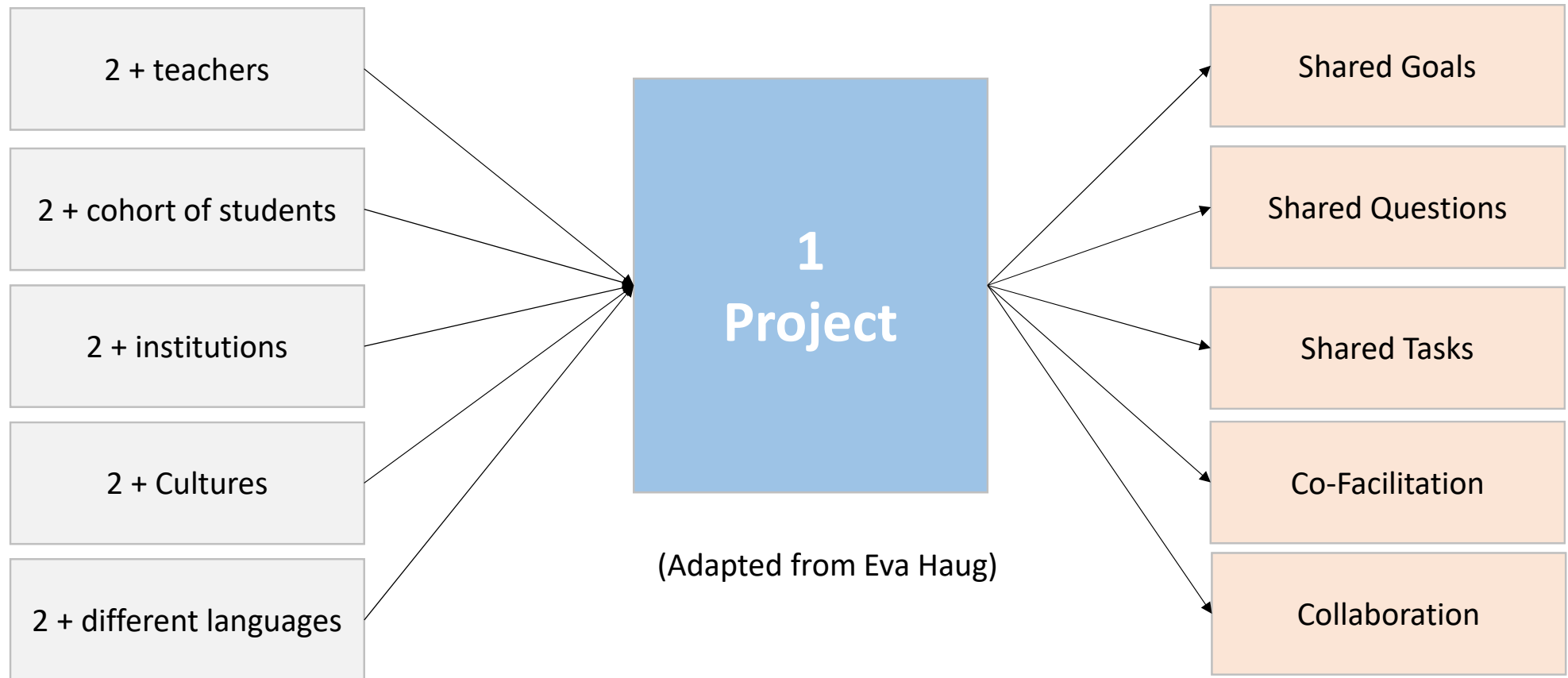
Framework to develop a COIL module



Source: The SUNY COIL Center

But what is COIL?

Teachers in two or more classes organise collaborative tasks for their students to complete online as part of their coursework → Course integration - (Robert O'Dowd)



A typical course model

Our COIL:

A transnational virtual exchange between Spanish and Colombian students and academics.

4-12 week collaboration

Based on Eva Haug

Stage I

Icebreaker, group formation, developing trust

Stage II

Organising the project and comparative discussions

Stage III

Collaborative project and problem solving

Stage IV

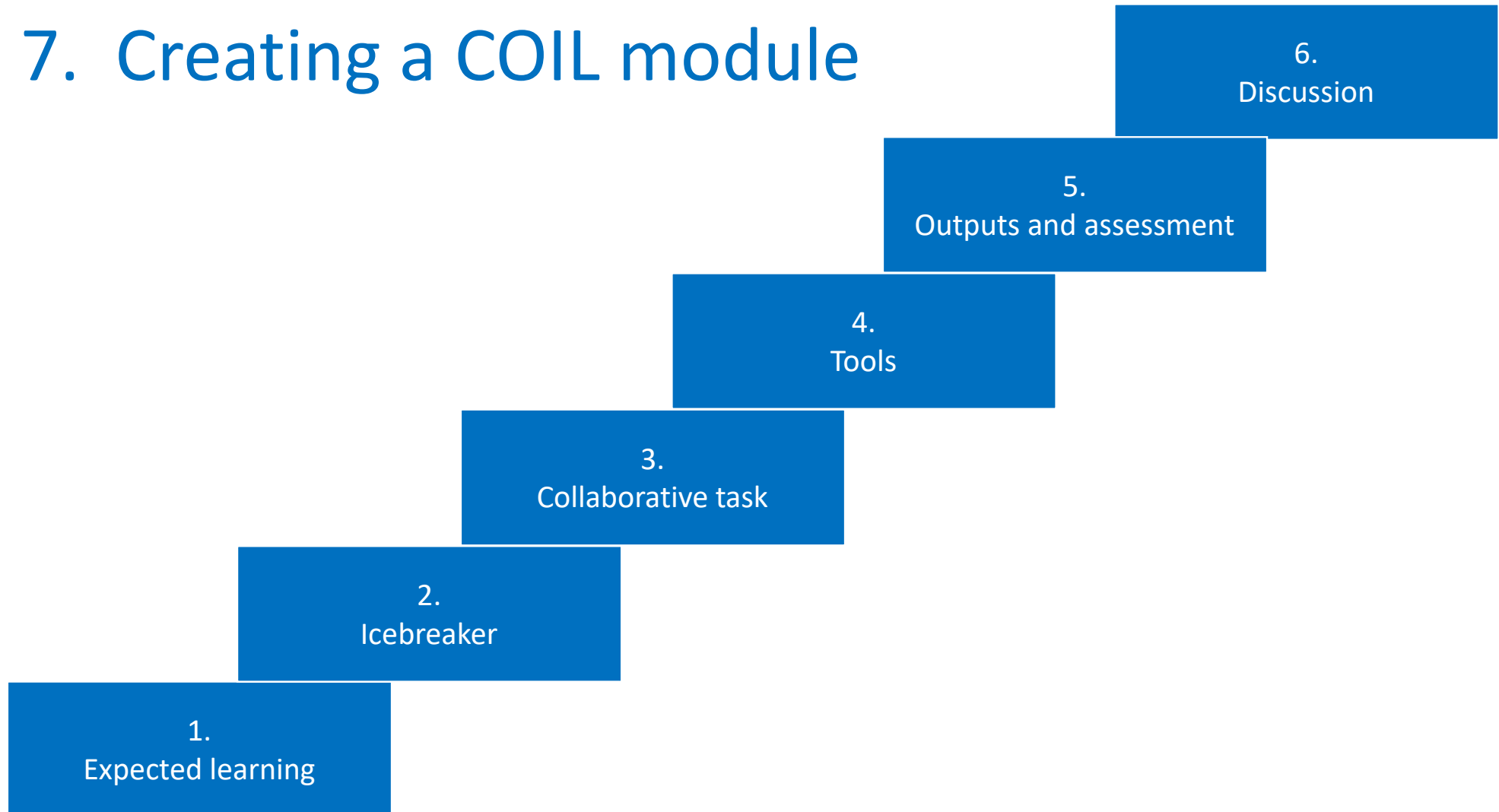
Concluding, reflecting and presenting

6. What COIL activities should look like

The ideal COIL's activities according to Eva Haug, must manage to be:

- Student-Centred: being framed in terms of what students will be able to know, do and feel rather than what or how the teacher will teach.
- Essential and Relevant: it should express knowledge, skill or attitude that the learner can use in his or her life and work and that has lifelong importance.
- Clear and Focused: expressed in simple language and aimed at the important understanding, skill or attitude.
- Observable and Measurable: can be measured directly through a product or performance or indirectly through a reflection or survey.

7. Creating a COIL module



COIL name:

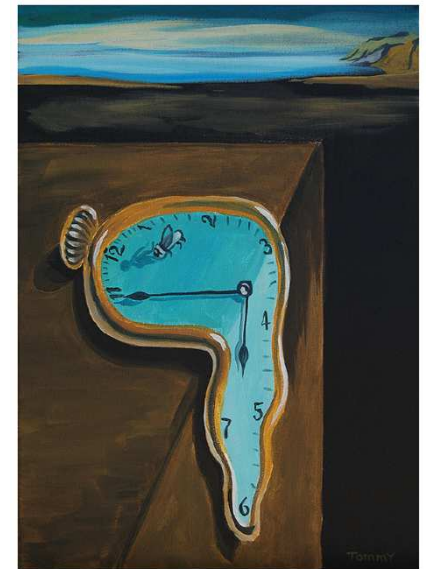
Contributing to Conflict Resolution to Build Peaceful Societies

1. Expected learning: student should perceive conflict as a positive opportunity and understand the importance of building healthy relationships in their community following the construction of peaceful societies based on:
 - self-respect,
 - respect for the other,
 - respect for difference and diversity
2. Icebreaker: activity to stimulate students to get to know each other and build up confidence
3. Collaborative task: case study resolution
4. Tools: Google Docs and Powerpoint (other possibilities)
5. Outputs and assessment: to be designed
6. Discussion

8. Things to think about

- Different teaching styles
- How to manage the evaluation process: different evaluation styles. Who has the control of final score, local? It is necessary there needs to be a score?
- Cultural issues:
 - Different attitudes to 'online privacy'
 - Different perception of time
 -

Misunderstandings
and possible *CONFLICTS*



Cultural issues, exemple, scheduling



Linear time

Project steps are approached in a sequential fashion, completing one task before beginning the next. One thing at a time. No interruptions. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.

Flexible time

Project steps are approached in a fluid manner, changing tasks as opportunities arise. Many things are dealt with at once and interruptions accepted. The focus is on adaptability and flexibility is valued over organization.

Source: Erin Meyer

The culture Map. Decoding how people think, lead and get things done across cultures

9. Conclusions

- Why prepare a COIL? Because it promotes equal opportunities to have a learning experience in an international virtual context for students as well as for teachers
- Like other internationalisation activities, COIL requires us to step out of our comfort zone. But it is stimulating to take risks!
- Academic and cultural exchange, even if it is limited and virtual, I think we can agree that it generates more benefits than all the costs and sacrifices we have to face in order to make it possible



Vielen Dank für Ihre Aufmerksamkeit
Thank You for your attention
Gràcies
Gracias

Get in

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