

Phases of a COIL Project

There are four main phases of a COIL. This breakdown is intended to offer a better understanding of the structure of a COIL project and thus enable more successful international collaboration.

icebreaking,
teambuilding,
trust
development

Phase 1: To kick off the COIL icebreakers and activities that build trust among participants are recommended. Students are encouraged to start collaborating and engaging in cultural exchange.

comparative
discussions,
organizing
teams

Phase 2: Comparative discussions and project planning help students prepare for effective joint project work. They compare viewpoints, perspectives, and knowledge and form mixed teams.

collaborative
project work,
problem
solving

Phase 3: This project phase forms the centrepiece of the collaboration. Students apply their knowledge and share perspectives in order to produce a collaborative output (e.g. a presentation, video, blog post, case study etc) or conduct substantive discussions. Digital tools may be used here to aid collaboration and communication.

presentation,
reflection,
conclusion

Phase 4: This phase includes presentations on the results of the collaborative tasks, reflections on the course content and cultural aspects of the collaboration, and concluding thoughts.



BeCOIL

Berlin universities' project
on Collaborative Online
International Learning

Further Support, Information and Advice

Interested in finding out more or pursuing a COIL collaboration? We offer the following advice and support:

- Conceptual support: suggestions on the form collaboration could take, points to be aware of, challenges and practical examples
- Support identifying potential partners: "partnering"
- Advice on culturally sensitive approaches to teaching and learning including pedagogical methods and training sessions
- Advice on tools and methods for use in collaborative and digital learning environments
- Support in realising physical mobilities through funding programmes such as ERASMUS+



BeCOIL.de



Check our website for further information, guidelines, checklists, real-world examples and more on the topic of COIL

Components of a COIL Project

The BeCOIL project is designed to promote the innovative COIL concept among lecturers and to provide them with the support they need to plan and offer a COIL course. COIL stands for "Collaborative Online International Learning" and enables students from different countries and cultures to participate in a collaborative course and work together online.

TEACHING AND LEARNING FOR THE 21ST CENTURY

By working together in internationally mixed groups, students can develop cultural competences and improve their global collaboration skills. Lecturers have the opportunity to enrich their teaching methods and make their courses more international and interactive. The BeCOIL project provides training, resources, and guidance to ensure that lecturers have all the necessary skills and knowledge to design COIL courses that meet the needs of their students.

PROMOTING GLOBAL COMPETENCE AT BERLIN'S UNIVERSITIES

The BeCOIL project is part of the Berliner Qualitäts- und Innovationsoffensive (QIO) of the State of Berlin and includes nine Berlin universities. The goal is to make global competences accessible to all students and lecturers through collaborative projects. The BeCOIL coordinators at each participating university provide support for COIL projects and offer assistance in the design and implementation of COIL courses.

BRINGING INTERNATIONAL TEACHING TO LIFE THROUGH COIL COURSES

COIL courses are designed to complement traditional forms of physical mobility and enrich international teaching through the intentional design of cultural learning. Whether you have experience with COIL courses or are just starting out, the BeCOIL project is here to help you successfully plan and deliver COIL courses. We hope that this brochure will inspire you to offer a COIL course yourself and look forward to accompanying you on your COIL journey.

What is COIL?

COLLABORATIVE – Lecturers collaborate with counterparts from at least one other country to develop joint projects (often built into existing courses). Students collaborate with peers from another country on joint projects.

ONLINE – Interactions take place virtually in live sessions or in asynchronous groupwork. In-person meetings can also be built into the projects but are not a must.

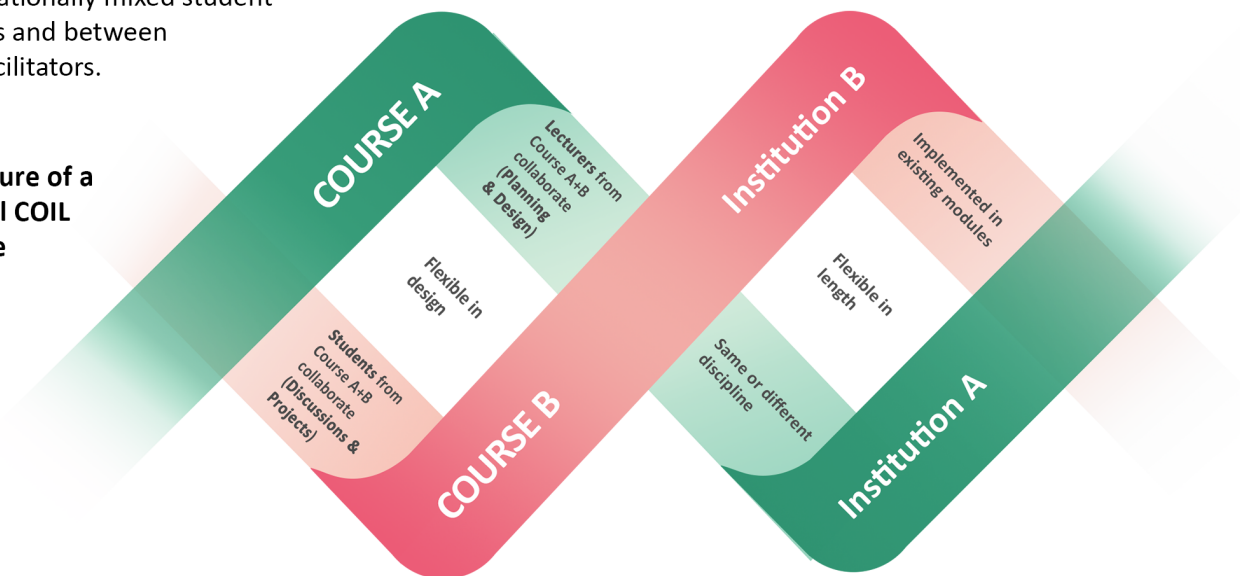
INTERNATIONAL – Projects are developed with one or more partners from at least one other country and potentially even another discipline.

LEARNING – The learning that takes place is not limited to the course content. Through groupwork, interaction and purposeful activities students develop increased cultural competences and language skills.

COIL is flexible in design and easy to implement

Responsibility for grading and other administrative aspects tends to remain at the individual university. This makes COILs a relative unbureaucratic form of international exchange. Depending on the content and level of COIL experience, the scope can range from a single session to a full semester. The core element is collaboration in internationally mixed student groups and between the facilitators.

Structure of a typical COIL course



Benefits of COIL

BENEFITS FOR EDUCATORS

- Subject matter is enriched by new perspectives and teaching approaches of international colleagues
- Expansion and deepening of one's own international contacts and networks which can lead to future collaboration such as research projects
- Make your course more attractive for your students by using new pedagogical, methodological and digital methods
- Set yourself apart from the crowd by adopting an innovative teaching format

BENEFITS FOR STUDENTS

- Multiperspectivity: the international learning experience provides exposure to new cultural, and sometimes multi-disciplinary, perspectives and ways of looking at the world
- Inclusive international experience: offers international exposure for a wider group of students, including those who for various reasons may not be able to study abroad
- Personal development and preparation for the 21st-Century world of work through the strengthening of cultural competences, digital skills and foreign language abilities