



**Piet Van Hove**



***Collaborative Online International Learning***  
***(or “Virtual Exchange”)***

**CZEDUCON Prague**  
**7 November 2019**



# Piet Van Hove



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University of Antwerp since 2005*
- *Board member APOPO vzw*



COLLABORATIVE

ONLINE

INTERNATIONAL

LEARNING



# COIL

- 1 Why?
- 2 What?
- 3 How?



# COIL

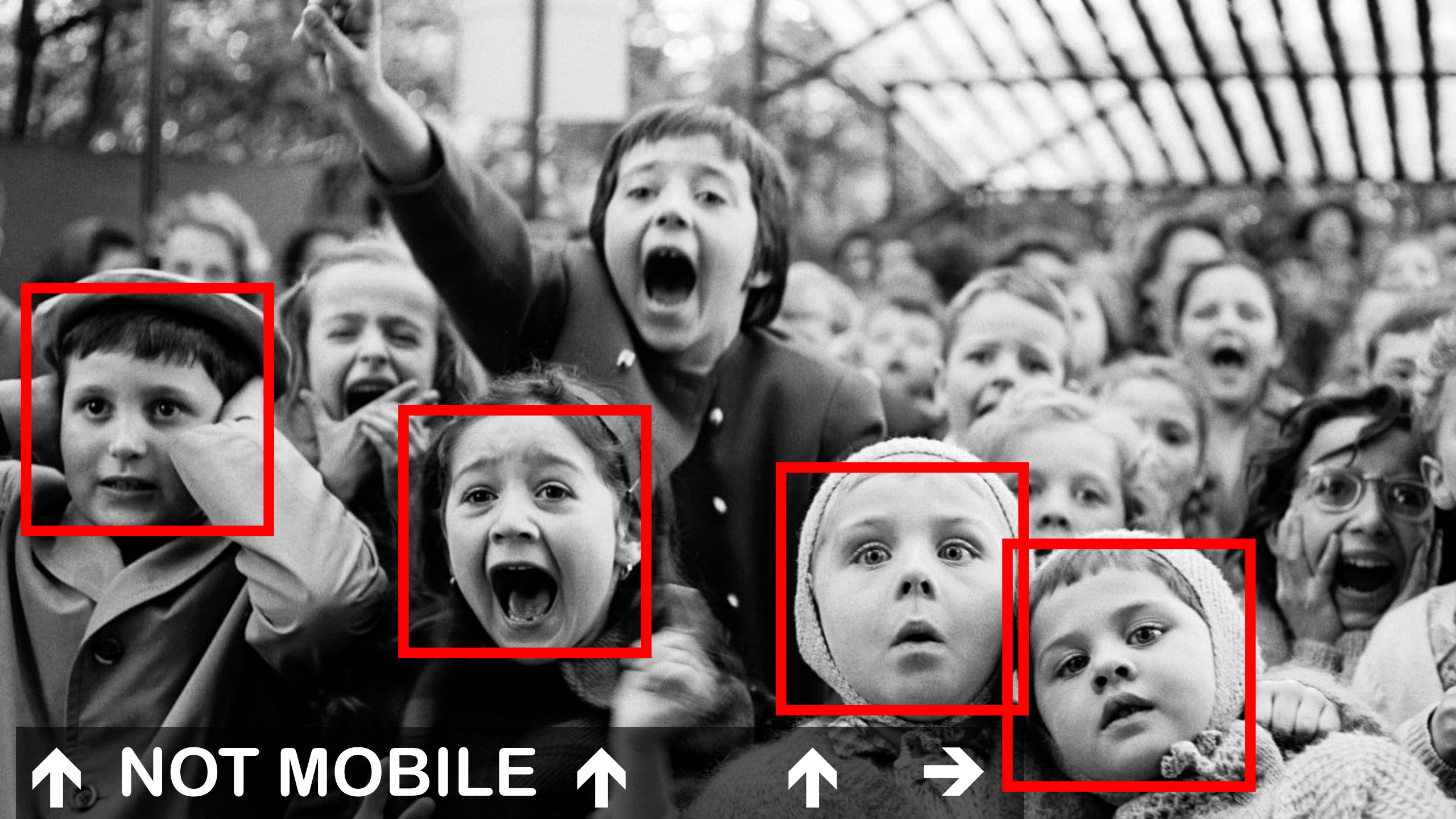
**1 Why?**

**2 What?**

**3 How?**



←  
**MOBILE**



↑ NOT MOBILE ↑      ↑      →



international and  
intercultural  
competences for  
all students





**international  
& intercultural competences**

# knowledge skills attitudes



knowledge skills attitudes



field specific competences and  
transferable skills!



# COIL

**1 Why?**

**2 What?**

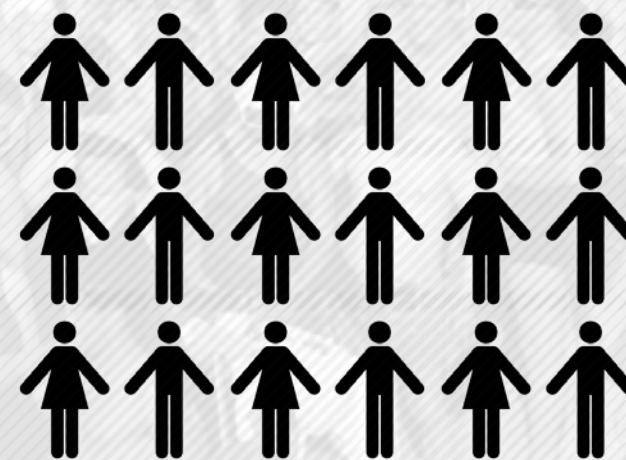
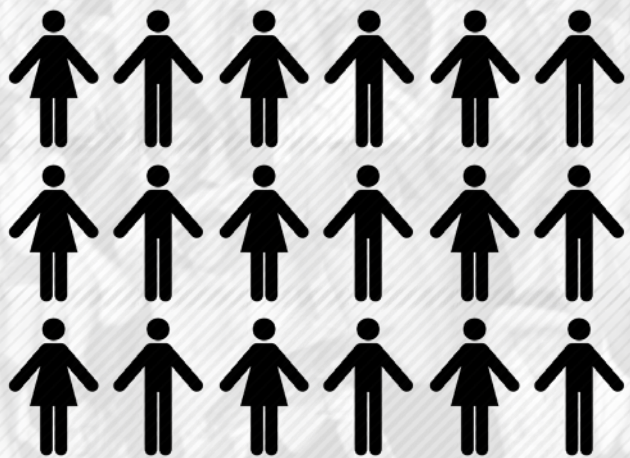
**3 How?**



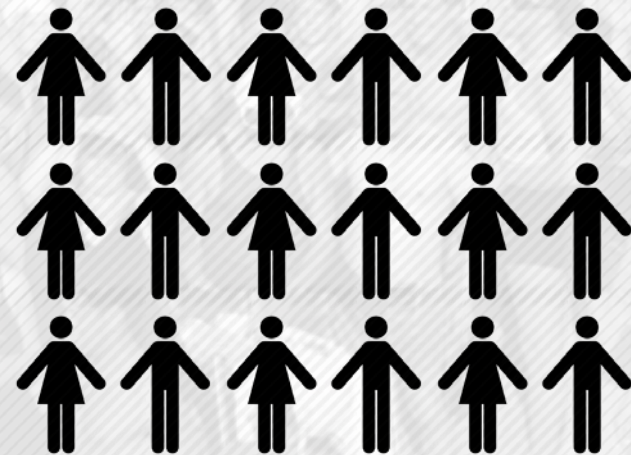
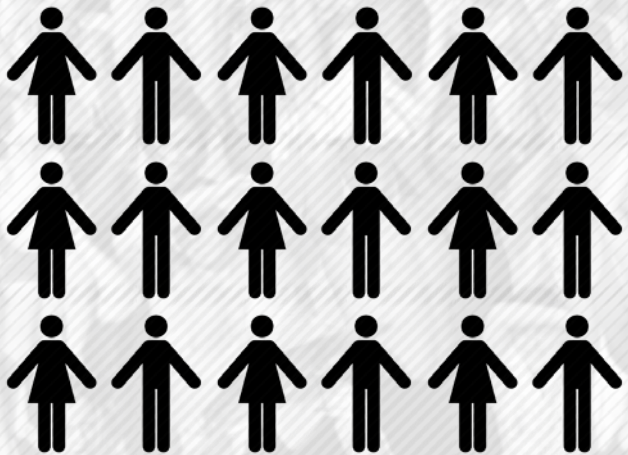
COIL

= 'distance collaboration' between professors and students in two or more countries

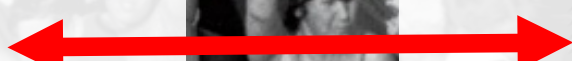
# COIL modules



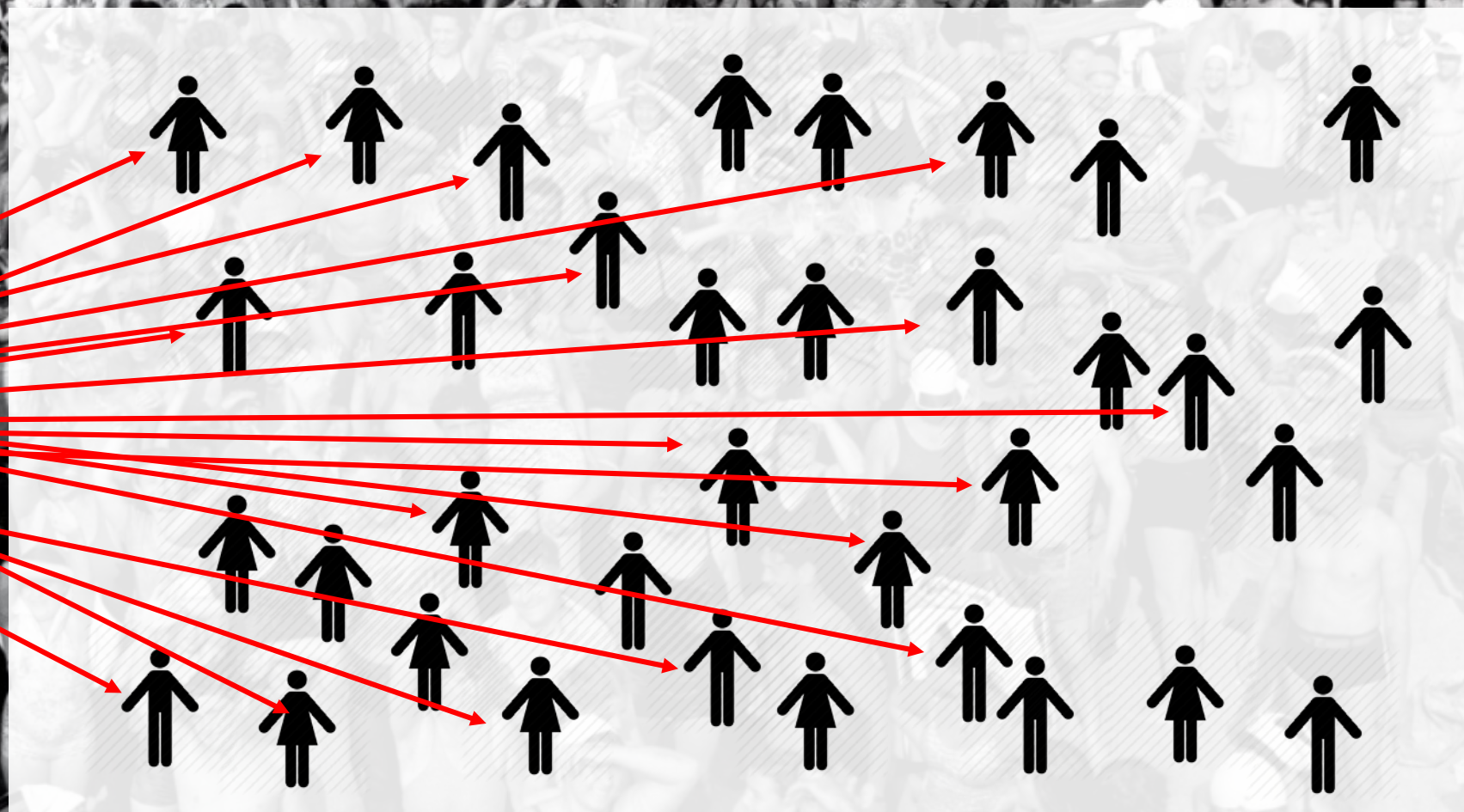
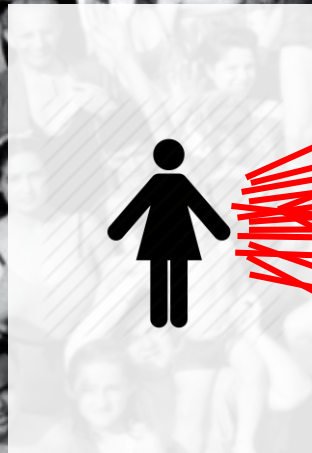
# COIL modules



# COIL modules



(MOOC)





## Related terminology:

- *Telecollaboration*
- *Virtual mobility*
- *Online Intercultural Exchange*
- *Globally Networked Learning*
- *Exchange 2.0*
- *Virtual Exchange (Erasmus +)*
- *Collaborative Online International Learning*

*(State University New York – Jon Rubin)*



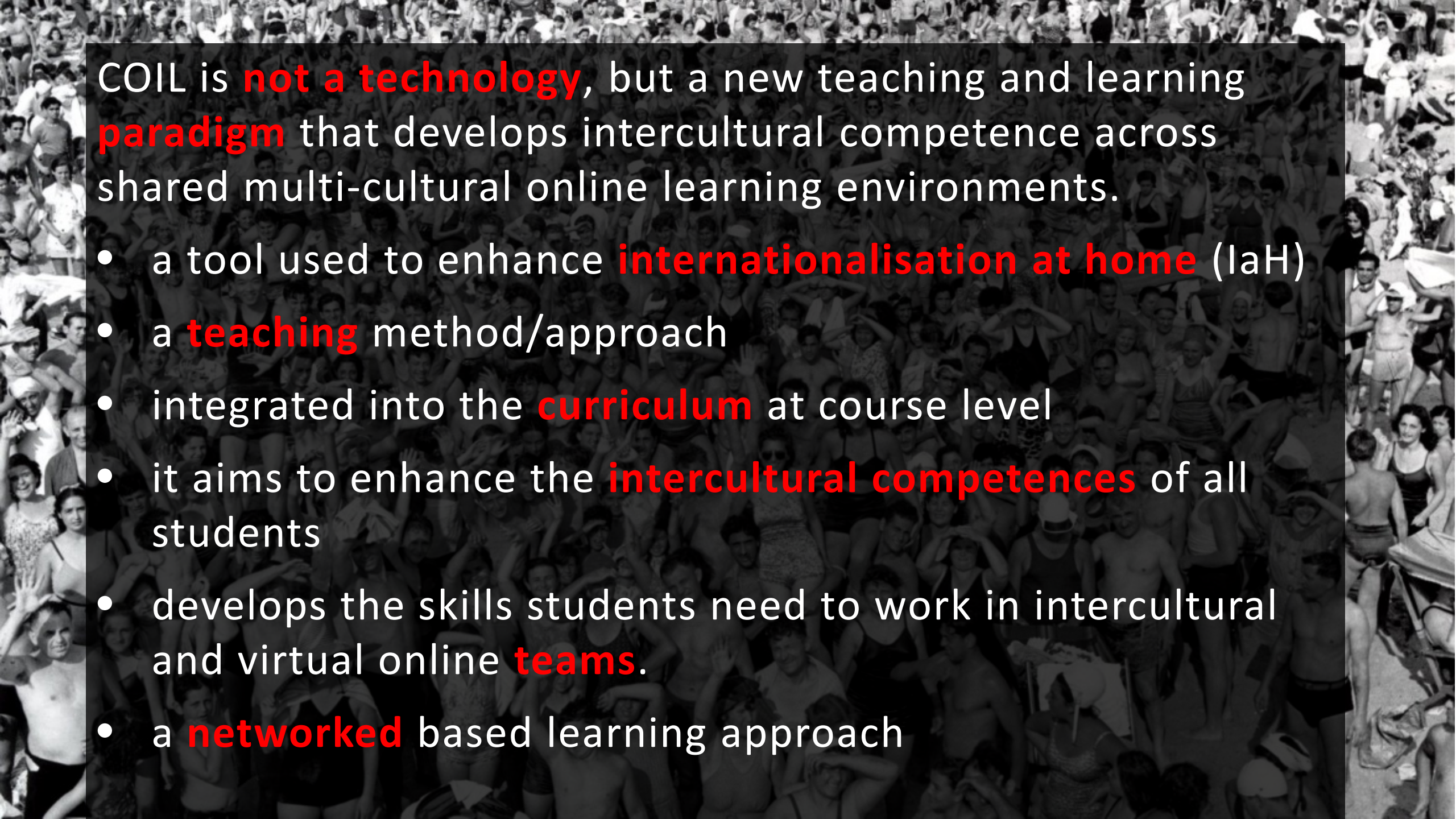
## Virtual??:

- *Virtual Mobility*
- *Virtual Exchange*
- *Virtual Tools*
- *Virtual Cooperation ("any form of cooperation using information technology and communication tools")*

**virtual(a)** *(adj)*

existing in essence or effect though not in actual fact

*"a virtual dependence on charity"; "a virtual revolution"; "virtual reality"*



COIL is **not a technology**, but a new teaching and learning **paradigm** that develops intercultural competence across shared multi-cultural online learning environments.

- a tool used to enhance **internationalisation at home** (IaH)
- a **teaching** method/approach
- integrated into the **curriculum** at course level
- it aims to enhance the **intercultural competences** of all students
- develops the skills students need to work in intercultural and virtual online **teams**.
- a **networked** based learning approach



# COIL

- can be applied to all fields
- best examples are often interdisciplinary
- synchronous and asynchronous communication
- implies trust ←



COLLABORATIVE

ONLINE

INTERNATIONAL

LEARNING



# **‘collaborative learning’**

- *dependence on each other*
- *responsibility*
- *empathy*
- *being critical and creative*
- *helping/complementing*
- *defend points of view*
- *avoiding/remedying communication breakdowns*




COLLABORATIVE

ONLINE

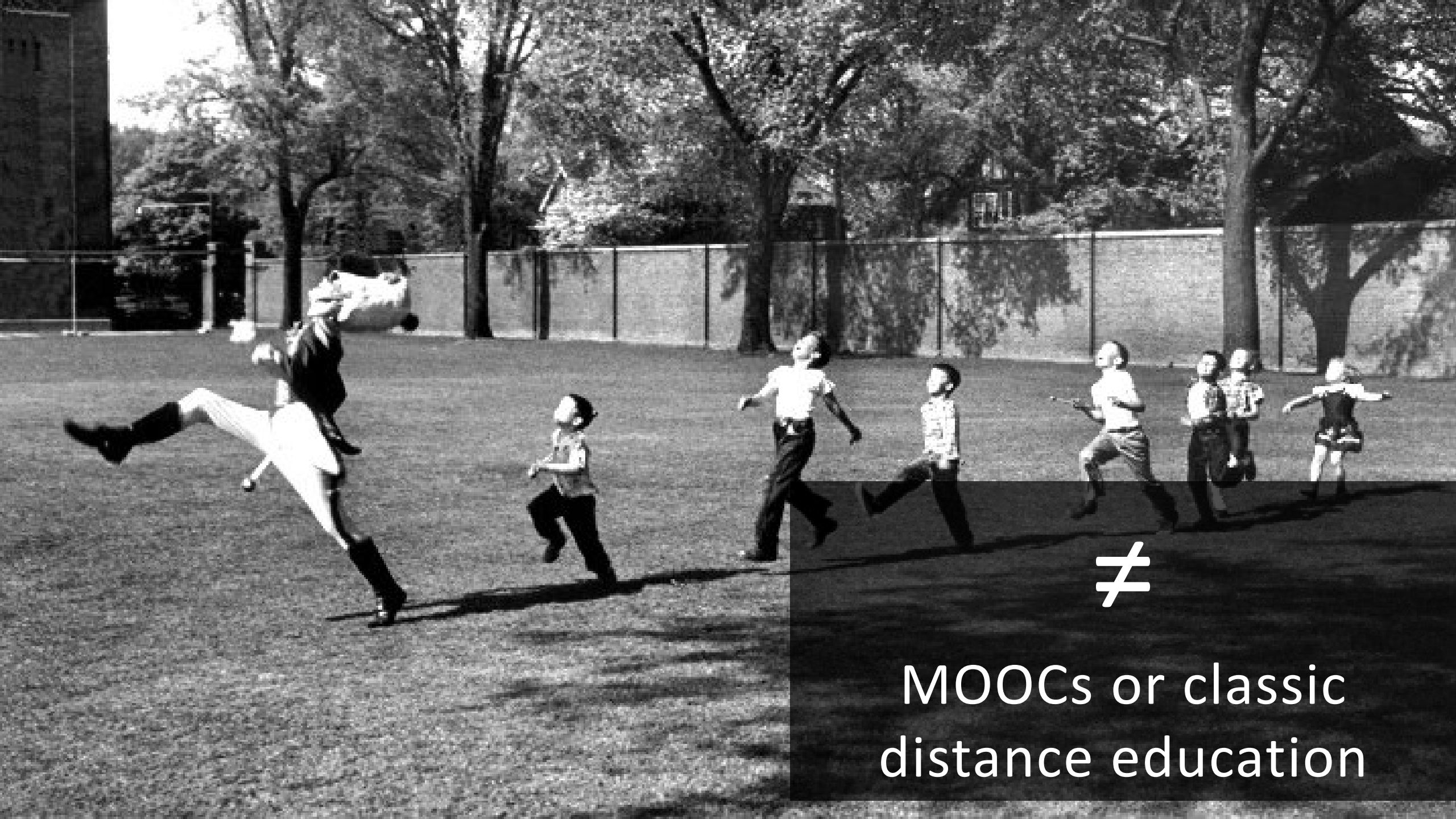
INTERNATIONAL

LEARNING



no need for physical mobility<sup>(\*)</sup>, therefore cost effective<sup>(\*\*)</sup> and sustainable...

not a specific platform or software: technology follows contents and educational goals...



≠

MOOCs or classic  
distance education



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*COLL within an institutional  
internationalisation strategy*

*COLL is a type of:*

internationalisation@home  
internationalisation of the curriculum  
'virtual' international classroom

*COIL can be an essential part of*  
**comprehensive internationalisation**



Articulated  
institutional  
commitment



Administrative  
leadership,  
structure, and  
staffing



Curriculum,  
co-curriculum,  
and learning  
outcomes



Faculty policies  
and practices



Student  
mobility



Collaboration  
and  
partnerships

**Comprehensive Internationalization**



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# COIL

- + *student centred learning*
- + *problem based learning*
- + *interdisciplinary learning?*
- + *focus on sustainability?*
- + *focus on entrepreneurship?*
- + *focus on global North/South issues?*



COIL as **'Trojan Horse'**  
for educational  
innovation




# COIL

**1 Why?**

**2 What?**

**3 How?**

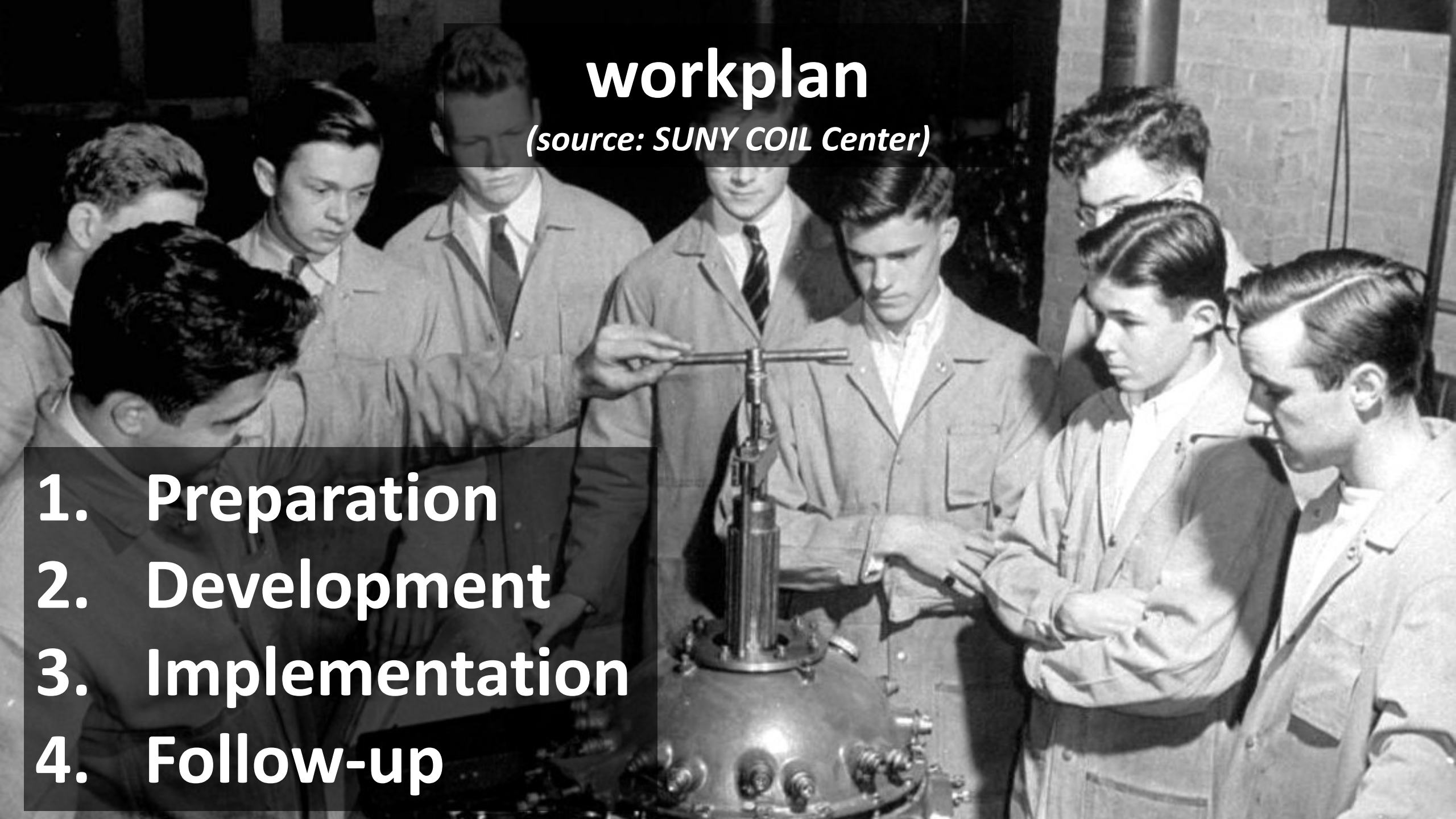


intensive **preparation** and **coaching** are essential in order to succeed *and avoid negative surprises...*

# workplan

*(source: SUNY COIL Center)*

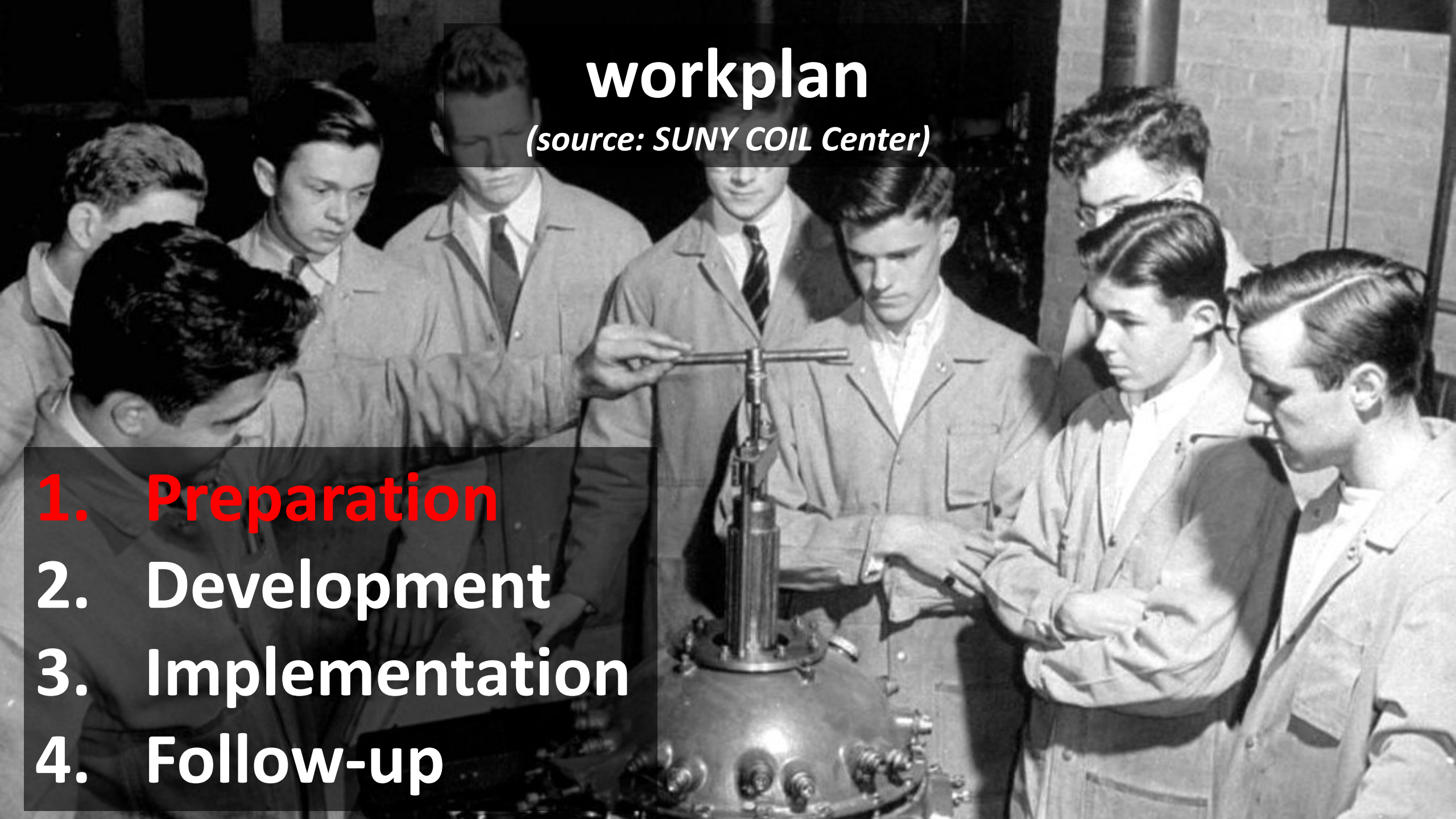
1. Preparation
2. Development
3. Implementation
4. Follow-up



# workplan

*(source: SUNY COIL Center)*

- 1. Preparation**
- 2. Development**
- 3. Implementation**
- 4. Follow-up**



# Preparation

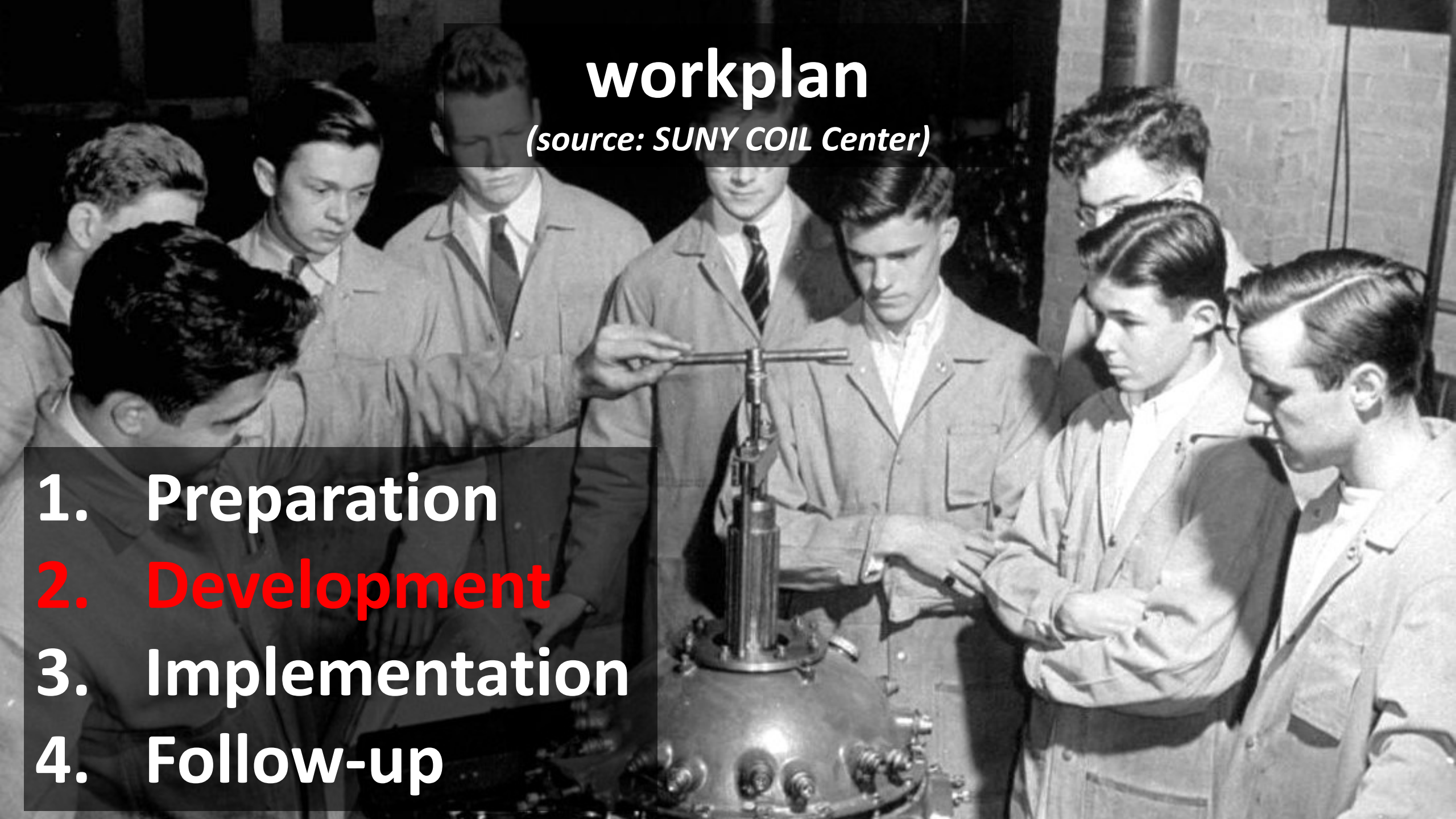


- i. start: interested professor
- ii. commitment of institutional support
- iii. partner: matchmaking and commitment
- iv. questionnaire (*“information gathering table”*)
- v. agreement

# workplan

*(source: SUNY COIL Center)*

1. Preparation
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# Development

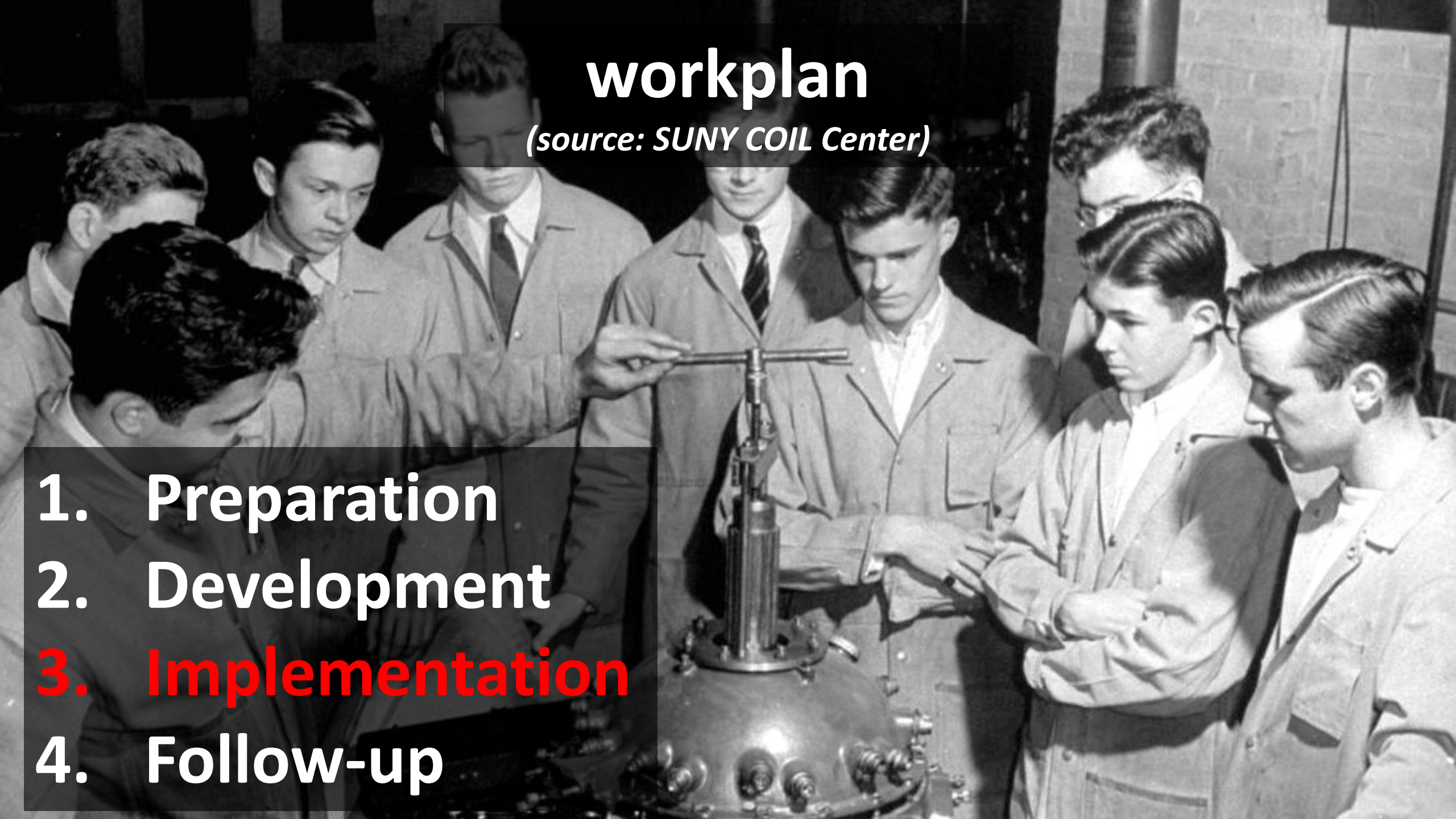


- i. join questionnaires
- ii. fine tuning/agreement on Learning Outcomes
- iii. structure of module and specific activities
- iv. identification of (online) tools
- v. finalising study materials
- vi. agreement on assessment

# workplan

*(source: SUNY COIL Center)*

1. Preparation
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# Implementation



## i. Carrying out the planned activities:

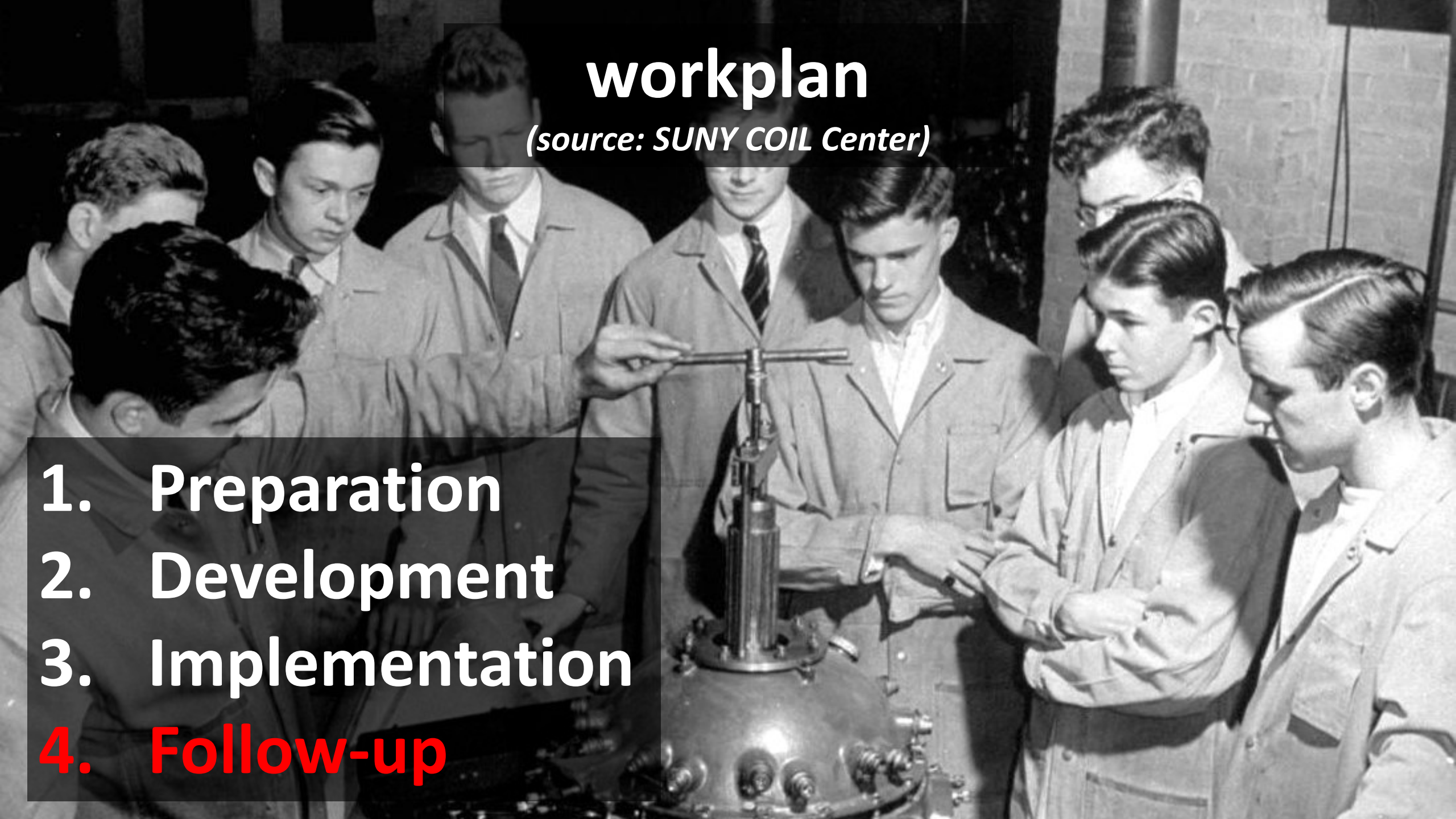
- *Joint/mixed student assignments*
- *Exchange of cases/data/...*
- *1-on-1 sessions*
- *Exchange of comments/feedback on papers, projects, ...*
- *Streaming lectures*
- *...*

## ii. Continuous monitoring and feedback

# workplan

*(source: SUNY COIL Center)*

1. Preparation
2. Development
3. Implementation
4. Follow-up



# Follow-up



- i. reflection
- ii. publication of results
- iii. planning new edition, with improvements



# COIL **key success factors**

## 1. Common goals

*(and awareness of differences!)*

## 2. Flexibility

*(adapt to unforeseen circumstances)*

## 3. Curiosity and sensitivity

*(for specific context of the partner)*

## 4. Responsibility and commitment

*(even when the partner appears to fail)*



# COIL **key success factors**

## 5. Punctual communication

*(according to agreement: timing, tools, ...)*

## 6. Realism

*(expectations management)*

## 7. Awareness of cultural differences

*(institutional cultures, standards ...)*



# COIL tips & tricks

- Final assessment: by own professor
- Face to face meeting between professors
- Organise an online 'ice breaker'  
*online social contact requires more planned actions*
- Extra time for reflection
- Always test the technology



## COIL concerns

- Differences in 'classroom culture'
- Matching number and level of students, timing academic year, time zones
- Difference between online communication vs. physical: humor, sarcasm, atmosphere are often lost → *requires explicit attention*
- Substantial time investment at first!




COIL

CONCLUSION

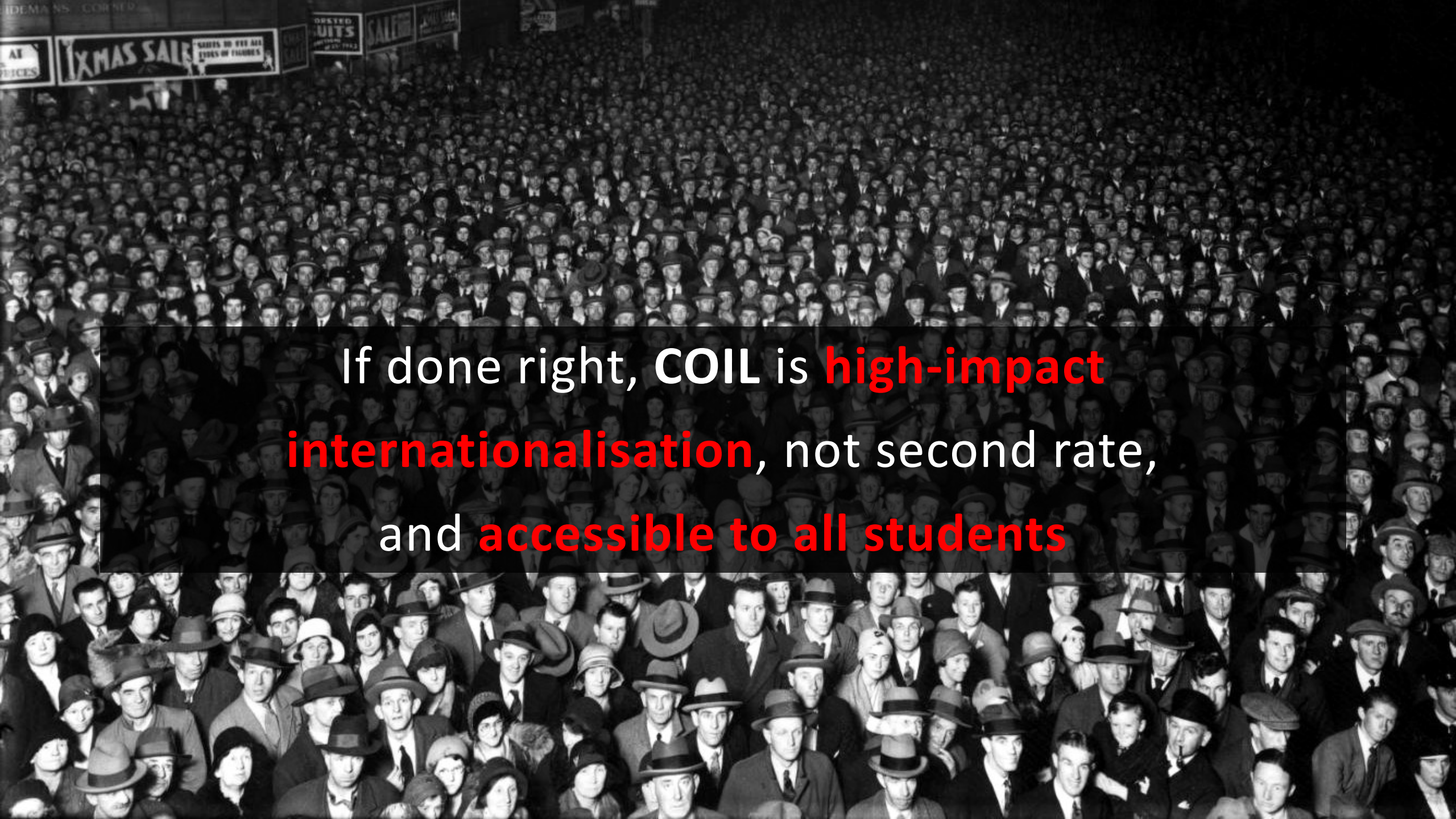


the goal of COIL is to create **meaningful interaction**

to find **common ground**  
and to engage in **good conversations**

- 
1. Good conversation *is voluntary*
  2. Good conversation *happens on common ground*
  3. Good conversation *requires safety, trust, and care*
  4. Good conversation *demands good content*
  5. Good conversation *resists the bounds of definition*
  6. Good conversation *develops*
  7. Good conversation *has a future*

*"Common ground in electronically mediated communication: Clark's theory of language use". Andrew Monk, University of York, UK. Department of Psychology. University of York*



If done right, COIL is **high-impact internationalisation**, not second rate, and **accessible to all students**



**thank you** for your attention

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