

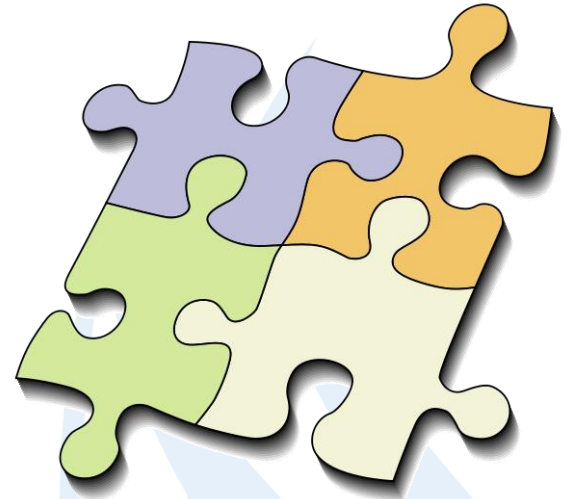
**JOVITAL
COIL (Collaborative Online International
Learning)
Workshop and Case Studies – Faculty of Arts
and Humanities**

**Prof Marina Orsini-Jones, Associate Head International
(School of Humanities, Faculty of Arts and Humanities)**

What makes a COIL project?

The four key elements that define a COIL project (Coventry Group definition):

1. It involves a cross-border collaboration or interaction with people from different backgrounds and cultures.
2. Students must engage in some sort of online interaction, whether it is asynchronous or synchronous.
3. It must be driven by a set of internationalised learning outcomes aimed at developing global perspectives and/or fostering students' intercultural competences.
4. There must be a reflective component that helps students think critically about such interaction.



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Virtual Exchange (EU definition): spot the differences from the CUG one

- TELECOLLABORATION/COIL/VE is “a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology” (EVOLVE Project in Helm 2018).

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Why incorporate COIL?

Coventry University/Group Education Pillar Intercultural and International Engagement



Our teaching and learning strategy will support a curriculum that emphasises global perspectives and prepares students to challenge their own cultural understanding and prepares them to work in a global environment

Jane Knight defines internationalisation as “... the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (Knight, 2008, p. 21)

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'Global Graduates' and intercultural competences

- Respect (valuing of others);
- Self-awareness/identity (understanding the lens through which we each view the world)
- Seeing from other perspectives/world views (both how these perspectives are similar and different)
- Listening (engaging in authentic intercultural dialogue)
- Adaptation (being able to shift temporarily into another perspective)
- Relationship building (forging lasting cross-cultural personal bonds)
- Cultural humility (combines respect with self-awareness).

(Deardorff 2011, cited in UNESCO 2013:24)

Key: Experiential Learning

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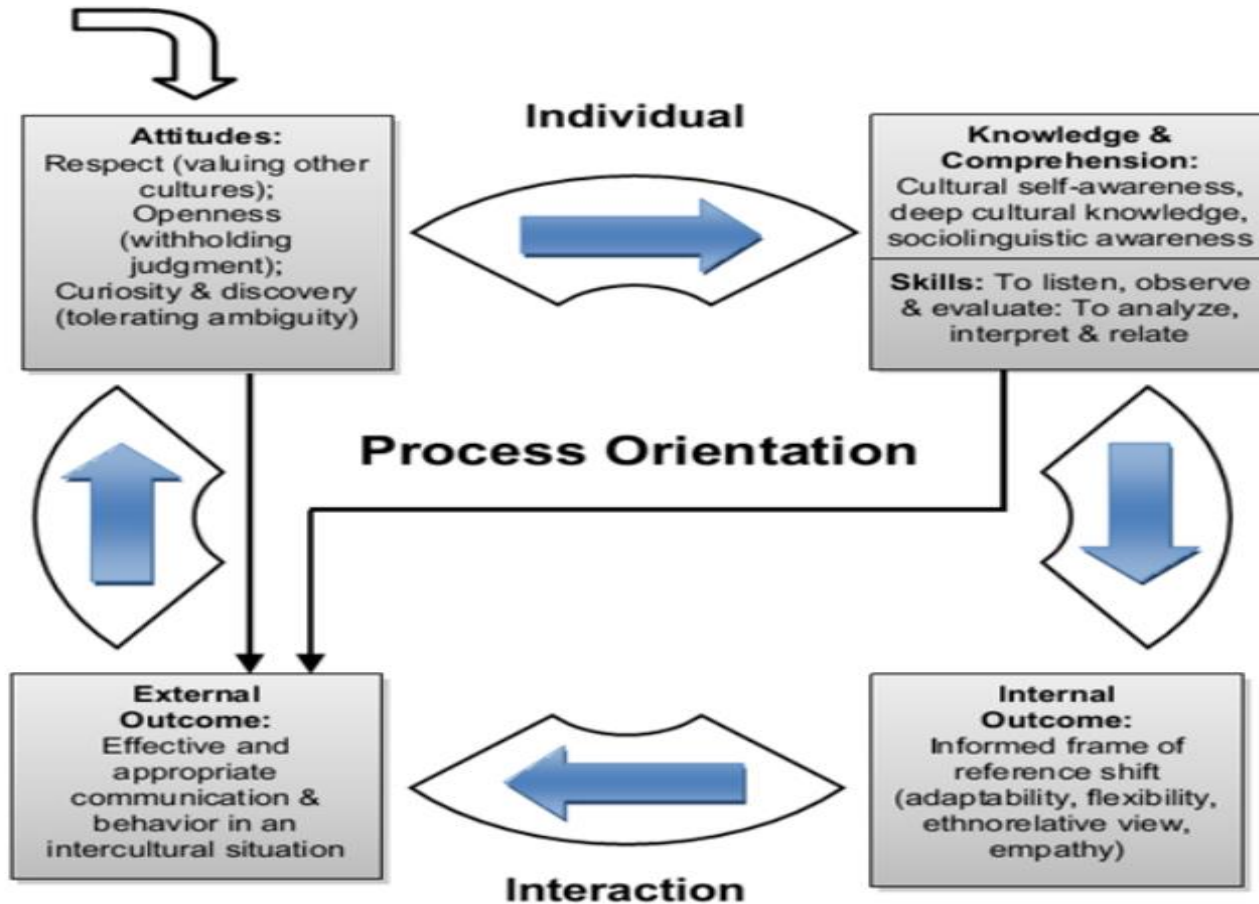
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'Holistic' approach to the IoC

Forms of International Experience	Year 1	Summer Experience Year 1	Year 2	Summer Experience Year 2	Year 3	Summer Experience Year 3	Year 4
	Introduction to Cultural Differences – Online [OIL] Projects		Short-Term Mobility - Fieldtrips		Long-Term Mobility – Year Abroad		Embedding Comparative Perspectives
Year-Based Offers	1. OIL joint projects with foreign academic partners; online interactions through Virtual Learning Environment		<ol style="list-style-type: none"> One-week fieldtrip (Europe) 10-day/two-week fieldtrip outside Europe APU partners mobility Winter Schools 		<ol style="list-style-type: none"> One-year study abroad One-year work abroad One-year volunteering abroad One-year teaching abroad 		<ol style="list-style-type: none"> Embedding comparative perspective for one semester/course (i.e. through OIL and other pedagogic strategies) Case studies by non-UK students (Using diversity as a resource)
<u>Intended Learning Outcomes: Inter-Cultural Competency [ICC] development</u>	<ul style="list-style-type: none"> Arousing curiosity, Developing self- and diversity awareness, Understanding of differences in thinking and practices. 		<ul style="list-style-type: none"> Reinforced intercultural competency through further conceptualization and reflection; Confidence-building and preparation for years abroad, e.g. mentoring schemes 		Full(er) intercultural experience to be captured through <ol style="list-style-type: none"> the year abroad module, linguistically through AQA accreditation 		<ul style="list-style-type: none"> Post experience, reflective cultural learning; Culture-specific in-depth focus
Funding mechanisms	Not applicable (pump prime funding from Internationalisation Fund)		Global Experience <i>Add+vantage module</i> (International Experience Grants to students + 2012 Promises)		Erasmus Grants (study or work) + Comenius grants (teaching)		Not applicable
Permanent offers for all students on campus	<ol style="list-style-type: none"> A1-level Language learning (Add+vantage + Linguae Mundi) Participation in Culturae Mundi events, films, etc 	IE grants + VIA	<ol style="list-style-type: none"> A2-level Language learning (Add+vantage + Linguae Mundi) Participation in Culturae Mundi events, films, etc 	IE grants + VIA	Preparation for B1-level language learning whilst abroad	IE grants + VIA	<ol style="list-style-type: none"> B1-/B2-level Language learning (Add+vantage + Linguae Mundi) Participation in Culturae Mundi events, films, etc



The Process Model of Intercultural Competence (Deardorff, 2006)



Employers in the UK want graduates who can:

- **work collaboratively**
- **communicate effectively**
- **demonstrate drive and resilience**
- **embrace multiple perspectives**

Diamond, A. , Walkley, L., Forbes, P., Hughes, T. and Sheen, J. (2011)

Global Graduates into Global Leaders

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Ethical dimension

Raise students' awareness of cultural constructions and tacit knowledge

Opportunity to engage students in collaborative co-construction of knowledge

Developing cyberpragmatic awareness (online 'savoir être', netiquette)

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Digital set of skills for students in HE according to JISC (quoted in Brick and Cervi-Wilson 2014)

Information literacy

Find, interpret, evaluate, manage and share information

Media literacy

Critically read and creatively produce academic and professional communications in a range of media

Communication & collaboration

Participate in digital networks for learning and research

Digital scholarship

Participate in emerging academic, professional and research practices that depend on digital systems

Digital literacies

Career & identity management

Manage digital reputation and online identity

Learning skills

Study and learn effectively in technology-rich environments, formal and informal

ICT literacy

Adopt, adapt and use digital devices, applications and services

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COIL - Your Turn

Warm up activity

Stand up – face each other – two rows

- Define COIL in your own words (1 min each)
- Think of possible COIL models and discuss them: which of the ones seen this week to date would work best for your context/subject (1 min each)
- Discuss advantages and disadvantages of integrating COIL in your curriculum (1 min each)
- Discuss your position in relation to COIL task assessment: summative or formative? (1 min each)

Case Studies from Arts and Humanities



Content/Tasks/Activities

- Online lectures on intercultural awareness, effective online communication – ‘cyberpragmatics’(Yus 2011; Orsini-Jones et. al. 2015) and global citizenship
- Intercultural scenarios, situation reactions, word associations, surveys and quizzes (inspired by the MIT project *Cultura*, Furstenberg et. al. 2001)
- Asynchronous discussion forums where students co-construct knowledge by, for example, carrying out comparative analyses of stereotypes in Mexican and British media and/or Brexit
- E-tutorials on the creation of e-tools/artifacts and YouTube videos, created by ‘expert students’ + Links to Social Media

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Welcome to the MexCo Intercultural Exchange



Introduction to project



Activity 1 (UDEM Introductions)



Activity 1 (CU Introductions)



Activity 2



Activity 3



Activity 4



Spanish Corner



Optional Lectures

Click on the images above to access the activities (and scroll down to see them).

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Course/Module attached to MexCo (fully integrated and assessed): Introduction to Studying English and Languages at University



- The aims of this module, which is the first in a series of three, are to prepare students for academic study at degree level by discussing and practising academic writing, group project work, digital and presentation skills.
- **Enhance students' awareness** of how these academic skills can develop into professional competencies and also provide information on how to **maximise their university experience** for future graduate employment.

Introduce students to intercultural international communication to foster the development of the graduate competence of global citizenship

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Demonstrate the ability to work as part of an international team to create an intercultural digital project

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Fostering 'global citizenship skills' through Collaborative Online International/Intercultural Learning (COIL)

- ✓ Internationalisation of the curriculum through targeted collaborative intercultural tasks
- ✓ Strategic approach with institutional support
- ✓ Step 1: 'internationalisation at home', intercultural awareness embedded as a summative (assessed) part of the curriculum



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MexCo Project

Inputs/resources

	2013	2014	2015
Platform	Moodle	Moodle	Moodle
Other interactive sources	Skype, email	Skype, FaceBook, email, whatsapp, other	Skype, FaceBook, email, whatsapp, other
Dates UDEM Coventry	Sep- Dec Oct-Dec	Sep- Dec Oct-Dec	Sep-Nov
Planning	Aug-Sep	May-Sep	July
Student Collaboration	Pairs	Teams of 4-6	Teams of 4-5
Activities	4	5	Coventry 5 UDEM 3

MexCo Project

Inputs/resources

UDEM	COVENTRY
Collaboration Agreement	
350 students	450 students
Private	State
International Programs Office	English and Languages
Intercultural Competence course	Transitional course for university studies / ICC
4 professors /lecturers 3 expert students	4 professors /lecturers / 4 expert students
1 coordinator	1 coordinator
	Funds- Higher Education Academy (UK)

MexCo Project

Inputs/resources



UDEM	COVENTRY
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2013	2014	2015
<u>sample 1</u>	<u>sample 1</u>	<u>sample 1</u>
<u>sample 2</u>	<u>sample 2</u>	<u>sample 2</u>

(50% module mark, 5/120 credits for year 1): module *Introduction to studying English and Languages at University* Learning Object+Group Presentation (2013, 2014 and 2015)

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Student feedback-Coventry



*I found an opportunity to see how other people, living in another country, think, live, the kind of interests they have. **When you understand other cultures, you start understanding your own culture** more (Interviews Phase 1, December 2013).*

*Overall we **feel our interpersonal and intercultural skills have been greatly improved** through the project. We have learnt a vast amount of knowledge from our Mexican counterparts, as well as establishing a friendship that we have full intention of maintaining*



Student feedback-UDEM

- *What I liked the most of the whole semester was the activity with Coventry, which I found really interesting and important. **Activities like these ones open doors to a culture's traditions**, daily activities and many more aspects that can't be taught through books. I enjoyed this course very much* (Reflective report Phase 2, December 2014).
-
- *I have realized the cultures from all around the world are very different and very much alike at the same time. After this course **my mind has opened and I have allowed myself to learn how to respect other people, their beliefs, their traditions**.* (Final Evaluation Phase 2, November 2014).

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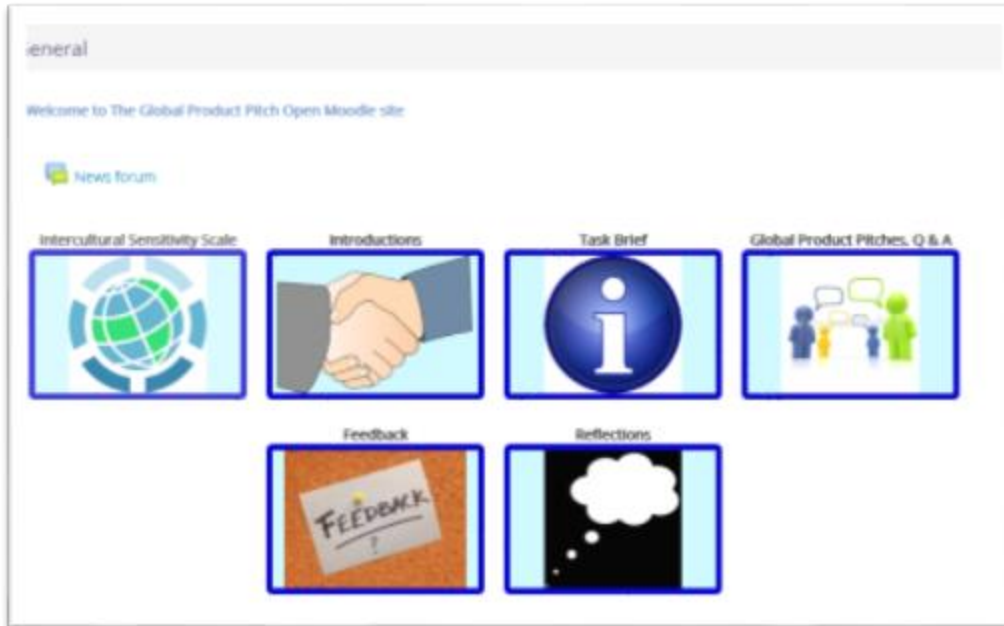
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Model 2: Subject specific OIL (optional not assessed) (The Business Pitch) video [here](#)



SPARK 'The Coventry Way' = Innovative IoC with AR (student mobility with a twist) – Model 3 (optional/not assessed) COIL and AR

Augmented reality and English teaching in partnership CU/HKDI/British Council

Experiential learning at its best

Taking students out of their
'comfort zone'

Cross-faculty collaboration

CU media + CU digital media +

CU music technology +

CU English and TEFL +

HKDI media (UG)



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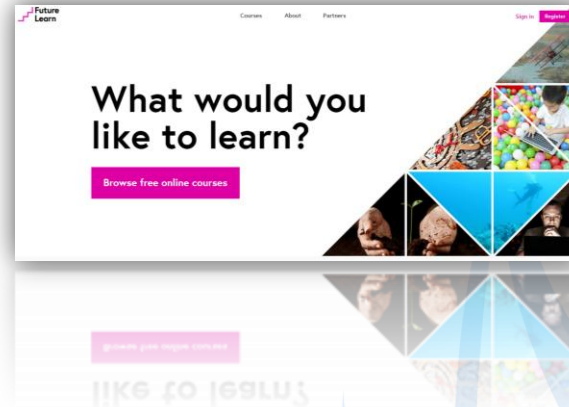
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Model 4: IoC/COIL through a MOOC blend + physical mobility – reflection ‘in action’/’on action’/’for action’

- MOOC 3.0 or ‘distributed flip’
- Content of a MOOC becomes an integral part of an existing curriculum in an institution that is not involved in the development of the MOOC itself
- FutureLearn platform designed by Sharples (and team at the OU) according to dialogic model by Laurillard
- Enhanced global collaboration opportunities (‘super-COIL’)

What is a MOOC?

- **Massive**
- **Open**
- **Online**
- **Course**



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British Council ELTRA (ELT Research Award 2016-2018) Joint staff/student action research Results [here](#)



The project aims to ascertain how teachers' beliefs can be affected by a metareflection on their knowledge and practice carried out in three ways:

individually while doing the MOOC

collaboratively in targeted weekly online meetings with peers who are participating in the project with them;

collaboratively with the rest of the participants from all over the world on the MOOC



TeachingEnglish

ELT Research Papers 18.02

B-MELT: Blending MOOCs for English Language Teacher Training

Marina Orsini-Jones, Barbara Conde, Kate Borthwick,
Bin Zou and Wulin Ma

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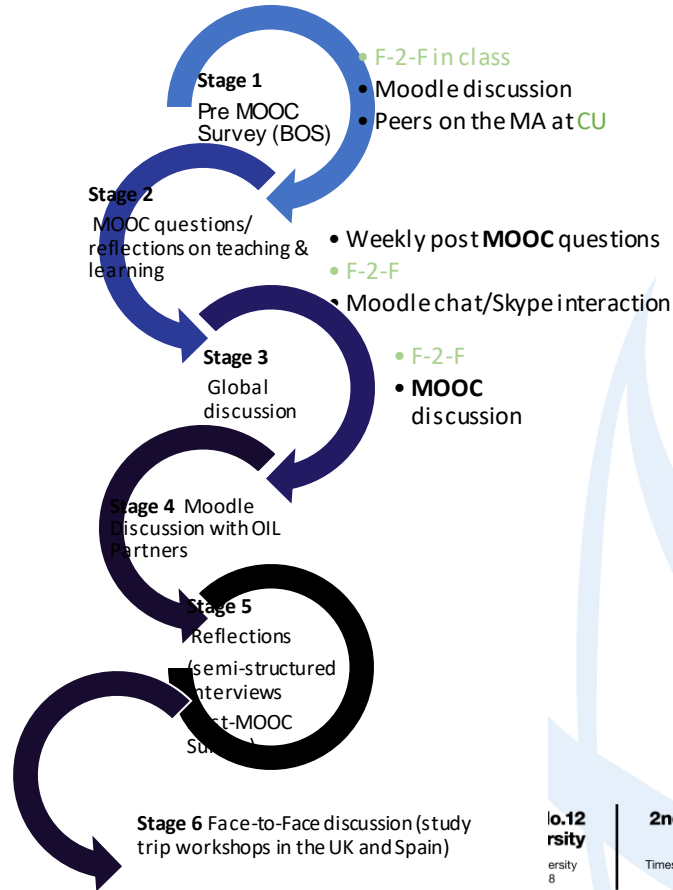
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BME/TET Distinctive Feature: COIL/MOOC-related study trip for joint f-2-f reflections and added mobility

**Post-MOOC
Blend
MOOC 3.0
'distributed
flip'
Sandeen,
2013**



COIL follow-up: face-to-face synchronous communication

in Coventry
FU-CU visit -
workshop



On Skype: class to class

in Valencia: CU-FU visit
- workshop



BMELTE(T) ‘Spin-off’: student-driven COIL – through the looking glass of the ‘expert student’

CU Erasmus student on placement in Valencia managing the COIL project

She did ‘MexCo’ in her first year

She created FloCo

She participated on the MOOC-Based Skype webinars



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7 **A role-reversal model of telecollaborative practice: the student-driven and student-managed *FloCo***

Elwyn Lloyd¹, Abraham Cerveró-Carrascosa²,
and Courtney Green³

Abstract

This paper, based both on a talk given at the BMELTT symposium in June 2017 and one given at the UNICollaboration conference held in Krakow in April 2018, reports on *FloCo* (Florida Universit ria/Coventry University), a telecollaborative project where the roles of teacher and student were reversed. A student from Coventry University (CU), studying on a Bachelor of Arts Honours in English and TEFL (Teaching English as a Foreign Language), obtained a third year placement to teach English in Spain at Florida Universit ria (FU) in Val ncia. The student had taken part in the online intercultural exchange *MexCo*, between Coventry and Mexico, in her first year at university, and decided to set up a similar exchange between the class of students she was teaching in Spain and Year 1 students on Spanish degrees at CU. The shared 'expert student'/staff reflections on the project are reported here and compared with the outcomes of related online intercultural exchanges (e.g. *MexCo* and *CoCo*).

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TEACHING AND LEARNING EXCELLENCE: THE COVENTRY WAY

CASE STUDIES OF TRIED AND TESTED
GOOD PRACTICE IN HIGHER EDUCATION



Spin off: staff-student
chapter in book above

Virtual Exchange & Internationalisation Enhancing Intercultural Language Learning and Teaching An international staff & student symposium

Staff and students welcome. No need to register - free event



Friday
5th April
Salón de
Grados

Facultat de Filologia, Traducció i Comunicació
Blasco Ibañez 32-6 46100 València

09.15-09.30 Welcome and Introduction

Dr. Ana R. Celero-Valero Vice-Rector for Internationalisation and Innovation, Universitat de València

09.30-10.00 TECOLA: VE Innovation

Barry Penneck-Speck Associate Professor, Universitat de València

Begoña Clavel-Arriola Associate Professor, Universitat de València

10.00-10.30 BHELTET (Blending MOOCs for English Language Teacher Education with Telecollaboration)

Marta Ordoñez-Juarez Professor of Education Studies, Coventry University, UK; **Abraham Cuevas** Spanish Coordinator, Telecollaboration

10.30-10.50 Break

10.50-11.05 Intercultural CC through Literature in Foreign Language Learning and Teaching

Tania Lusia Maddalena PhD student, Universitat Politècnica de València

11.05-11.45 Florida Universitaria and Coventry University Students' reflections on VE experiences

11.45-12.15 Innovation with MOOCs and VEX

Ana Sevilla-Pavón Assistant Professor, Universitat de València; **Ana Gimeno** Professor of English Language

Universitat Politècnica de València

12.15-12.45 Round table and Conclusion

Spin off – study trip
Students as partners
symposium in Spain



Coriolanus online

COIL the Coventry Way **MODEL 5**

Tom Gorman, Assistant Professor in Theatre in the School of Media and Performing Arts, is currently engaged in a research project in conjunction with the University of Tampere, Finland, using videoconferencing technology, projections and sound design to create immersive virtual rehearsal spaces. This project, now in its fourth year, was the recipient of the Gold Award for most innovative Arts and Humanities project at the 2016 Reimagine Education Awards. In December 2018 it received the Gold Award for best Arts and Humanities project and the Gold for Hybrid Learning at the 2018 Reimagine Education awards and was one of the 10 highest scoring projects out of 1,184 entries,

In 2019 Tom will collaborate with Adam Mickiewicz University, Poznan and Purdue University, Indiana on new iterations of the telepresence project.

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The coriolanus online project

M. Kanninen, T. Syrjä, Tom Gorman

School of Media and Performing Arts

Research output: Chapter in Book/Report/Conference proceeding » Chapter

Abstract

The Coriolanus Online project began life as a virtual mobility project between Coventry University (UK) and the University of Tampere (Finland). This project explored international co-operation in acting in a foreign language within a system that promotes a more environmentally sustainable model, eliminating the need to move large groups of student actors across the globe for rehearsals, workshops and even performances. Since 1995, the degree programme of Acting in the University of Tampere has sought new ways of investigating performance through the use of foreign languages. Each year class has either produced an entire play or at least scenes from a play in a language that none of the performers were previously familiar with. This technique encourages actors to make conscious use of the body to communicate meaning and to focus on the materiality of the text and the physicality of the voice. It can improve articulation, adding energy to the act of speaking. It can also have a positive effect on body awareness. Using a foreign language may somewhat liberate the fixed subjectivity intertwined to the mother tongue. It can help to break away from some habitual ways of using and perceiving the body and thus even be the key for creating genuine presence on stage. Taking the text of Shakespeare's Coriolanus as a basis for study, students from both institutions worked on a small section of the script (3:3) in both Finnish and English. A 'virtual rehearsal space' was created in both locations through the re-purposing of H.323—videoconferencing technology and the use of large rear projection screens, high speed internet connections and unidirectional, hypercardioid microphones. Skype and Adobe Connect were also used for self-directed student rehearsal, peer to peer learning and discussion and were also used to provide a series of seminars and lectures contextualising Renaissance theatre, Finnish theatre culture and the theories underpinning acting in a foreign language. The scene chosen from Coriolanus also allowed the opportunity to investigate the concept of the citizen in the 'mobile' age, the relationship between politicians and the people and their ability to engage in meaningful political dialogue through computermediated exchanges.

LANGUAGE

English

TITLE OF HOST PUBLICATION

AcademicMindtrek '16 Proceedings of the 20th International Academic Mindtrek Conference

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Summing up – COIL SUNY suggestions

- Get a real INSTITUTIONAL **commitment** from your partner.
- See your course as a forum for **developing intercultural competence**.
- Develop **clear module lesson plans** – **together**.
- Test, and **test** again the **technology**.
- **Prepare the students well and motivate them**.
- Foster honesty and open **communication**.
- Engage students with ice-breaker activities (video swap).
- Have at least one cross-border **collaborative assignment** (interview).
- Arrange a face-to-face meeting with your partner **as soon as possible** to make future meetings easier.
- Provide the opportunity for **critical reflection** (reflective report).
- **Include synchronous interaction**.
- **Expect the unexpected**.

Now is your turn: reflect on how to design a COIL exchange for your institutional context.

What would/will be your 'ingredients'? Your preferred model?

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Any questions/comments?

More info on my COIL scholarship

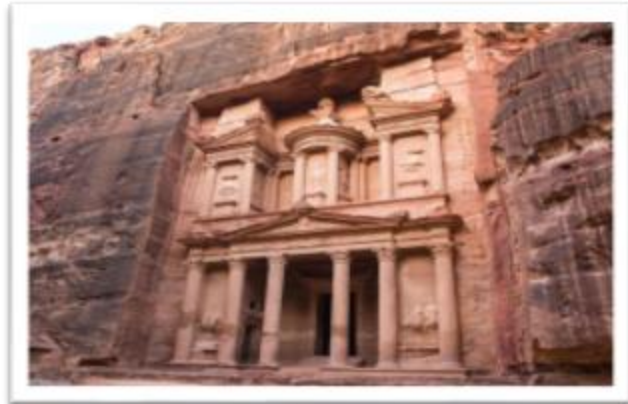
ResearchGate:

https://www.researchgate.net/profile/Marina_Orsini-Jones

Academia.edu

<http://coventry.academia.edu/MarinaOrsiniJones>

Email: m.orsini@coventry.ac.uk



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