COIL – Collaborative online international learning
From a literature review about implementation barriers to an implementation plan
Dr. Lionel Alvarez (ICT) - University for teacher education & University of Fribourg (Sciences of Education)
Dr. des. Mariana Steiner (MOBILITY) - University for teacher education Fribourg

According to UNESCO
Only 2% of students study abroad (physically)

Internationalization at home
Since 1998 - Malmö, Sweden
Bengt Nilsson

A. COIL
B. Systematic literature review
C. Barriers
   - Didactics
   - Technology
   - Organization
D. Implementation plans
E. Recommendations

COIL
a learning environment created by two universities from different countries,
in which students have the opportunity to experience online collaborative learning and
develop cross-cultural and technological skills with international peers

Start with faculties collaboration
COIL → Learnings

“I learned that we have different communication styles and different work ethics”


COIL → Learnings

“I also learned that I need to be more assertive with asked for something in a timely manner”


B. Systematic literature review

Successful COIL

needs

purposeful design


“limited [COIL] implementations have been reported in the literature” (p. 106)


“Collaborative Online International Learning” on dimensions.ai

MOOCs
Barriers to an efficient COIL program implementation

C. Barriers

Example of implementation

Didactic Technology Organization

Cultural differences

Digital co-teaching
D. Implementation plans

All faculty engagement
Co-designed curriculum
Co-taught class
Co-organised class
Iterative tasks
Unique task

D. Recommendations

✓ Find a teaching partner
✓ Assess each university interest
✓ Assess students interest

Implementation process

Proposed implementation process
“Virtual mobility initiatives are one of the most flexible, versatile and inclusive approaches in the provision of international experience opportunities”