COIL Webinars for Ukraine

Introduction
The trainings are provided by the Centre of Expertise Global & inclusive Learning.

Included are the following main trainers and areas of expertise:
Jos Beelen: Professor of Global Learning
Reinout Klamer: Collaborative Online International Learning / Virtual Collaboration
Claudia Bulnes & Eveke de Louw: Internationalisation of the home curriculum

Specific COIL proposal for Ukraine

A 4 session 120 minutes webinar with interaction and a 15-minute coffee break. We would aim for 2 trainers/facilitators for each session. The participants can relate their gained knowledge and experience to their existing courses and also share with each other. This also allows fits into the characteristics of COIL that it is the academics who are in the lead when designing and implementing COIL.

The **aims** of the webinars are as follows.
- Increase understanding and awareness of COIL
- Understanding the context of COIL and how it is related to internationalization at home and internationalization strategies of higher education in general
- Understanding of the involvement of different stakeholders in COIL and suggesting possible implementations in program, faculties, and university wide
- Equipping academics with the skills to design COIL courses
- Supporting academics with their future COIL practices

Target Audience
Session 1 is targeted at all stakeholders involved: (leadership, international office, academics, support staff).Session 2, 3 and 4 are targeted to interested academics. In session 4 the academics can present their ideas for their own COIL practice. In this session it is possible to have other stakeholders present

Outline of sessions
Session 1: Demystifying COIL and its relations to internationalization
This session will work from the broad to the specific. Helping place COIL in the right context in internationalization. COIL has its foundations in internationalization at home, virtual exchange and collaborative learning but each of these elements first have to be understood before COIL can be discussed. Next to this, the use of stakeholder models and narratives are discussed together with the audience, helping each stakeholder understand their own role and that of others in COIL. Following this COIL will be further introduced using various examples and the basic elements associated to COIL. After this the specific section of the webinar will focus on the own practices of the academics and introduce a method to capture their own courses which are needed for the next sessions.

Finally, the upcoming sessions are introduced.

Session 2: Intended Internationalised Learning Outcomes & the intercultural perspective

This session will focus on the last letter of COIL, the learning. This because it starts with the question of what we want our students to learn? After introducing several main reasons why academics choose to COIL, the focus is first on the bigger picture: the constructive alignment of internationalsiation activities in a curriculum, narrowing down to the program level. In this intended learning outcomes are introduced. This session shows how learning outcomes can be internationalized and how a COIL project can be designed on the basis of constructive alignment. We will also discuss the process of negotiating learning outcomes with your COIL partner. Once the learning outcomes have been drafted, the real design challenge starts. This session will focus on the Intercultral aspects. . COIL projects require a certain skills sets and intercultural sensitivity of the lecturer, who often plays the role of a coach, so what do lecturers need to be successful in COIL collaboration.

Target audience: academics

Session 3: Collaboration and Technology

The first collaboration in COIL is always between the lecturers setting up their COIL project. In this session participants will learn what aspects to consider in setting up a COIL project. This starts and finding a partner abroad and then designing the COIL itself. This includes creating an effective collaborative task to facilitate cultural and content learning. A typical structure of a COIL task follows clear stages, starting with onboarding and sharing information (icebreakers) , followed by a focus on creating a team alliance, to the setup of the different activities students do to reach their learning outcomes. Regarding technology it is often balancing out issues of usability, privacy, what is allowed from the university and from the partner. It is often wise to choose several tools and suggest others for the collaboration for the students.

Target audience: academics

Session 4: Reflection, Evaluation and next steps

This This session starts critical role of reflection. As students mostly collaborate online and outside the classroom, it is essential to consider coaching and individual reflections for the setup. Assessment and evaluation are then discussed, taking into account that students have a tendency to focus strongly on assessment and good agreements between the partnered lecturers need to be in place. The second part of the session focuses on what has been learned and what is still difficult? How to embed and take next steps. This session will have an informal manner but focuses on rounding off the work done and discussing future possibilities.

Target audience: academics

OptionalSession 5: Embedding and supporting COIL in the institution

Typically, COIL is embraced by enthusiastic lecturers who are often the only ones in their academic program or even in their school pioneering this. However, for COIL projects to be sustainable and to have more students experience the benefits in learning through COIL experiences, it is imperative for the institution to be strategic in their COIL plans and consider how to best embed COIL. Three organizational scenarios will be presented each with their obstacles and benefits. After this specific attention is given on the possible support that can be provided by institutions to in order to promote, keep track of and enable the academic staff. In this the role of international coordinators and the teaching and learning staff play a major role

Target group: internationalization coordinators, international officers, leadership, supporting staff.