



Co-funded by the
Erasmus+ Programme
of the European Union

THE COIL MULTIPLIER WORKSHOP

September 24, 2024

Copenhagen 13.00-19.00



THE COIL MULTIPLIER EVENT

- ❖ 13.00-13.15: **The UCOILD project - an introduction** by Rikke Pedersen, KP
- ❖ 13.15-13.45: **Why COIL? A keynote** by educational advisor on COIL Eva Haug, Amsterdam UAS
- ❖ 13.45-14.15: **Planning a COIL** by Arantza Mongelos Garcia, Head lecturer, Mondragon University
- ❖ 14.15-14.30: *Coffee break*
- ❖ 14.30-15.30: **Realizing a COIL** by Associate professors Kari Bratland and Anikke Hagen, OsloMet, Associate lecturer Odette Spee, Amsterdam UAS and Associate lecturer Eva Rose Rechnagel KP
- ❖ 15.30-15.45: *Coffee break*
- ❖ 15.45-16.15: **Evaluating a COIL** by Rochelle Helms from Amsterdam UAS
- ❖ 16.15-16.50: **Revisiting the Why - a panel debate reflecting on taking COIL to the next level!** by Cathrine Døscher, Educational manager from OsloMet, Annette Bruun, Associate lecturer KP and Eva Haug, Educational advisor on COIL from Amsterdam UAS
- ❖ 16.50-17.00: **Closing**



Unfolding Collaborative
Online International
Learning Didactics

THE UCOILD TEAM



- Mondragon University, Basque country
- Amsterdam University of Applied Sciences, Netherlands
- Oslo Metropolitan University, Norway
- University College Copenhagen, Denmark
- ETEN – European Teacher Education Network



THE UCOILD PROJECT – FROM ISOLATION TO COLLABORATION

- Covid-19
- The urge to *Unfold* **COIL**
Didactics to support learning
and collaboration in COIL
projects
- Collaborative Online
International Learning as a
sustainable and inclusive way
forward
- A focus on the educational
fields of Social, Early Childhood
and Pedagogical studies



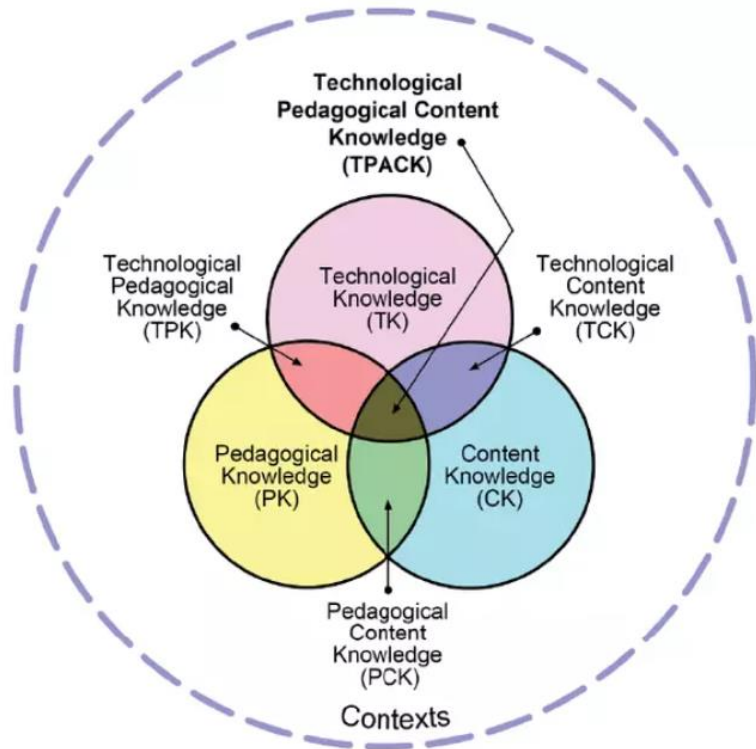
WHAT IS COIL

- **COLLABORATIVE**
- **ONLINE**
- **INTERNATIONAL**
- **LEARNING**

SUPPORTING COIL DIDACTICS

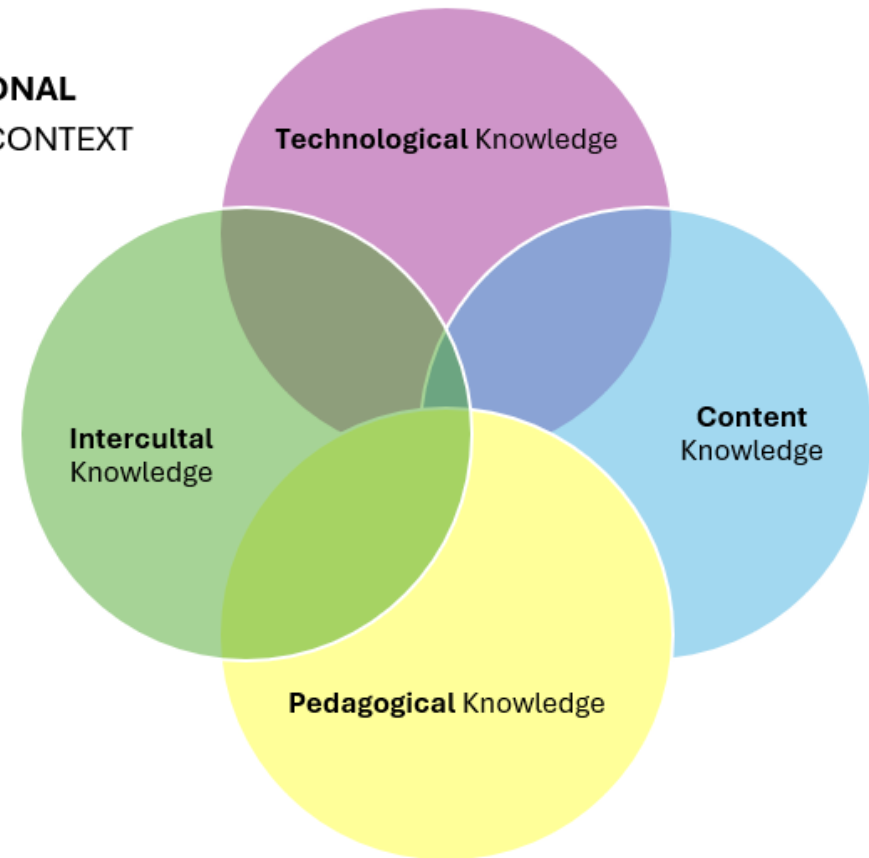
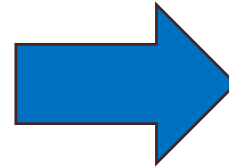
- FOR AN ONLINE, INTERNATIONAL, INTERCULTURAL AND DIGITAL LEARNING SPACE

The T-PACK model (early inspiration)



The I-TPACK-I model

INTERNATIONAL
LEARNING CONTEXT





WHY COIL?

Keynote by Eva Haug,
Educational advisor
Amsterdam University
of Applied Sciences

COLLABORATIVE, STUDENT-CENTERED AND INCLUSIVE: CAN COIL DELIVER?

Eva Haug

Educational Advisor IoC & COIL

Amsterdam UAS

COIL



Peer to peer learning
activity



Designed and
facilitated by educators



Embedded into
curriculum



Connecting learners
across difference



Enabled by technology

WHY COIL MATTERS

Students

Lecturers

Institution

Community

COIL AS A
MEANINGFUL,
INTERNATIONAL
LEARNING
ACTIVITY

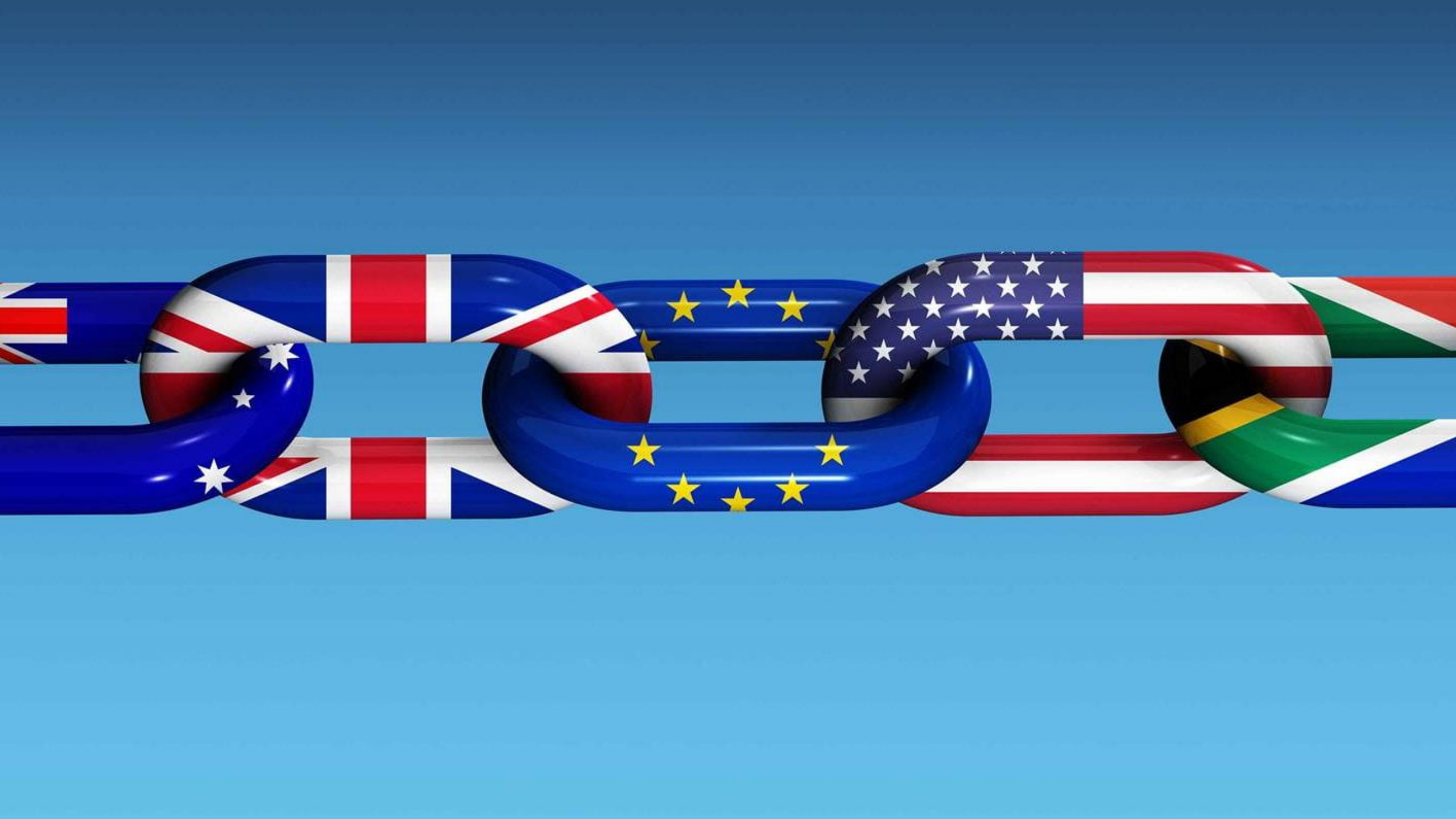




Think global



Act local







CHALLENGES & OPPORTUNITIES



FOCUS ON INCLUSIVE DESIGN AND COLLABORATION



Equality

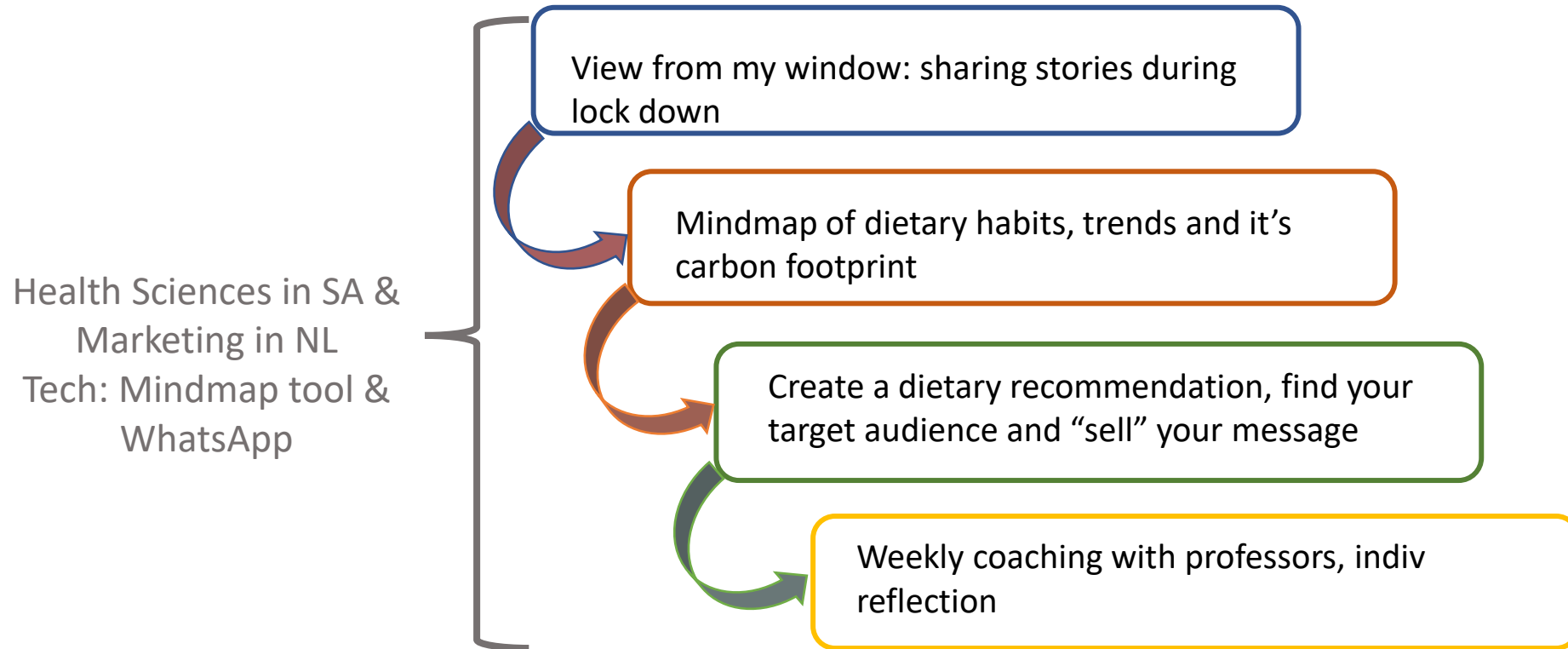


Equity



Accessibility

Dietary recommendation for young professionals



Let's look at some examples:

China: English
Netherlands: Int Business & Mgt
COIL: *Cultural Influences on teamwork*

SA: Microbiology
Netherlands: Business English
COIL: *H2O tales: storytelling about water sanitation*

NL: Marketing/Entrepreneurship
SA: Health Sciences
COIL: *Dietary recommendations for professionals*

Let's look at some examples:

US: Health and Aging
Lebanon: Technology and Society
COIL: *The Influence of Technology on Fitness and Aging*

SA: Urban Planning
NL: Intercultural Sensitivity
COIL: *Safe and inclusive cities & communities*

NL: Public Management
US: Criminology
COIL: *Just cities; the impact of social justice on health, education and housing*

[illegible]

PLANNING A COIL

By Arantza Mongelos Garcia
Mondragon University



The background features several blue circles of varying sizes. A horizontal yellow bar is positioned below the title. On the right side, there is a light gray, torn-edge-like shape. In the bottom left corner, there is a large blue circle with a smaller light blue circle inside it. In the bottom right corner, there is a light blue curved shape with a small blue circle nearby.

PLANNING A COIL

A large, stylized blue quotation mark opening to the right.

WHAT DO YOU THINK WE
SHOULD CONSIDER WHEN
PLANNING A COIL?



COIL DESIGN TEMPLATE — what to consider when planning a COIL

AREAS TO CONSIDER	THE DECISIONS OF YOU AND YOUR COIL PARTNER	GOOD ADVICE
Name of the COIL project	Insert project name	Find a name that pinpoints the focus of your COIL project
Participating partners	Insert partner names and departments	Multiple partners are possible but increases logistic challenges
Contact person	Name and e-mail of contact persons	One contact person per partner
COIL theme	Decide on a COIL theme	A COIL should have a clearly identified theme that ideally is embedded in the local curriculum

COIL DESIGN TEMPLATE



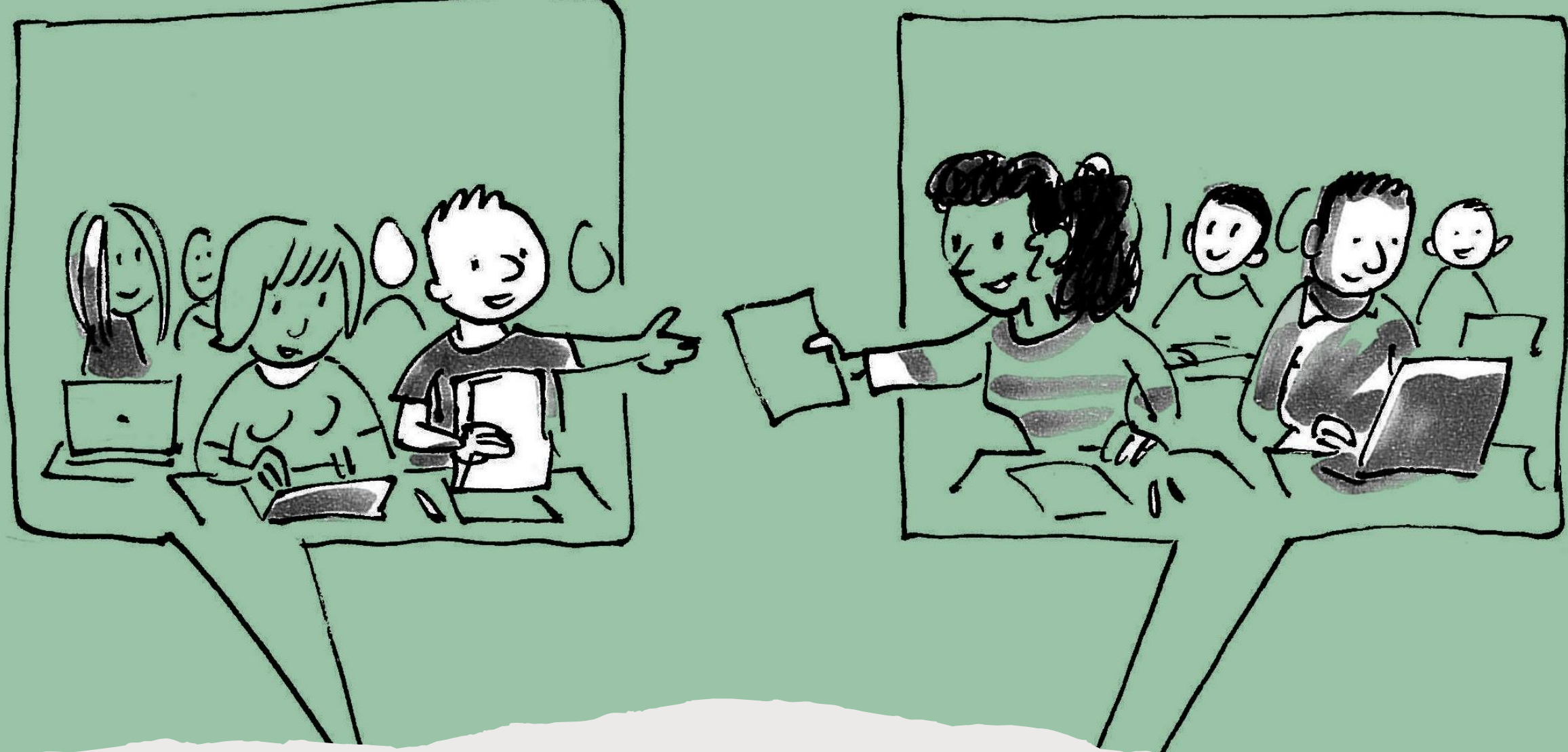
CHOOSING A PLATFORM

LESSON LEARNEDED

COFFEE BREAK

14.15-14.30



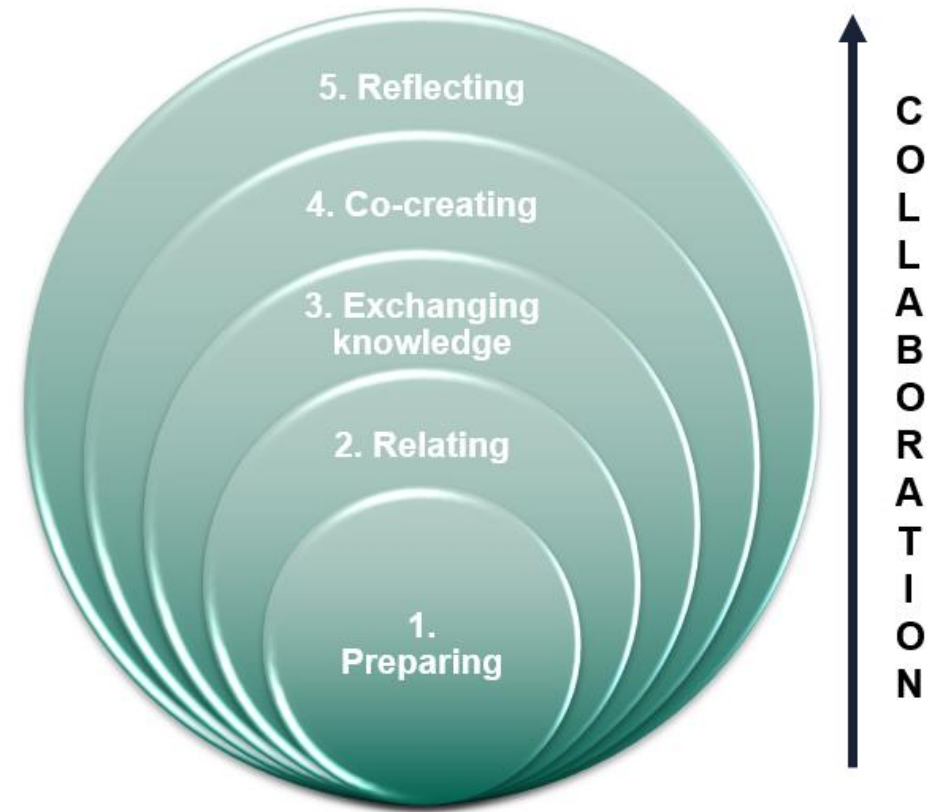


REALIZING A COIL

COLLABORATION MODEL

Putting the model into practice

1. Preparing students
2. Relating (icebreakers)
3. Exchanging knowledge
4. Co-creating
5. Reflecting



STAGE 1: PREPARING STUDENTS

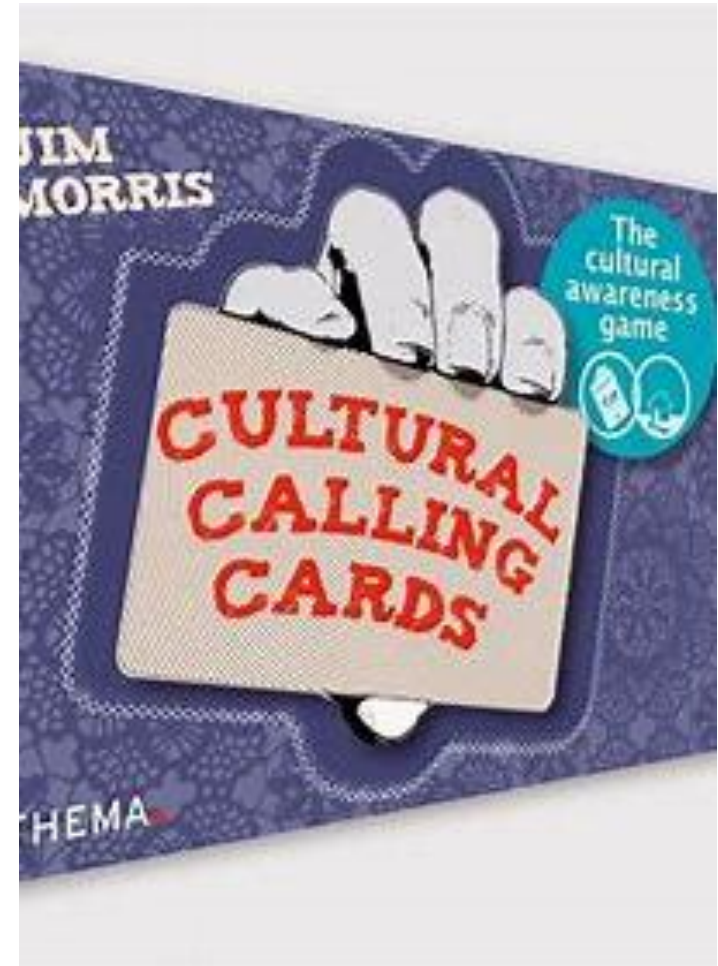
1. Clarify the why and the what
2. Connect your COIL to the curriculum
3. Provide an overview
4. Introduce digital tools and platforms
5. Spark intercultural curiosity and learning
6. Support language and communication
7. Inclusion as an overall goal

Week 42	Students are introduced to the COIL in national groups
Week 43	Students prepare COIL activities in national groups (activity 1)
Week 44	Joined introduction and icebreaker exercises (getting to know each other) + knowledge exchange on educational systems + lectures on playground and outdoor play (activity 2)
Week 45	Exchanging knowledge on the outdoor playground and inclusive pedagogies + supporting lectures (activity 3)
Week 46	Designing the ideal playground joined task (activity 4)

STAGE 2: RELATING; ICEBREAKING ACTIVITIES

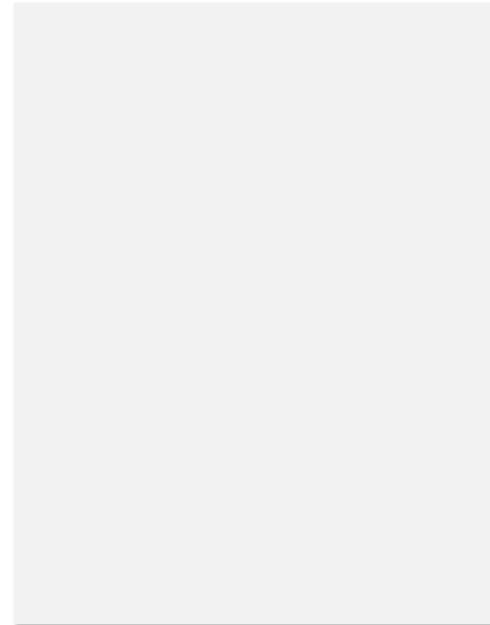
Relate before you collaborate!

1. Icebreakers require personal input and engagement and is therefore most ideally facilitated in smaller groups
2. For deeper reflection a good facilitation is necessary – e.g., preparing questions, providing tools and guidelines
3. Make the icebreaker session mandatory – and use icebreakers in the beginning – but also as energizers during the entire COIL



EXAMPLE 1 OF RELATING: MAKE A VISUAL COLLAGE PRESENT YOURSELVES

- Show in your collage something you want to talk about yourself.
- Show in your collage which was your favorite play as a child (was it indoors or outdoors or both?) and what you like to do nowadays.
- Show what your connection is with nature.

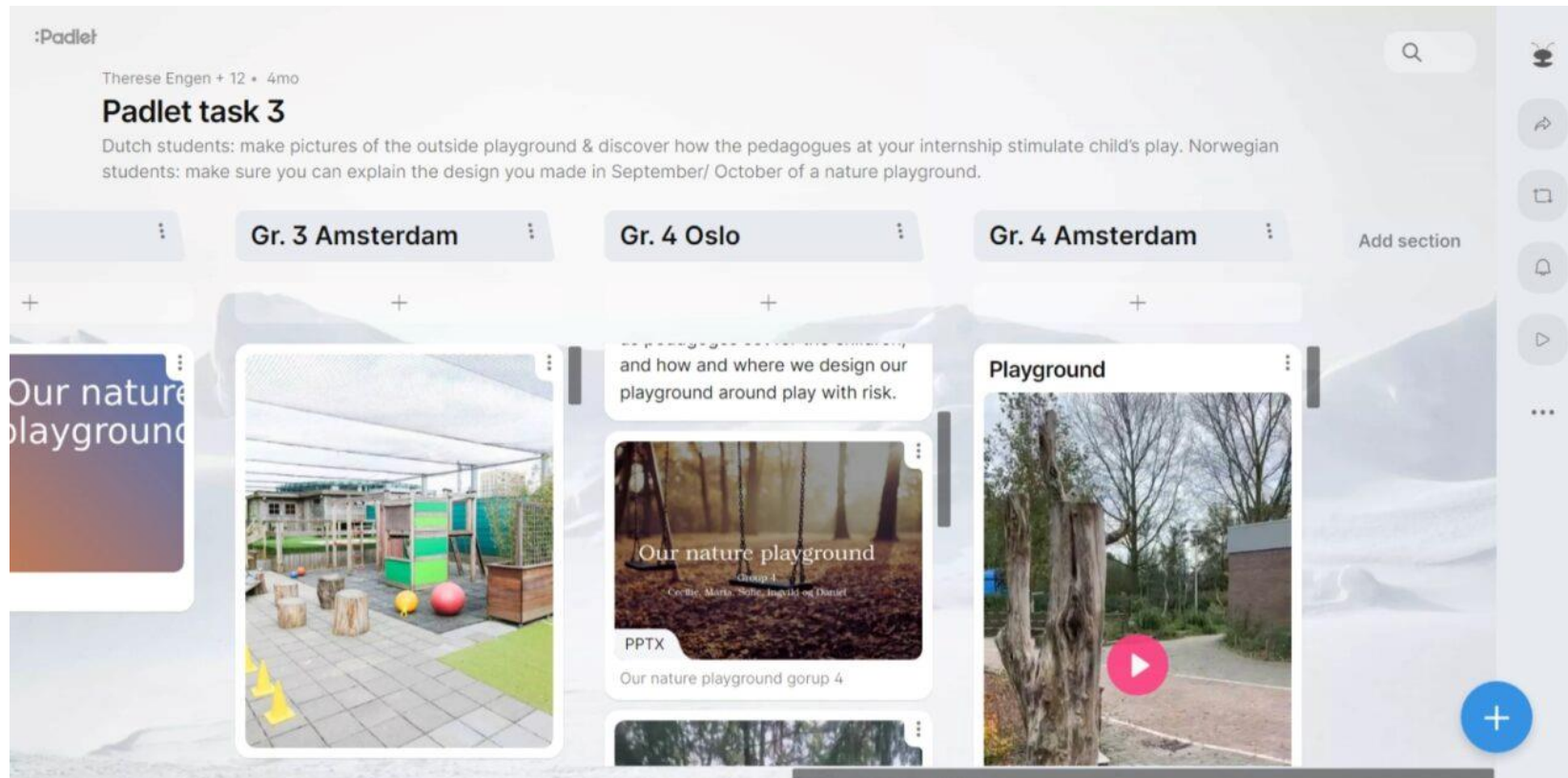


STAGE 3: EXCHANGING KNOWLEDGE

- Exchanging knowledge is a basic collaborative activity
- It is foundational in a COIL project as knowledge exchange has the potential of unfolding hidden curricula and practices
- Importance of exchanging knowledge in a student-centered and interactive way



EXAMPLE OF STAGE 3: EXCHANGING KNOWLEDGE



STAGE 4: CO-CREATING

In the UCOILD project we work with three levels of co-creation:

- through a feedback loop
- through transformation
- Through a joined production

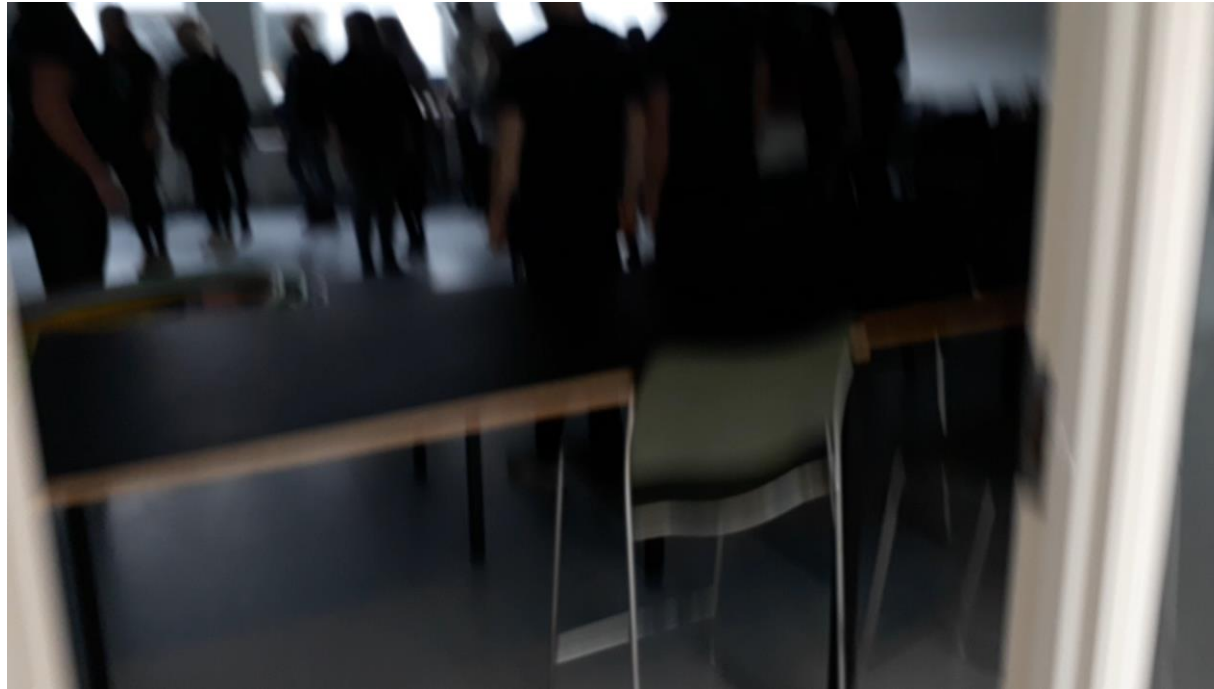
PRESENTATION – BOTH DENMARK AND NORWAY



EXAMPLE CO- CREATING THROUGH A FEEDBACK LOOP

The Circus Project Example: this project aimed to critically reflect on how to work with circus as a theme for children with different abilities. Before the co-creating phase, various forms of knowledge exchange took place.

EXAMPLE OF CO-CREATING THROUGH
TRANSFORMATION- DANCE PLAY, FIGHT
KP-UEW

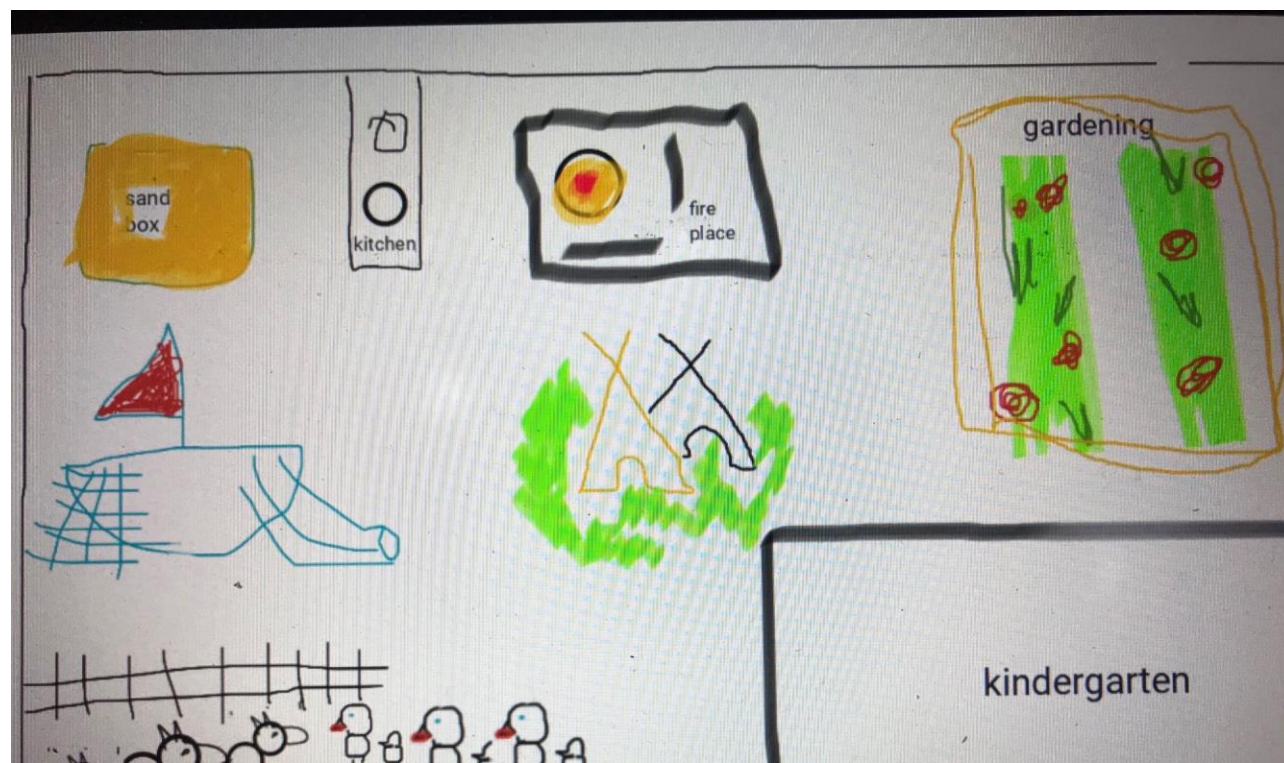


The best of both worlds

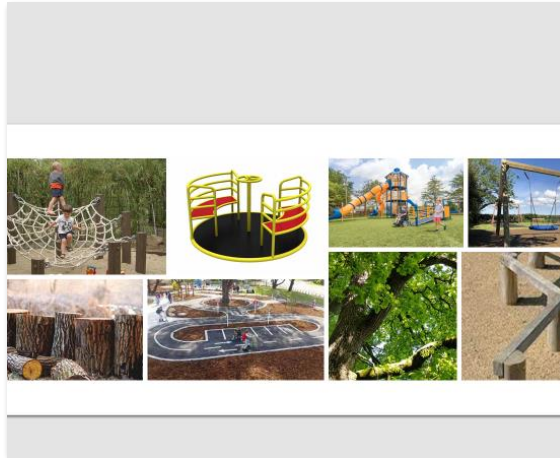
We like to have nature included because children has to know about the world around them. We also think learning about climate change is good.

It is important to have different playzones on the playground to make

We like the mix between Denmark and Basque Country.



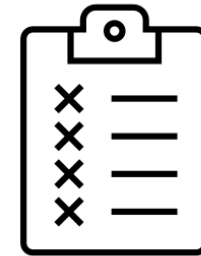
EXAMPLE OF CO-CREATING THROUGH A JOINED PRODUCTION: 'DESIGNING AN URBAN INCLUSIVE PUBLIC PLAYGROUND'



ground
ms, 1989,
08, s. 503)

socialise
balancing
mselves and each other
risks

our
permits fantasy or imaginative play
isterous and energetic
on
ghts, levels planes.



STAGE 5: REFLECTING

Reflection-on-action: revisiting and analyzing past experiences after they have occurred to gain insights and learning from them.

Reflection-in-action: the ability to reflect on one's actions and experiences in real-time, as they are happening.

FINDING THE RIGHT LEVEL OF AMBITION

Make a joined course/module?

Make a new course/module locally?

Implement a coil in a course plan?

Implement the possibility for a coil in a course plan?

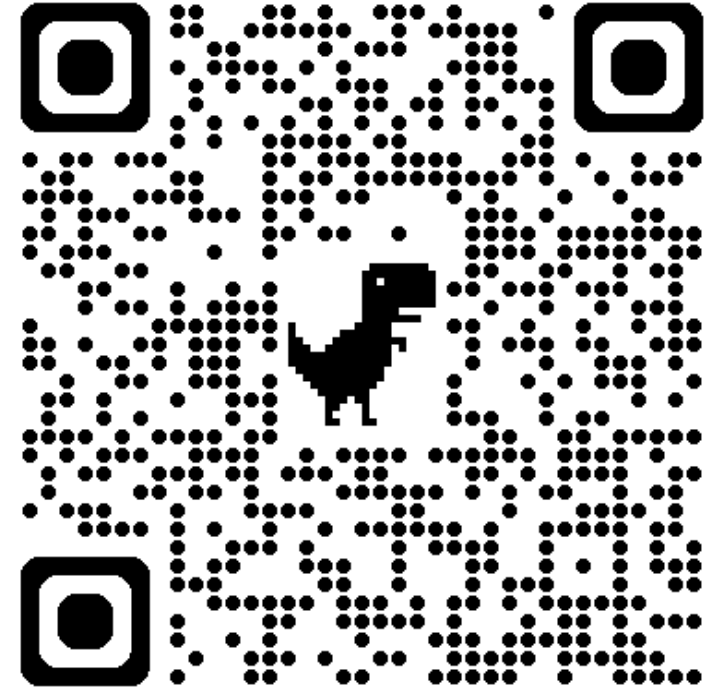
Implement didactics and working methods inspired by coil in a course plan?

Include knowledge about coil as a learning objective in a course plan?

More examples.....

WORKSHOP

- Padlet: Write down three words that characterize an outdoor playground.
- [Realization workshop
\(padlet.com\)](https://padlet.com)



ANY
QUESTIONS?



COFFEE BREAK

15.30-15.45



EVALUATING A COIL

“I learned a lot during the UCOILD project. It was really inspiring to see how a different country, not so far away from the Netherlands, could have such different perspectives on playground and nature.”

(Amsterdam UAS student)

THE BEAUTY OF LOOKING BACK

- The art of meaning making
- COILS are not just learning experiences for students
- COILS are also learning experiences for lecturers, they're in two COILS so to speak
- Using art forms such as writing stories, plays, making games, songs, visualizations etc, all enhance the meaning making and learning experience.



EVALUATING YOUR COIL

**INTERNATIONAL
LEARNING CONTEXT**



TECHNOLOGICAL KNOWLEDGE

- How did you and your international colleague identify differences in access to technology, and differences in understanding technology? And how did you accommodate such differences in your design?



EXAMPLE

- DIGITAL PLATFORM:
- *“It is better to use one platform for digital interactions and communications all the time. We will do that the next time.”*

PEDAGOGICAL KNOWLEDGE

- How did you identify, make explicit and take advantage of the various pedagogical approaches and traditions among you and your international partner? And how did you negotiate teaching and teaching technique preferences?



EXAMPLE

- DIDACTICAL MODELS:
- *“It was hard to make the students aware of the chosen model (Bennetts) during the process. This would have required meetings supervised by the teachers several times during the COIL. However, some comments by the students were that the Bennetts model was more about the personal level, and then not so useful for the differences they met and which were much more on a structural level. Therefore, the students – and us – did not find the Bennetts model very useful for their discussions”*



CONTENT KNOWLEDGE

- How did you take advantage of different expertise, theory and practices related to the subject matter among countries and international partners?

EXAMPLE

- LEARNING OBJECTIVES:
- *“Always remember to include a learning objective about intercultural learning into the COIL. Or else too much learning potential is simply lost/not considered. Look at the learning objectives of the module in your local curriculum and connect the learning objectives of the COIL to that, so that it makes sense to the students. We did not add a learning goal about digital learning, perhaps that would have helped to motivate students to learn more about this part.”*



INTERCULTURAL KNOWLEDGE

- How did you take advantage of the intercultural learning space created among countries and international partners by providing experiential learning experiences on intercultural interactions?

EXAMPLE

- INTERNATIONAL AND INTERCULTURAL ASPECTS:
- *“We used the Bennetts model. It was difficult. It was a really good idea to begin the COIL with the students getting to know each other’s childcare systems. It helped the students getting more interested in the other country.”*

FEEDBACK TASK FOR STUDENTS

The video-feedback:

Include the following reflections:

1. The best thing about meeting and collaborating with students from another country online?
2. The most difficult thing about meeting and collaborating with students from another country online?
3. What would you like to keep if the COIL was to be repeated?
4. What would you get rid of?
5. What did you miss?
6. Good ideas for strengthening virtual exchange collaboration between students in the future?

The process:

- a. Discuss your answers
- b. Agree on what to include in the video
- c. Decide how to present your input in the video (are you all going to speak - would be lovely)
- d. Use your phone and upload the video on Teams



STUDENTS EVALUATING

REVISITING THE COIL DESIGN TEMPLATE

- <https://ucoild.dk/wp-content/uploads/sites/52/2024/07/coil-design-template-revisited-teachers-insights.pdf>

TO DISCUSS

- What would be a valuable way to creatively evaluate your (fictional) COIL with students?
- What would be a valuable way to creatively evaluate your (fictional) COIL with your colleagues?





Revisiting the why

- a panel debate –
reflecting on taking
COIL to the next level!
- with Eva Haug (international
advisor), Cathrine Døscher
(educational manager) and Annette
Bruun (associate lecturer)

Thank you for participating!

Learn more at ucoild.com



**Unfolding Collaborative
Online International
Learning Didactics**