__ COIL-projects at level 5 a case study

Lien Pergoot





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 - Focus on EFL, communication and human resources
 - Retail & E-commerce and HR-support programmes

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Hogeschool VIVES

Belgium

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Hogeschool VIVES

- University College in Belgium
- In various cities in Flanders (most well-known: Bruges and Kortrijk)
- Variety of programmes in science, business, education, health care...
- Around 17.000 students (level 5 and 6)
 - 2202 level 5 students



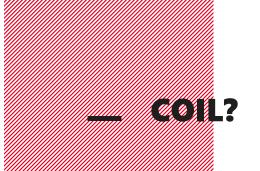


Hogeschool VIVES level 5

- Focus on level 5 and level 6
- Full-time and part-time programmes
- 34 level 5 programmes in various fields









Collaborative



Online

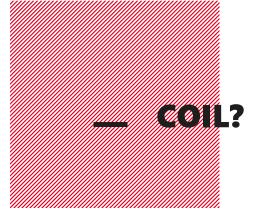


International



Learning





- Online intercultural exchange programme
- Different purposes and forms
 - COIL as preparation for a physical exchange (pre-mobility COIL)
 - COIL as (part of) the course load at the home institution (class to class)
 - COIL as part of a BIP (Blended Intensive Programme)



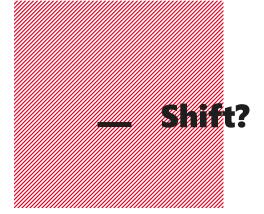
____ A shift in higher education?

EU 2020 Benchmark

An EU average of at least 20% of higher education graduates should have had a period of higher education-related study or training (including work placements) abroad, representing a minimum of 15 ECTS credits or lasting a minimum of three months.

"Student mobility reaches less than 10% of university students in the US and Western Europe – (if one includes short-term exchanges and travel) (NAFSA, 2015) – while in the rest of the world it is estimated that less than 1% of university students participate." (Rubin 2017)





European Education Area

The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond outlines the following five strategic priorities for the period 2021-2030:

- · Improving quality, equity, inclusion and success for all in education and training,
- Making lifelong learning and mobility a reality for all,
- Enhancing competences and motivation in the education profession,
- · Reinforcing European higher education,
- · Supporting the green and digital transitions in and through education and training
- viii) Updating the learning mobility framework accompanying the strengthened Erasmus+ programme to enable mobility opportunities for a much wider variety of participants, foster green and digital mobility, including by blending online and physical exchanges, and to encourage balanced mobility.



__ Why COIL?

- Limits of physical exchanges
- Intercultural competencies
- Students perform better (in project work) (Appiah-Kubi & Annan 2020)
- Opportunity for
 - economically disadvantaged students
 - parttime students
 - students who struggle to leave the home environment (for medical, social, practical or even political reasons)



COIL: retail research project







Analyze Data

Develop COIL Partnership

Administer Survey

Collaborative
Online
International
Learning

Align Course/Project Outcomes

Appiah-Kubi, Philip & Annan, Ebenezer. (2020). A Review of a Collaborative Online International Learning. International Journal of Engineering Pedagogy (iJEP). 10. 109. 10.3991/ijep.v10i1.11678. Review Student Review Feedback

 $A_{ssign}_{Projects}$



___Case study

- Previous exchanges between VIVES and NHL Stenden
 - Similar programmes (retail management)
 - No language barrier
- Interest in developing a COIL to improve students' English proficiency and intercultural skills
 - Language and intercultural skills are often overlooked for level 5 students
- Goal: finding a school with (a) native English speakers, (b) level 5 programmes, (c) Business related field of study.

Develop COIL Partnership



___Our COIL partners









__ Case study

- Alignment:
 - Observation: NL/BE bottom-up vs. UK top-down approach
 - What's in it for us?

Develop COIL Partnership

- UK: students from the foundation degree of Business Management
 - Intercultural skills, insights into retail management
- NL/BE:
 - Intercultural skills, language skills, general business viewpoint

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Align Course/Project Outcomes



Align Course/Project Outcomes

Content of the project?

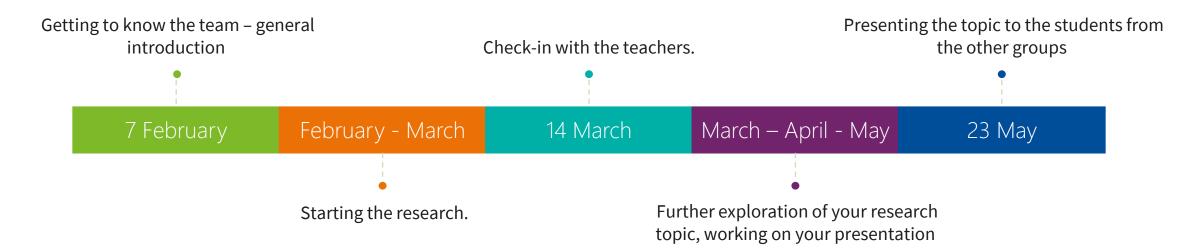
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Projects:

- Research project: retail & ... (employment, entrepreneurship,tourism)
 - Research the topic in the past, present and future in your three countries + present to the other groups
 - Survey: what topics are you interested in?
 - Groups are made by the teachers











Analyze Data

2 out of 3 groups had some issues about when/how to work on the project and how to communicate

=> more online plenary sessions

All groups delivered a successful project in the end

Make sure COIL is rewarded and not just something on top of the regular course load

Administer Survey



Survey results?

3. Do you feel you achieved your desired learning outcome?

Meer details

	Yes	7
	No	0
	Not sure	1



4. Do you feel like you learned something about the other group members' culture?

Meer details







__ **COIL** adjustments

New partner to enable BIP as well?

Integrated in course => all students involved in the selected course are involved in the project.

Research project => good concept for COIL



__ Your experiences with COL2

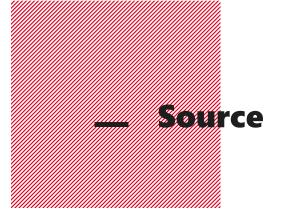




____Interested in working with VIVES?

- Retail & E-commerce
 Join the COIL project and possibly a BIP in the future
- Flanders Road-trip
 - May 2023 discover work-based learning in Belgium
- All programmes
 - Looking for international partners for WBL, exchanges, COIL, BIP





Rubin, J. (2017). Embedding collaborative online international learning (COIL) at higher education institutions. *Internationalisation of Higher Education*, 2, 27-44.

https://ec.europa.eu/eurostat/web/education-and-training/policy-context

