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# How a Challenge is also a Chance: Shaping Teacher Education through Collaborative Online International Learning

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## **Abstract**

Collaborative Online International Learning (COIL) is a well-known concept for virtual exchange. For the partnership of the PH Ludwigsburg and the University of North Carolina at Charlotte it served as the theoretical framework for continuing our collaboration even under pandemic conditions. Students from both universities improved their intercultural communication, media, and global learning competencies while working in groups to research global challenges. Findings suggest COIL is a beneficial pedagogical method to impact students' awareness of their own and others' diverse cultural perspectives. While there were implementation challenges, out of them emerged many opportunities.

*Keywords: Collaborative Online International Learning (COIL) ● Teacher Education ● Intercultural Learning ● Global Learning*

## **Introduction**

As has been the custom every other year for the past 15 years, in the fall of 2020, students from The University of North Carolina at Charlotte (UNCC) intended to study abroad in Germany where the Pädagogische Hochschule Ludwigsburg – University of Education (PH LUE) would serve as the host institution. Yet, early in 2020, once Covid-19 was recognized as a global pandemic, it became clear the study abroad program would not be realized that year. While student mobility came to an abrupt halt, it also provided an opportunity for virtual exchange. Assets to leverage were 1) the longstanding relationship between the two institutions of over 25 years, 2) the professional relationship built between the instructors (the authors of this article) over the previous two years as part of the study abroad program collaboration, and 3) a common understanding of and commitment to the value of internationalizing the curriculum. Capitalizing on these assets, it was determined something should be done so as to not skip a year of internationalization. After a few conversations, it was decided to attempt a Collaborative Online International Learning (COIL) project. The purpose of this paper is to present the COIL project

and provide details and findings related to the process of teaching and learning collaboratively with the use of technology during the Corona pandemic.

### **Theoretical Framework**

Collaborative Online International Learning (COIL) is an approach to learning. Educators who do not work in geographical proximity collaborate across cultures to co-develop and co-teach a module (or course) that brings their students and their content together utilizing technology. Synchronously and asynchronously, technology is used for interacting, learning, discussing, collaborating, creating, and sharing. COIL has sometimes also been termed virtual exchange, globally networked learning, or telecollaboration. COIL is a way to internationalize the curriculum and provide students with cross-cultural learning opportunities.

COIL begins with instructors who collaborate to determine student learning outcomes, methods, technology, activities, assignments, timeframe, and logistics months before the course starts. Within the course, introductions and icebreakers are used to build community across and within groups. The collaborative project is the main focus for student collaboration. In culmination, students present their projects and reflect on the process and the product.

COIL was first conceptualized by Dr. Jim Rubin at the State University of New York (SUNY) in 2004. Since then, SUNY has developed a COIL Center to teach about and support those who want to develop COIL projects (cf. SUNY COIL Center n. d.). COIL projects can last between 5 to 15 weeks and can be accomplished across all disciplines. Underlining COIL is a focus on experiential learning, project-based learning, and intercultural learning. COIL is student centered, involves problem-solving through discussion and a project, is technology-enabled, is globally focused, and includes intercultural learning. Approaches like COIL that emphasize global learning, problem-solving, and collaborative learning are considered high-impact educational practices (cf. Association of American Colleges and Universities 2018).

### **Project Conception**

Planning for the COIL project began six months in advance. The instructors conducted research on COIL, attended webinars, and met every two weeks to discuss their respective courses and to come up with a project that aligned with the objectives and content of both of their courses. From the beginning, it was important to not solely have content as the only goal, but to also help students develop global and intercultural competencies. An existing assignment completed in the American course, which related to global learning, was modified to suit the student learning outcomes of both courses. The assignment aligned with the current pandemic situation of “Global Challenges”. To acknowledge the German and American perspectives as well as the focus on history in the German course, the COIL project was titled *Global Challenges: Here and There, Then and Now*.

## **Global and Intercultural Competence Goals**

According to the Asia Society (cf. 2018), all students in the 21st century should develop skills and knowledge with the following four domains of global competence: *Investigate the World*, *Recognize Perspectives*, *Communicate Ideas*, and *Take Action*. This COIL project incorporated UNCC's Office of International Programs' specific student learning outcomes related to internationalization, namely, for students to be able to *explain global interconnectedness of place and people*, *engage with cultural similarities and differences*, and *critically reflect on one's own cultural situatedness*. Thus, the objectives of the COIL project were positioned within the framework of the four domains of global competence set forth by the Asia Society.

## **Course Format**

The instructors co-developed and co-taught a module on global challenges, issues, and problems. Using technology, over seven weeks in a semester, their students collaborated (both synchronously and asynchronously) to research a challenge, issue, or problem and its solutions and determine how to address this in the K-12 classroom. The project brought students and the educational content together so all could learn, interact, discuss, collaborate, create, and share. The culminating product was a virtual mini-conference multimedia presentation. This section offers details about the course and project components. Appendix A provides an overview of weekly tasks.

### *Students*

Reading Masters in Education students at UNCC participated in the COIL project with history students at the PH LUE. There were 28 students in the American course, and 15 students in the German course, for a total of 43 students in all.

### *COIL Project Assignment*

The COIL project expanded upon an existing assignment whereby students read an article by Collins, Czarra, and Smith (cf. 1999) and they compare the global challenges, issues, and problems described in the article with those of the current-day. For the COIL project, the assignment was expanded to be completed in groups that included both German and American students. Each group had to identify a challenge and create an engaging multimedia presentation with perspectives from both countries (here and there) and comparing and contrasting the chosen challenge(s) from then (that is, from 1999 as per the article) to the present (fall 2020).

Upon introducing the assignment, the instructors suggested methods for conducting research and preparing the presentation. Ideas such as using Actionbound (a digital scavenger hunt application), utilizing gaming narratives, project orientation planning, and addressing the importance of critical literacy were offered. These methods were pre-recorded presentations made by one or both of the instructors. Due to the asynchronous nature of the offerings, students were

able to access these presentations at any time and incorporate these inputs into their reflections at the appropriate points.

### *Pedagogical Process*

Underlying COIL are the pedagogies of cooperative-learning, problem-solving and project-based learning. Cooperative learning involves the collaboration of several students working as a team towards a common goal. The students need a variety of personal skills in order to plan work steps, value each other's ideas, resolve conflicts, and achieve the goal using the strengths of each individual (cf. Konrad/Traub 2008). This form of working is often used for project-oriented work. According to Gudjons (cf. 1984), project-oriented working consists of different highly complex elements which can be translated as problem and action orientation, characterized by self-activity and personal responsibility, and the integration of different subjects as well as influenced by the interests of the participants. This project integrated the teaching principles of both project and problem orientation.

### **Steps**

The COIL project involved multiple steps to get from preparation to presentation (cf. Emer/Lenzen 2005).

*Preparation and Group Formation Phase:* Students were initially introduced to COIL through an online module. To begin, students listened to Billy Joel's *We Didn't Start the Fire* (1989) song and watched a YouTube video (cf. Manley 2013) detailing the historical events referred to in the song. Based on the lyrics and together with the Collins, Czarra, and Smith (cf. 1999) article, students listed examples of global challenges from the past and present day and generated their topics of interest. Based on students' academic interests (i.e. topic) and their personal interests (i.e. pastimes they enjoy), the instructors met to form the groups.

The first Zoom meeting with both classes took place on a Saturday. Within that hour, an overview of the project was presented. Then, students briefly broke out into their groups. Within the Zoom breakout rooms, students quickly introduced each other and responded to an ice breaker activity consisting of "would you rather" questions (e.g. Would you rather talk like Yoda or breathe like Darth Vader?).

Over the following weeks, students arranged their own group meeting times. In their first group meeting, students were asked to incorporate another ice breaker activity titled "view from my window." This activity was appropriate because at this point in time both countries were under government "stay-at-home" orders. For this task, students were asked to take a picture or video out of one of their windows and narrate what they were seeing and explain why they chose this view. Students shared their "view from my window" as part of continuing to get to know each other. To encourage students, the two instructors also provided get-to-know-you information with their own "view from my window" videos.

*Group Working Phase:* Throughout, the instructors communicated with each other via email and through virtual meetings several times a week. They provided students with resources for conducting research as well as with resources for creating effective and cooperative and collaborative groups.

COIL combines both elements from cooperative learning and project orientation, as students worked in groups and chose their own topics to research. As an element of project orientation all groups were required to hold at least two synchronous milestone meetings with the instructors (cf. Zankel 2018). Once the groups determined a topic, and again once after they had conducted more research, a representative of the group would make a milestone meeting appointment. In preparation, instructors looked over the topics the groups submitted to discern whether topics were too broad, too narrow, or overlapped with another group's topic. At these meetings, group members were able to interact with both instructors, reflect on their progress, ask questions, receive suggestions for resources, and ask for help. Based on the feedback during the meeting, groups fine-tuned their research topics and implemented the new ideas as they refined their multimedia presentation.

*Culminating Project Phase:* The project product was a ten-minute multimedia presentation which was presented in a 3-hour mini-conference format held on a Saturday and which had a Christmas Market theme. Presentations were pre-recorded and submitted for review. In the presentation, the global challenges, their origins, and their consequences were presented along with possible solutions. Ideas for teaching the topic as part of school lessons were also offered. The ten presentations were grouped by common categories, where applicable. The recorded presentations were played and afterwards there were opportunities for audience participation in the form of questions and discussion. Using a peer evaluation form, all groups provided feedback for one another.

The following are the categories of topics presented:

- Right-wing Extremism
- Racist Language Usage from the 1950's to 2000's
- Black Lives Matter Movement around the World
- The History of German Immigration to the US
- Illegal Immigration in Germany and the United States
- Refugees and Higher Education: United States and Turkey
- Global Family Planning Perspectives
- Plastic Usage

### **Assessments**

As part of the problem-based and project-oriented work, students were asked to self-evaluate their dispositions, knowledge, and learning process during the entire project. They completed questionnaires, submitted written and oral feedback to their peers, and demonstrated their

learning curve through a final portfolio (see Appendix B). The use of portfolios has noted benefits when utilized in higher education (cf. Ziegelbauer/Gläser-Zikuda 2016). The portfolio content included written reflections as well as artifacts. The first part of the portfolio focused on three categories – *Group Work* (specifically, on the formation, process, and dynamics of the group), *Group Product* (specifically, the multimedia presentation itself, the process of creating the presentation, and content of the presentation), and the *COIL project* (specifically, intercultural learning and the overall project from beginning to end). The second part of the portfolio was the *Student Learning Outcomes Self-Assessment*. Using a chart, students were asked to self-reflect on their progress on the overall objectives of the COIL project. They were asked to indicate at what level they felt they met the objectives and to determine if they felt their level indicated growth. Then, students were asked to elaborate through a written reflection. The third part of the portfolio was an analysis of *Students' Pre- to Post-Questionnaire* responses (Appendix B has a sampling of the questions). Students reflected on changes from pre to post regarding their intercultural learning and on the COIL project process.

### **Project Evaluation**

After the mini-conference, the instructors met to consider what went well and what they would do differently next time. Later, after the end of the PH LUE school term, the instructors began meeting regularly again to discuss data findings. Each instructor individually, qualitatively analyzed his or her own students' data. When they came together, they discussed similarities and differences among their findings with regards to challenges, opportunities, and benefits. Where applicable, student quotes based on the portfolio data are included.

### **Challenges and Chances**

Planning a virtual cooperative course across continents and between countries was new for both instructors. Many questions arose in the process that highlighted the challenges, solutions, and opportunities or chances afforded through this COIL project and for future COIL projects. This section offers categories of challenges. For some of these there were solutions and opportunities and future chances, but not for all.

#### *Learning Platform*

*Challenge:* Is it possible for students from both universities to work on one learning management system (LMS)?

To attempt to answer and solve this challenge, cooperation from UNCC's Office of International Programs, its Center for Teaching and Learning, and the Instructional Technology department were consulted. European privacy regulations and the technical difficulties of adding external members to university learning platforms made it impossible to use one LMS. The technology to make this happen is not ubiquitous and to solve this challenge requires

memorandums of understanding and legal approvals from institutional officials at levels above and beyond the instructors' purview.

*Solution:* While the UNCC students worked on Canvas and the PH LUE students on Moodle, the instructors made sure to provide the identical information on both platforms. Using two LMSs made communication and distribution of resources cumbersome.

*Future Chance:* Future projects should aim to add all students to one LMS.

### *Web Technologies*

*Challenge:* How will everyone communicate and engage?

The instructors used both Zoom and WebEx for their meetings. Students had to solve the communication technology issue to communicate among their group. In each country, different possibilities for communication were available, so students experimented with Zoom, FaceTime, WhatsApp, GroupMe, Skype, WebEx, Prezi, Google Docs, and Google Slides.

*Solution:* Students tested different ways of communicating and reflected on advantages and disadvantages of the different options. For the mini-conference, the personal Zoom "room" of the UNCC instructor was used.

*Opportunity:* Students realized that the technologies in their country are not the only ones that exist and that technologies are culturally influenced. Students worked on their media skills, both in terms of technical competencies, as well as critical media awareness. One German student felt she was "*able to broaden [her] communicative skills and media competences by learning about new and different kinds of media and their advantages and disadvantages in different situations.*"

*Future Chance:* It would be beneficial to enlist the help of the institutions' communication office to perhaps facilitate communication platforms among students and to help host sessions longer than one class period, such as the mini-conference.

### *Language*

*Challenge:* Will using English limit or promote participation, specifically of PH LUE students?

When collaborating with students from other countries, language is a common concern. Having the course in English made some PH LUE students apprehensive. One student said, "*I didn't sign up right away because I was very unsure about the language.*" On the other hand, one of the reasons for some PH LUE students to attend the course was precisely for the opportunity to expand their English language skills by speaking with native speakers. The initial fears of the UNCC students that language might be a concern were not met. The reflections expressed they felt comfortable with the English proficiency of the PH LUE students. Nevertheless, language issues arose because specialist terms were missing or expressions were misunderstood. This included cultural differences that were reflected not only in the actual vocabulary, that is, denotations, but also in the deeper connotations. A UNCC student explained how this issue was sometimes resolved: "*There were definitely a few times when we were unable to translate as perfectly as we would like*

[so we] *looked up words if they didn't translate correctly to give us an idea of what [our German peer] meant.*"

*Opportunity:* In finding ways to overcome language issues, PH LUE students expanded their English vocabulary and all students grew in their intercultural learning.

### *Groups*

*Challenge:* How will equal and balanced groups be formed?

A balanced group size was, unfortunately, rarely possible. Most groups had more UNCC than PH LUE students. In the groups in which there were at least two students from one country, cooperation usually worked better.

*Solution:* Topics of interest, personality, personal interests, and language proficiency were taken into consideration when forming groups; however, this often led to uneven groupings. It seems that groups of four composed of two American and two German students worked best.

### *Time*

*Challenge:* When can both courses meet at the same time and how will groups find time to meet?

The instructors struggled to determine a synchronous time for both classes to meet. After much deliberation, two Saturdays were chosen. As for students, most described arranging group meeting times as the biggest challenge. Different time zones, time shifts, as well as different holidays and personal schedule differences posed major time challenges. The fact that the American students were already working as teachers with set timetables made finding dates even more difficult.

*Solution:* Two Saturdays were incorporated into the course schedules and replaced class meeting dates that would have occurred during the week so that both courses could meet together at the beginning and then at the end. Class on a Saturday (9am USA/3pm GER) alleviated some issues, but cut into students' personal and family time.

Group meeting times and methods were completely left to the group members to coordinate. The instructors served as role models by setting the milestone meeting dates at "out-of-the-working-day" hours which meant everyone was pushed out of his or her comfort zone to make meetings possible.

*Opportunity:* Finding solutions to the challenges of time helped students' intercultural competence growth. It became clear that a COIL cooperation requires a high degree of flexibility and consideration for others' needs while putting aside one's own interests. Yet, when some concessions are made, the gains of cooperation can outweigh the sacrifices.

*Future Chance:* With advance planning and coordinated support across both institutions, seminar and course times could be scheduled in parallel, thus keeping one weekly date free to meet.

*Überraschung! Surprise!*

Naturally, not all challenges are foreseeable. Yet, having experienced them allows for future planning.

*Challenge:* At the beginning of the project, the UNCC students were surprised at how many global challenges their PH LUE students could name – some of which they had never heard of before.

*Opportunity:* Such an observation offers a high degree of reflection potential for the UNCC students as to why it might be that the German students seemed more globally aware than the American students.

*Challenge:* The students were at different levels with regards to teaching experience. PH LUE students described the collaboration with UNCC students who were already teachers as beneficial because of the insights gained of the American school perspective.

*Opportunity:* Having opportunities for discussion about the educational systems in each country would broaden the students' global perspectives in education.

*Challenge:* The COIL project task was not difficult, but the workload was more intense because of the cross-cultural components and the limited number of weeks for the project. Due to the different university semester start dates, there was a limit to the number of weeks the students had to work on the COIL project. The PH LUE semester began at the middle of UNCC's semester, so to provide ample time for collaboration, the COIL project extended into the exam period of the UNCC semester. Adding the COIL project to students' final project and exam workload in other courses around the end of the semester did cause students some level of stress. Under pre-pandemic circumstances, it might have felt less stressful for the UNCC students because the end of the semester would have been in early December; however, due to the pandemic, the University semester started two weeks later than usual. Therefore, the semester ended past the middle of December, right before the holidays. Another reason for the UNCC students' fatigue at this time was that many of them were practicing teachers. They were simultaneously wrapping up their classes for the holidays during a school year that was overly taxing due to constant changes in teaching modalities based on the shifting pandemic situation.

*Future Chance:* Finding the right balance between time and workload is important so that students can enjoy the undertaking of the COIL project and process without it being too burdensome. Also, PH LUE students signaled their willingness to start such a COIL project even before the official start of the semester to have more time.

*Challenge:* One challenge that caught the instructors by surprise was the difference in academic culture. Unlike the PH LUE students, the UNCC students were not used to project-oriented

work. They were partly overwhelmed by the high degree of freedom they were given and would have liked more guidelines.

*PH LUE Student Solution:* The PH LUE students noticed this inexperience and they took the initiative and compensated for this by guiding the group work.

*Future Chance:* Bringing academic cultural differences to the level of students' awareness, in and of itself, has intercultural learning value. Other future considerations include closely monitoring asynchronous course content that supported project-based learning to make sure it was completed, additional mandatory milestone meetings to keep students focused and on pace, and more guidelines for students who need them.

*Challenge:* Upon meeting, students had to navigate cross-cultural communication norms. At the time of the COIL project, the American presidential election was taking place. For Americans, politics is a controversial subject and therefore not brought into conversation upon first meeting.

*Opportunity:* One German student seemed aware of this social norm and wrote how he at first, “*didn't want to bring up such a controversial topic as the American presidential election before knowing where [the American students] stood on this topic.*” However, he later reflected on his growth in regards to “*listening and being able to accept other perspectives and opinions when they go against his fundamental beliefs.*” He also “*came to realize that that's not how one starts a discussion*” or conversation.

*Challenge:* At the time of the COIL project, America was in turmoil sparked by the killing of George Floyd and other persistent racial injustices. The topic of race was discussed within the groups and was the focus of a couple of presentations.

*Opportunity:* One PH LUE student reflected that the “*discussion regarding the use of the word 'race' [was helpful in realizing] several things not considered before.*” Another PH LUE student noted: “*While I have previously been aware of this fact, in theory, I couldn't have given a specific example or explained it any further. Understanding the different connotations of “race” and “Rasse”, made me realize the different relationship one might have to a word depending on where one is from.*”

#### *Future Research and Practice*

*Challenge:* How can the instructors capitalize on what they learned from the COIL project to inform their teaching and research?

*Future Chance:* COIL can be integrated into any seminar to varying degrees and would allow for multiple perspectives on any course topic. A COIL project with integrated partner visits might be more productive; however, there is still value in the virtual exchanges. While the pandemic provided a chance to experiment with a COIL project, the instructors are considering implementing a COIL project that incorporates a study abroad component. While technology

allowed the COIL project to be realized, some students felt it still fell short. One PH LUE student put it this way: To better communicate our ideas, *“could only be fully accomplished if we had been able to directly interact with each other.”* Future research could capture the value added of COIL for study abroad.

Despite the challenges, most students indicated they would participate in another COIL project. One PH LUE student wrote, *“If such a project were offered again as part of my studies, I would definitely participate!”* Another reflected: *“The COIL project made me realize that there can be so many different perspectives on an issue.”* A UNCC student said, *“I would love to participate in another COIL project like this or even be a mentor for another group participating in a COIL project.”*

### **Benefits**

Students indicated both intrapersonal and interpersonal benefits gained from the COIL experience especially with regards to intercultural awareness. German and American students alike found themselves *“reflecting on their own culture.”* One UNCC student wrote: *“Working with another culture helped me to better see and understand the viewpoints I hold and why I have them.”* Students also reflected on the perspective of their culture that was mirrored back to them one by the other. For example, one PH LUE student wrote: *“Hearing what our American friends thought about Germany and our culture provided me with an outside view I had never considered before.”* Students enjoyed not only collaborating on the project, but also getting to know one another. One UNCC student wrote: *“I appreciated that we could have conversations about important issues as well as get to know each other’s lives.”* While students were aware that both Germany and America are considered Western cultures and they ought to be similar, the project brought to their attention how dissimilar some cultural ideas are even within the similarity of being a Western culture. One PH LUE student expressed it this way: *“It was great to see how we were very different in many aspects and experiences, and yet so similar in others. In my opinion, this is what made the project special and the cultural learning experience valuable.”*

Students also indicated the value of the COIL project with regards to teaching. A PH LUE student reflected how *“as an English and History teacher, [...] one has to be aware of cultural differences and how those affect events and behavior and this is something this seminar has made very clear to me and shown me during the entire process.”* UNCC students indicated they would like to do a similar project in their school or classroom. For some, this is more feasible than for others and for many, to do so would require age-appropriate modifications. One UNCC student wrote: *“I would absolutely love to connect my students with students from another country to work together to complete a project.”* She also indicated she could not yet determine *“to what extent or level.”*

## Conclusion

While the pandemic posed many tribulations, it presented a chance to try a different pedagogical approach to internationalization. Students as well as instructors were confronted with challenges within the COIL project, some of which could not have been foreseen. Yet, in the course of the implementation, data analysis, reflection, and subsequent conversations, the instructors noted many benefits, and the challenges they identified could also be perceived as chances to learn and grow for everyone involved.

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## Appendix A.

### COIL Project Weekly Steps

#### Week 1 (preparation)

- Learn about COIL
- Complete and submit pre-assessment sheet and past and history questions
- Read the article and complete the song activity
- Review the COIL project assignment, rubric, and portfolio components
- Determine and submit your topic of interest and “What we need to know about you” sheet

#### Week 2 (team building and organization)

- Complete your “View from my Window” introduction task
- Review multimedia product ideas (e. g. Actionbound)
- Review research resources (e. g. website assessment, information literacy, faceted searching, primary source analysis, etc.)
- Hold a “Getting to know the group” meeting online to share your “View from my Window”
- Record this introduction and submit to Canvas or Moodle
- Determine meeting times and ways of communication and collaboration

#### Weeks 2 to 3 (task preparation and work)

- Review the COIL Project assignment
- Define: What challenge/issue you will research?
- Design: What form might your product take?
- Do: determine the tasks, distribute the labor, decide on a due dates
- Determine meeting dates; Meet as often as necessary, synchronously or asynchronously

#### Weeks 3 to 5

- Conduct research (Five E’s of Inquiry: Engage, Explore, Explain, Extend/Elaborate, and Evaluate)
- Meet with your group members
- Plan your final product for presentation (problem, research, solution)
- Hold milestone meetings with the instructors
- Keep meeting record/notes of your meetings and work

#### Week 6

- Review presentation rubric; pre-record presentation; submit it 2 days before the conference
- Attend the mini-conference
- Submit peer-evaluation of conference presentations
- Submit a self-evaluation of your group’s presentation
- Complete post-assessment sheet

#### Weeks 6 to 7

- Reflect on the COIL project (group process, multimedia product, and intercultural learning)
- Compile your reflections and artifacts to submit as part of your portfolio
- Complete a learning outcome self-assessment

## Appendix B.

### Portfolio Components

#### Part 1: Overall Reflection

Category	Components
<b>1. Group</b>	<b>a. Formation</b> – Reflect on how your group formed and came together.
	<b>b. Process</b> – Reflect on what you and your group did to work on the project. What research did you conduct? Where? How? Why? What were the steps your group took to complete the project? How did you divide the labor? How did your group make decisions?
	<b>c. Dynamics</b> – Reflect on how the group members interacted. How did the interactions among the group members influence attitudes and behaviors?
<b>2. Product</b>	<b>a. Multimedia Presentation</b> – Reflect on your presentation and the feedback you received.
	<b>b. Process</b> – The presentation itself and what your group chose to present probably only reflects a small portion of all that you researched, the sources you discovered, and everything you learned. Take us “behind the scenes.” What other information did you learn? What are some sources, documents, or information you found but did not include? Why?
	<b>c. Content</b> – Aside from the presentation information, what else did you learn with regards to the content (global challenges) and teaching?
<b>3. COIL</b>	<b>a. Intercultural Learning</b> – Analyze your pre- and post-questionnaires. What did you learn about yourself?
	<b>b. Process</b> – Reflect on the entire project from beginning to end (German/American peers, technology, meetings, research, product, etc.). What was of value to you? What didn’t go as well as you hoped? Would you participate in such a project again? Would you incorporate something similar in your educational setting?

**Appendix B. (continued)**

**Part 2: Learning Outcome Self-Assessment**

**Directions:** Reflect on your progress with the overall objectives of this COIL project. Use the chart as a writing frame.

1. Do you feel you have met the objectives? At what level? Indicate the level.
2. As evidence of your self-assessment, point to your other reflections or artifacts to “show” the level you feel you have reached with regards to these objectives.
3. Determine if your level indicates any growth in this area.

Domains+	Learning Outcomes	Beginning	Developing	Accomplished	Exemplary	Growth
<b>1. Investigate the World</b>	a. Develop knowledge and skills to investigate your world past, present, and future					
	b. Explain global interconnectedness of place and people*					
<b>2. Recognize Perspectives</b>	a. Recognize, understand and accept your own and others’ perspectives					
	b. Engage with cultural similarities and differences*					
	c. Critically reflect on your own cultural situatedness*					
<b>3. Communicate Ideas</b>	a. Communicate with diverse audiences					
	b. Exhibit communicative skills and media competence					
<b>4. Take Action</b>	a. Work on becoming an agent of change					

Note:

+ Domains of Global Competence (Asia Society 2018)

\* Indicates UNCC’s Student Learning Outcomes related to Internationalization

**Part 3 Intercultural Learning (a sample)**

Examples of Intercultural Learning Questions	Yes	Rather Yes	Rather No	No
I learned more about myself and my culture.				
I learned more about the other culture.				
I have less prejudices than before the project.				
The student-centered approach with much freedom in our group was helpful.				
Would you participate in such a project again?				

## About the Authors



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