HOW DO I GET STARTED COILing?

The scope of collaboration between teachers may range from highly structured COIL classes with complex project management and full participation from both sides, to a quick, simple collaboration involving just a few tools.

STEP 1
Planning

Find/reconnect with a partner educator at another school through email, Skype or other 3rd party video or messaging service.

STEP 2

Discuss what learning outcomes the instructors would like their participating students to reach by means of the exchange, and how those outcomes might be assessed. In this process, it is important to recognize that these outcomes represent only part of the total outcomes for whatever class the students are enrolled. Many types of assessment may be appropriate, including peer assessment and self-assessment (reflection on learning).

STEP 3

Discuss tools they would like to use for upcoming semester and what kinds of things they would like their students to be able do through these tools. This is usually done via back and forth email. During this process educators encounter what is known as the Chicken or Egg Dilemma: Should we design lessons and activities first then pick what tools we think would work best for accomplishing these activities or should we pick the tools we want to use first then design lessons and activities around those? Some questions educators might ask: What are the trade offs? Where do we begin? What tools are other teachers using and why? Where are we going to create our Lessons and activities for the exchange?

STEP 4

If educators have 2 or 3 classes each they could use up to 10 different tools to facilitate a COIL exchange. Furthermore, they will have to create a shared calendar that will be used to coordinate and keep track of activities.

STEP 5

The educators will need to block out time for these exchanges based off whether these exchanges are asynchronous or synchronous. EX: If asynchronous then educator will make an activity a homework assignment. Synchronous: Educators will have to figure out what time/s work best for both in order to allow their students to meet virtually either for live video or audio calls.

STEP 6

Instructors will create Lessons which will be comprised of multiple Activities including but not limited to "Icebreakers" both in order to allow their students to meet virtually either for live video or audio calls.

STEP
7
Execution

After the planning stage Instructors will have to make a learning pathway for the students so they know the sequence of activities using all the different tools they decided to use for the exchange, keep track of all deadlines, and communicate with students how they are to turn in COIL activities to be graded or assessed. Example: students will need to know where and how they are to turn in videos they create, how to record skype sessions, send chat convos they had with their partner, or send audio files. Furthermore educators can spend hours looking through blog posts, discussion boards, or websites trying to find this information in order to grade, assess or send it to the LMS system that their school uses.

STEP
8

Throughout the COIL process, the participating educators will need to execute a plan for assessment.

STEP
9
Follow-up

Lastly, Educators will be responsible for communicating with students about issues on activities, problems with the tools or software companies they are using, and questions or problems about collaborating with other students not getting back to them on top of many more things that could go wrong.

HOW MUCH IS IT GOING TO COST?

Costs associated with COIL have traditionally been borne by professors and administrators at the school or faculty level. Many of the practices and technologies employed in doing COIL have been undertaken using existing technology or services, for example using hardware and software that are in general use prior to any COIL undertaking. Examples might include the use of personal computers or smartphones, free apps and services, the use of loaned equipment such as video cameras, webcams and so forth. The use of various paid apps and services might be covered under individual instructor general use, or under teaching and research funding that might be for general pedagogical undertakings.

However, with the move to institutionalize COIL practices and related technologies, there is a growing need to provide for more accurate and accountable inventories and costings of equipment, services, and a host of infrastructure elements that may be important for the doing of COIL as a regular and routine part of the teaching and learning activities for faculty or divisions. This is particularly salient for those institutions wanting to undertake COIL activities that are linked with traditional study abroad programs and those wishing to pursue COIL without institutional experience.

Costs / program level comparison

As one example, the following table provides a summary of approximate costs associated with a range of currently delivered programs at Kansai University, Japan. These range from very short programs (e.g., Overseas Experience Program) to more traditional full study abroad programs (e.g., 1-2 full semesters). This range of programs is likely to be similar to those offered by other institutions with a strong history of exchange and study abroad activities.