

While this list may appear somewhat limited and possibly taken-for-granted by many experienced educators, consider that while COIL and “COIL-style education” (expressions used in the Inter-Exchange University Program 2018-2022) have received a relatively favourable and enthusiastic adoption in Japan, there are a number of approaches and practices at various institutions presented as COIL that are arguably not COIL.

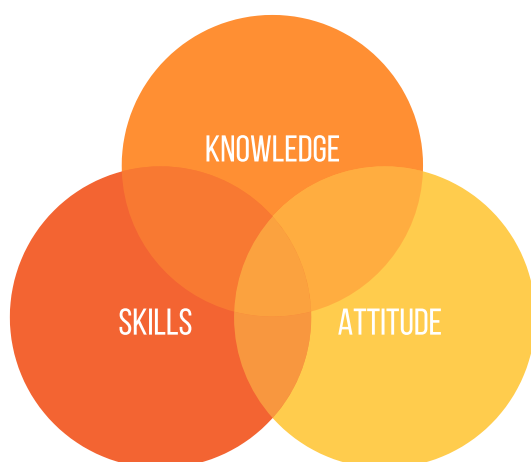
Our view is that VE and COIL both must be facilitated by a trained educator. VE and COIL also need to ensure appropriate learning design (“curriculum design”) is undertaken in order to promote and assist in the student transformational learning processes during cross-cultural encounters.

It is important to stress that intercultural understanding and awareness are not automatic outcomes of contact between different groups or cultures. As suggested in the list above, a sustained pedagogy for interaction must be developed and implemented. Our first issue (I-Paper 2018 April issue) provides more information on understanding and identifying the VE/COIL (link etc).

-  FACILITATED BY A TRAINED EDUCATOR
-  APPROPRIATE LEARNING DESIGN
-  SUSTAINED PEDAGOGY FOR INTERACTION

"COIL PLUS" INITIATIVE

Delivering a VE/COIL course on its own can provide great opportunities for training that might lead to the further development of intercultural competences. An extension of this, in the form of blended learning that incorporates both online (VE/COIL) and offline (Student Mobility) interactions among students from different universities, has been receiving growing attention.



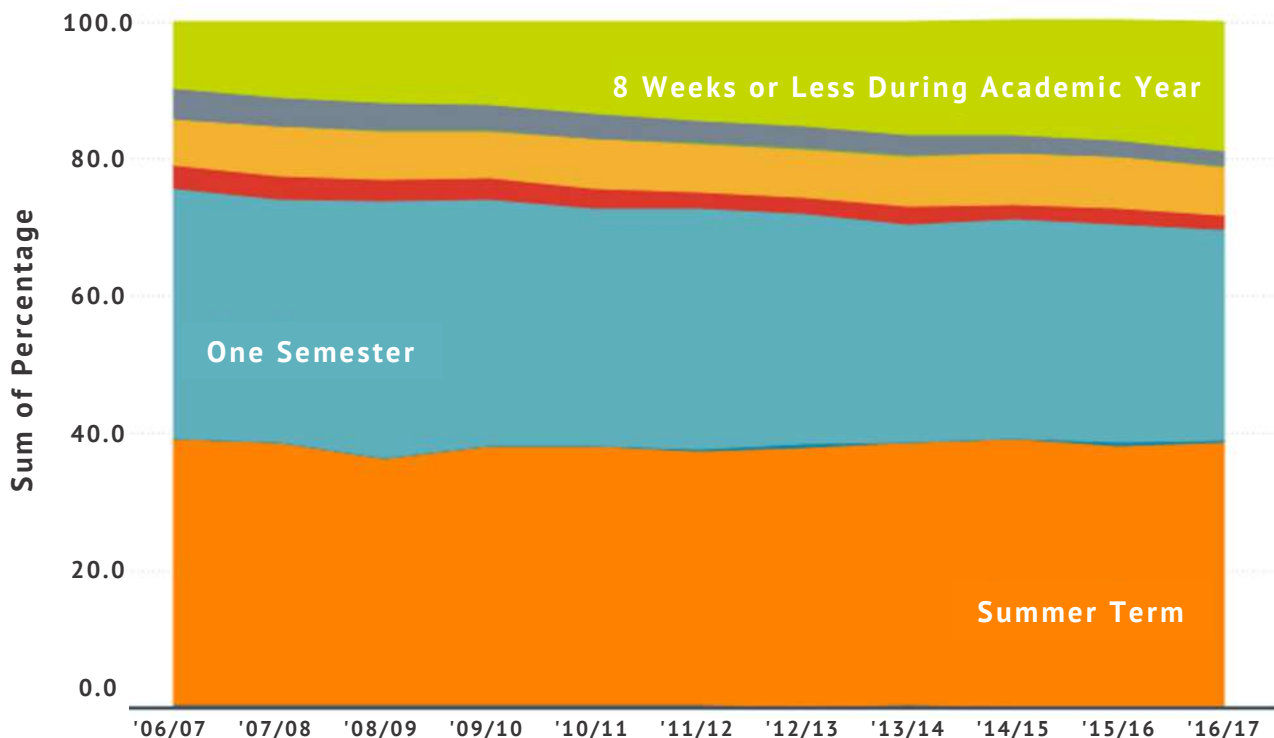
In the online phase, students participate in a VE experience. In the offline phase, students who have gotten to know each other through the online (VE course) now finally meet “in person.” By combining both a visiting program with the VE/COIL practice, IIGE and Kansai University have observed some good outcomes for participants.

SOME COMMON POSITIVE EFFECTS ARE VERY INTACT TEAM FORMATION FROM THE FIRST DAY OF THEIR PHYSICAL VISIT TO MEET EACH OTHER, AND MORE IN-DEPTH LEARNING THROUGH PROVISION OF A CHALLENGING TASK IS MADE POSSIBLE DESPITE THE LENGTH OF THEIR MOBILITY PROGRAM.

To further explore and develop the possible advantages with such an approach, Kansai University named the hybrid program the “COIL Plus” Initiative and launched in 2018.

WHY COIL BEFORE/AFTER STUDY ABROAD?

“Less is more” appears to be an increasingly important directive with regard to the development and implementation of various student mobility programs both domestically and internationally. For example, consider the figure below (Institute of International Education, 2018). One can see that the duration of affordable length of study abroad among U.S. students is either one summer term, which has been usually 8 weeks or less, or one semester (4-6 months).



Note: Percent distribution may not total 100.0 due to rounding.

Institute of International Education, (2018). "Detailed Duration of U.S. Study Abroad, 2006/07-2016/17" *Open Doors Report on International Education Exchange*. Retrieved from <http://www.iie.org/opendoors>

Recent research undertaken by the Japan Association of Student Scholarship Organization (JASSO, 2018) indicates that for Japanese students in higher education between 2009 and 2015 the percentage of Japanese studying abroad for less than a month increased from 46% of the total to 61%.

The trend appears to be that the time spent at the destination is becoming shorter in order to permit more students to participate overall. While there is room for discussion on how to deal with this development, it is also important to come up with ways in which the study abroad experience can be enhanced for shorter duration programs.

IN THIS REGARD, COIL ENHANCEMENT IN PRIOR OR POST STUDY ABROAD EXPERIENCE MAY ENABLE STUDENTS TO STAY ENGAGED IN THE CROSS-CULTURAL ENCOUNTER FOR A LONGER PERIOD OF TIME.

When the tasks in the COIL process are designed with an eye towards maximizing opportunities for engagement in a shorter duration study abroad program, participants can already be interactively connected with those who live in the destination country of the mobility program beforehand.

In this sense, the impact of transformative learning through COIL Plus may have utility in helping to deliver the learning outcomes that international educators wish to see from any study abroad programs.

Period Region	Less than 1 Month		More than 1 Month / Less than 3 Months		More than 3 Months / Less than 6 Months		More than 6 Months / Less than 1 Year		More than 1 Year		Unknown		TOTAL	
	(#persons)		(#persons)		(#persons)		(#persons)		(#persons)		(#persons)		(#persons)	
Asia	19,104	(16,338)	1,103	(905)	2,730	(2,211)	2,063	(2,048)	213	(178)	0	(0)	25,213	(21,680)
Middle East	114	(28)	5	(27)	5	(5)	14	(10)	1	(1)	0	(0)	139	(71)
Africa	132	(97)	13	(15)	9	(13)	16	(18)	0	(0)	0	(0)	170	(143)
Oceania	3,896	(4,145)	2,249	(1,671)	1,137	(1,124)	853	(885)	73	(92)	0	(0)	8,208	(7,917)
North America	8,893	(8,952)	2,039	(1,818)	3,827	(3,760)	3,731	(3,857)	483	(616)	0	(0)	18,973	(19,003)
Central/ South America	305	(277)	29	(134)	68	(31)	125	(122)	36	(11)	0	(0)	563	(575)
Europe	6,758	(5,789)	1,580	(1,201)	1,305	(1,291)	2,854	(2,800)	295	(340)	0	(0)	12,792	(11,421)
TOTAL	39,202	(35,626)	7,018	(5,771)	9,081	(8,435)	9,656	(9,740)	1,101	(1,238)	0	(0)	66,058	(60,810)

Numbers in () are from 2016

JASSO AY 2018 Data on Japanese students and study abroad programs

In this i-Paper issue, IIGE reports on some of our COIL Plus programs done in AY2018-2019, particularly those that we consider as advanced COIL Plus cases. For example, a program in which not just bilateral but multilateral COIL practice was carried out before the study abroad program that had a duration of 4 weeks. IIGE will continue exploring the development and implementation of multilateral COIL programs (with and without a student mobility) over the next year.



WE BELIEVE THAT THIS ADVANCED ADOPTION OF VE WILL LEAD US TO A FUTURE-DESIGNING INNOVATIVE WAYS TO SHAPE INTERNATIONAL EDUCATION IN THE NEXT GENERATION.

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