

## Collaborative Online International Learning (COIL): Implementation

### Quick Checklist and Key Questions for Instructors Implementing a COIL Project

This handout helps instructors conduct a collaborative COIL phase. Additional handouts are available to assist with preparation and evaluation.

**Working with this handout:** Key coordination requirements are listed under the heading “During the COIL Phase,” and it is strongly recommended that these be clarified. This is followed by thematic guiding questions, which are intended to provide in-depth content from which appropriate focal points can be selected depending on the collaboration, subject areas, and timeframe.

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### During the COIL phase—key coordination efforts

- ☐ **a joint orientation session** is planned for the students (see 1: Orientation)
  - ☐ expectations regarding **communication** and **participation** have been identified (see 2: Communication)
  - ☐ support sessions and initial **check-ins** for the groups have been scheduled (see 3: Support)
  - ☐ **regular coordination** among instructors has been agreed upon (see 4: Coordination)
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### 1. Introduction and Orientation

#### Key Questions

- ☐ How do we work together to introduce students to the COIL phase?
- ☐ What information about goals, procedures, and expectations needs to be clear from the start?
- ☐ How do we explain the purpose of international collaboration?
- ☐ What expectations regarding communication, reliability, and participation do we explicitly state?

#### Practical Tip

A joint introduction by both instructors reinforces the sense that this is a genuine collaborative teaching project.

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### 2. Intercultural and Social Preparation for Communication

#### Key Questions

- ☐ How do we prepare students for different communication and work styles?
- ☐ What icebreakers or get-to-know-you activities help students get started?
- ☐ How do we help groups establish agreements on team rules and communication?
- ☐ How do we promote a respectful and thoughtful approach to differences?

#### Practical Tip

Short icebreakers and team agreements can help reduce uncertainty and foster a sense of commitment.

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### 3. Supporting Student Collaboration

#### Key Questions

- ☐ How can we tell if the groups are off to a good start?
- ☐ What signs indicate that a group needs support?
- ☐ How do we foster genuine collaboration when groups tend to work alongside each other rather than with each other?

#### Practical Tip

Short, regular feedback loops are usually more helpful than larger interventions later on.

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### 4. Coordination Among Faculty Members

#### Key Questions

- ☐ How often do we check in with each other briefly while carrying out the activity?
- ☐ What observations about progress or difficulties do we share with each other?
- ☐ How do we handle differing assessments, teaching styles, or ambiguities?

#### Practical Tip

Short, regular check-ins prevent students from receiving conflicting messages.