

Introduction to UNICOIL and our vision

- COIL and Internationalisation at Home (IaH) in Ireland and the UK
- UNICOIL- who we are and what we seek to achieve

COIL and Internationalisation at Home (IaH) in Ireland and the UK

National Strategy for Higher Education to 2030



Report of the Strategy Group
January 2011



Internationalising higher education

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| 15 | <p>Higher education institutions should set out their international vision in an institutional strategy that:</p> <ul style="list-style-type: none"> ■ Is related to their institutional mission and to wider national policy goals; and ■ Considers internationalisation and global engagement in the widest perspective. |
| 16 | <p>Higher education institutions should put in place appropriate supports to promote the integration, safety, security and well-being of international students.</p> |

High-level objectives

The following high-level system objectives will underpin the realisation of this vision:

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| <p>Ireland will have an excellent higher education system that will attract and respond to a wide range of potential students from Ireland and abroad and will be fully accessible throughout their lives and changing circumstances.</p> |
| <p>Students will experience an education that is excellent, relevant and responsive to their personal development and growth as fully engaged citizens within society.</p> |
| <p>Research activity in Irish higher education will continue to increase. It will be characterised by its international level quality, by a strong and broad base across all disciplines, as well as significant focus in niche areas that are aligned with and are a significant support for Irish national economic social and cultural needs.</p> |
| <p>Institutions will be autonomous, collaborative and outward looking, effectively governed and fully accountable for both quality and efficiency outcomes. They will respond flexibly to the changing needs of the economy and of society. Higher education institutions will recruit, develop and retain high-quality staff, fully accountable for their performance to a strong and dynamic leadership.</p> |
| <p>Higher education will accommodate a diversity of institutional missions that will be clearly articulated and defined. Together, the institutions will form a coherent and inter-related system and collectively will have the requisite critical mass for optimal quality and efficiency.</p> |
| <p>The policy framework for higher education will make national expectations clear. The objectives and operations of the institutions and those of the funding and quality agencies will be mutually aligned, and will be underpinned by a sustainable funding model and clearly defined structures for system governance and accountability.</p> |

COIL and Internationalisation at Home (IaH) in Ireland and the UK



Our strategy is built around three core ambitions:

1. We will **increase the UK's international standing through education** and make the UK the global partner of choice at every stage of learning – a system trusted to deliver excellence and opportunity wherever it operates.
2. We will continue to **sustainably recruit high-quality international students** from a diverse range of countries, helping them become global changemakers and lifelong advocates for UK values.
3. We have set a bold ambition for the UK's thriving education sector: to collectively **grow education exports to £40 billion per year by 2030**.

What is COIL?

Collaborative online international learning (COIL)

“An inclusive, environmentally friendly teaching and learning method used to internationalise the curriculum, in which educators from different educational institutions in different countries connect to co-design and co-facilitate collaborative online learning assignments that are embedded within the curriculum, with the goal of facilitating the development of students’ collaborative skills, intercultural competence, and curriculum content learning through collaboration.”

Hackett, S., Dawson, M., Janssen, J. and van Tartwijk, J., 2024. Defining collaborative online international learning (COIL) and distinguishing it from virtual exchange. *TechTrends*, 68(6), pp.1078-1094.

WHAT IS COIL?

Defining COIL

Collaborative Online International Learning (COIL)

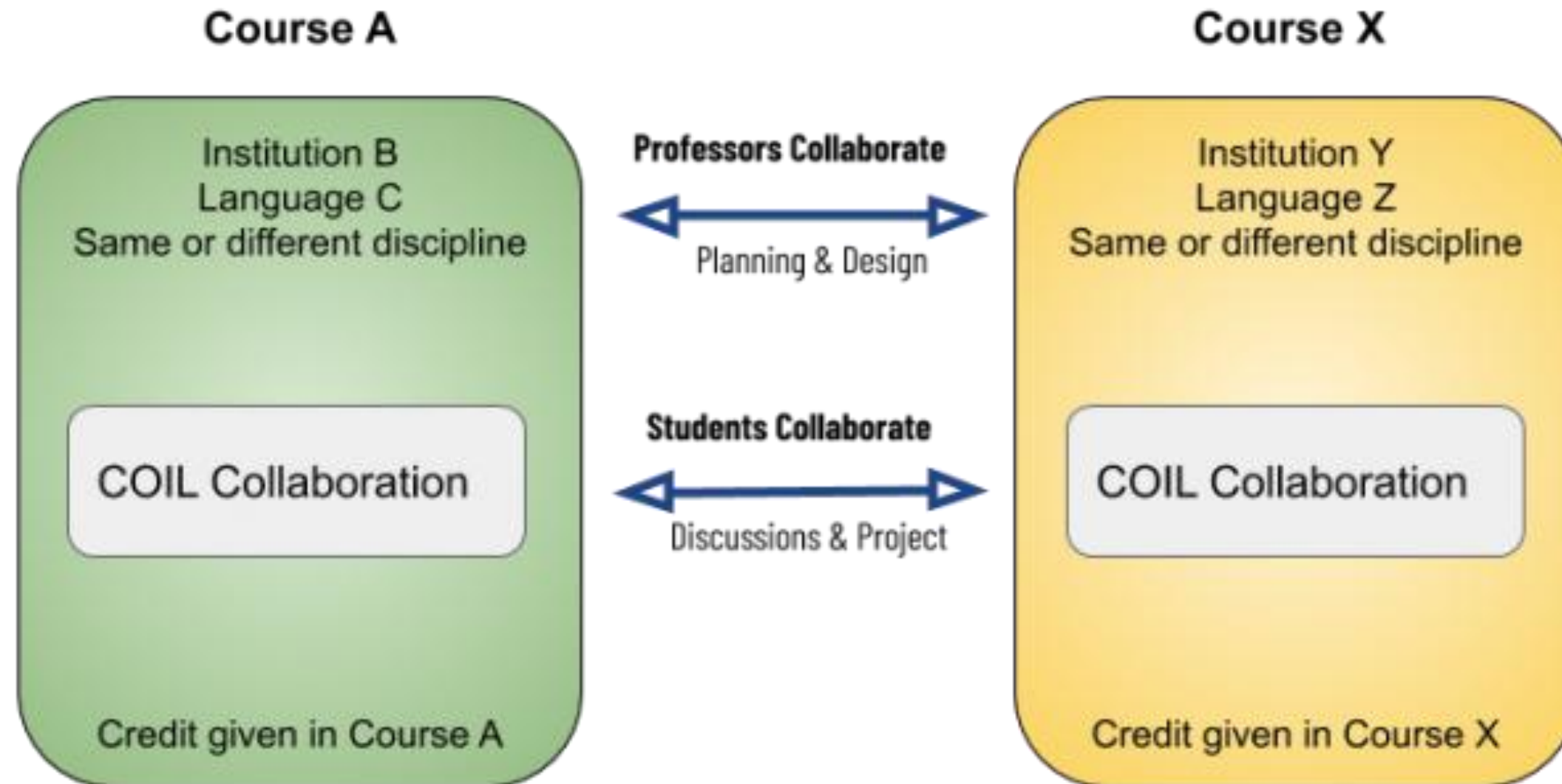
Simone Hackett, Mark Dawson, Jeroen Janssen & Jan van Tartwijk.
 Defining Collaborative Online International Learning (COIL) and Distinguishing it
 from Virtual Exchange. *TechTrends* 68, 1078-1094 (2024).
<https://doi.org/10.1007/s11528-024-01000-w>

Definition of COIL

"An inclusive, environmentally friendly teaching and learning method used to internationalise the curriculum, in which educators from different educational institutions in different countries connect to co-design and co-facilitate collaborative online learning assignments that are embedded within the curriculum, with the goal of facilitating the development of students' collaborative skills, intercultural competence, and curriculum content learning through collaboration."
 Hackett et al. 2024

9 Key Characteristics of COIL

- 1 Collaboration of two or more educators from different Higher Education Institutions (HEIs) in different countries. 
- 2 Educators co-design and co-facilitate a joint collaborative course or set of online collaborative learning assignments for their students. 
- 3 Emphasis is on developing collaboration skills and intercultural and curriculum content learning through collaborative learning activities. 
- 4 Assignments are designed to ensure essential elements of Collaborative Learning (e.g., positive social interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, group processing). 
- 5 Assignments/Engagement includes a graded element and/or students are awarded credits for their participation. 
- 6 COIL can be implemented in any discipline and can be interdisciplinary. 
- 7 Duration is several weeks (ideally between 4-15), and students should ideally meet online several times during the course to ensure they engage with one another in real time. 
- 8 Compared to flying abroad, COIL can be seen as a relatively inclusive and eco-friendly way to internationalise the curriculum. 
- 9 Apart from regular tuition fees, students do not pay extra fees to participate in COIL. 



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UNICOIL- who we are and what we seek to achieve

UNICOIL and our vision

A consortium-based network which seeks to stimulate the scaling up of COIL and COIL-related research at universities across Ireland, Northern Ireland, and Great Britain through forming and sustaining a supportive COIL community.

We seek to:

- **Scale up COIL capacity:** raise awareness of COIL amongst students, faculty, and staff; identify and/or establish Teaching and Learning opportunities to develop COIL skills; develop COIL resources; seek funding streams to support COIL projects, including pilot projects.
- **Research COIL:** conduct baseline surveys of COIL offerings at members' HEIs; establish pilot COIL projects for the purposes of study; establish and disseminate mixed-method studies of COIL projects, with control groups, to evaluate the impact of COIL on intercultural learning and to refine COIL pedagogy.
- **Develop a supportive COIL community:** establish a strong UNICOIL Network presence on social media; organise virtual symposia and workshops; hold an annual hybrid conference, including student participants; leverage existing COIL expertise in international alliances and partnerships.

UNICOIL Steering Committee

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Mark Dawson
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Professional
and academic
expertise;
researchers,
educators,
professional
services

- Atlantic Technological University
- Cardiff University
- Dublin City University
- International University of Applied Sciences
- Queen's University Belfast
- Robert Gordon University
- Sheffield Hallam University
- The Hague University of Applied Science
- Trinity College Dublin
- University College Dublin
- University of Leeds

We welcome additional universities to join us

<https://unicoil.leeds.ac.uk/>