



Universidad del  
**Rosario**

# GLOBAL CLASSROOMS with the COIL method

(Collaborative Online International Learning)



1. What is a Global Classroom?
2. How does a Global Classroom work with COIL?
3. What is the purpose of a Global Classroom?
4. The know-how of a Global Classroom (Who to work with, what to work, how to work, why to work in a Global Classroom with COIL)
5. Universidad del Rosario COIL experiences
6. Advice on COIL and a Global Classroom



# 1. What is a Global Classroom?



## The Global Classroom

Global Classroom is an experience in which your classroom connects with different parts of the world and the country to work together on a specific topic or the entire course that you lead. It can occur through an international ally, student-student relations or global projects, among others.

*"Get involved with the world, challenge our students and carry out a collaborative project" are the three components of the Global classroom that generate long-term impact.*

*Fernando Reimers*

## 2. How does a Global Classroom work with COIL?

COIL is an innovative method of teaching and learning leveraging online technologies to deliver learning global and cross-cultural experiences in the classroom.



It is an innovative pedagogy that involves collaborative teaching and learning between two or more countries which work is facilitated by online communication. This collaboration happens in any formal course that teachers lead.

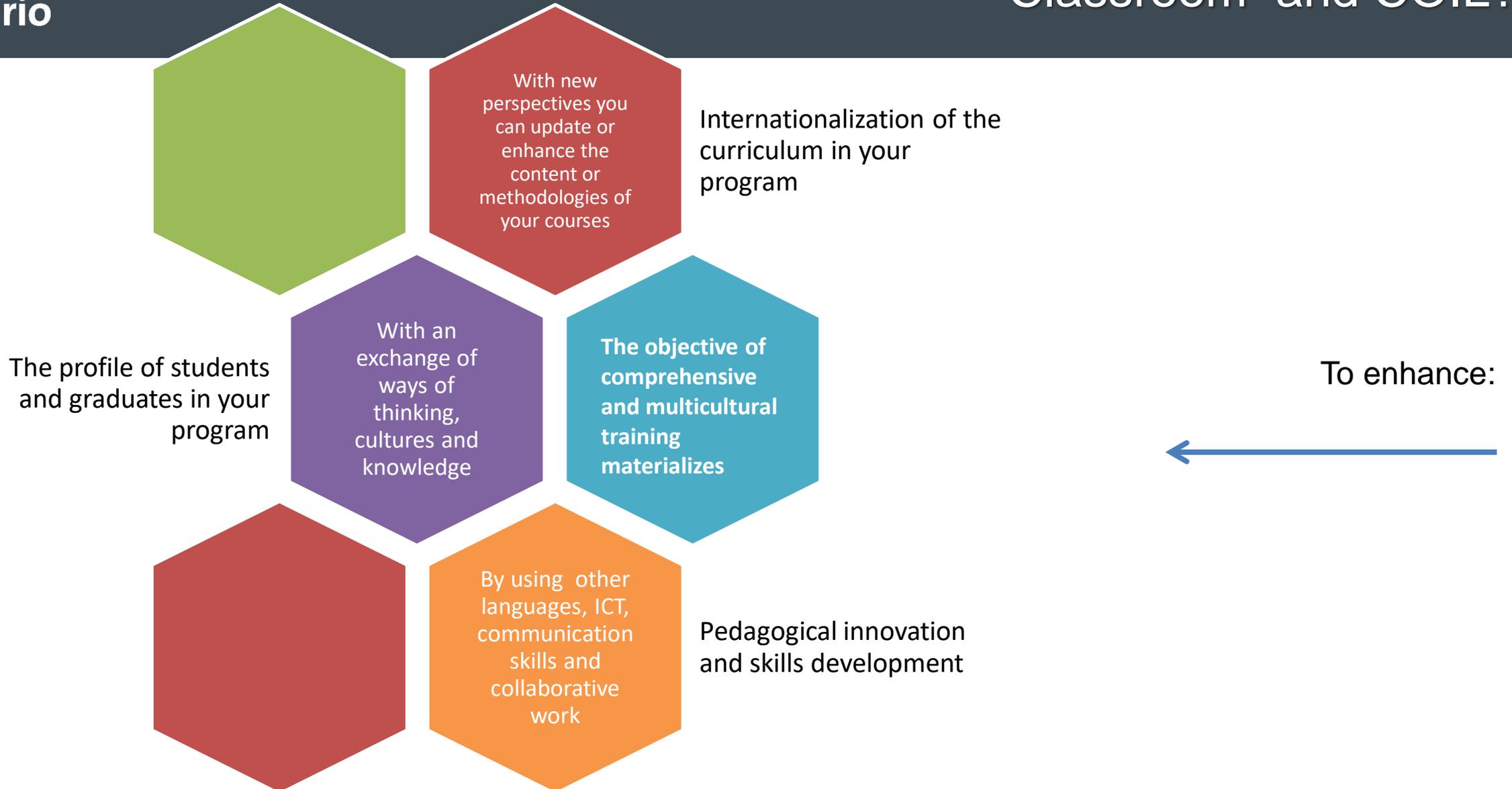
The professor of an institution collaborates with their peer in other universities abroad to develop a class, course or program. Students from the two countries then work together to complete tasks that meet shared learning objectives.



A COIL experience is an academic content lesson, as well as cross-cultural communication and collaboration, for both students and teachers. It can be developed in a couple of lessons or in an entire course.

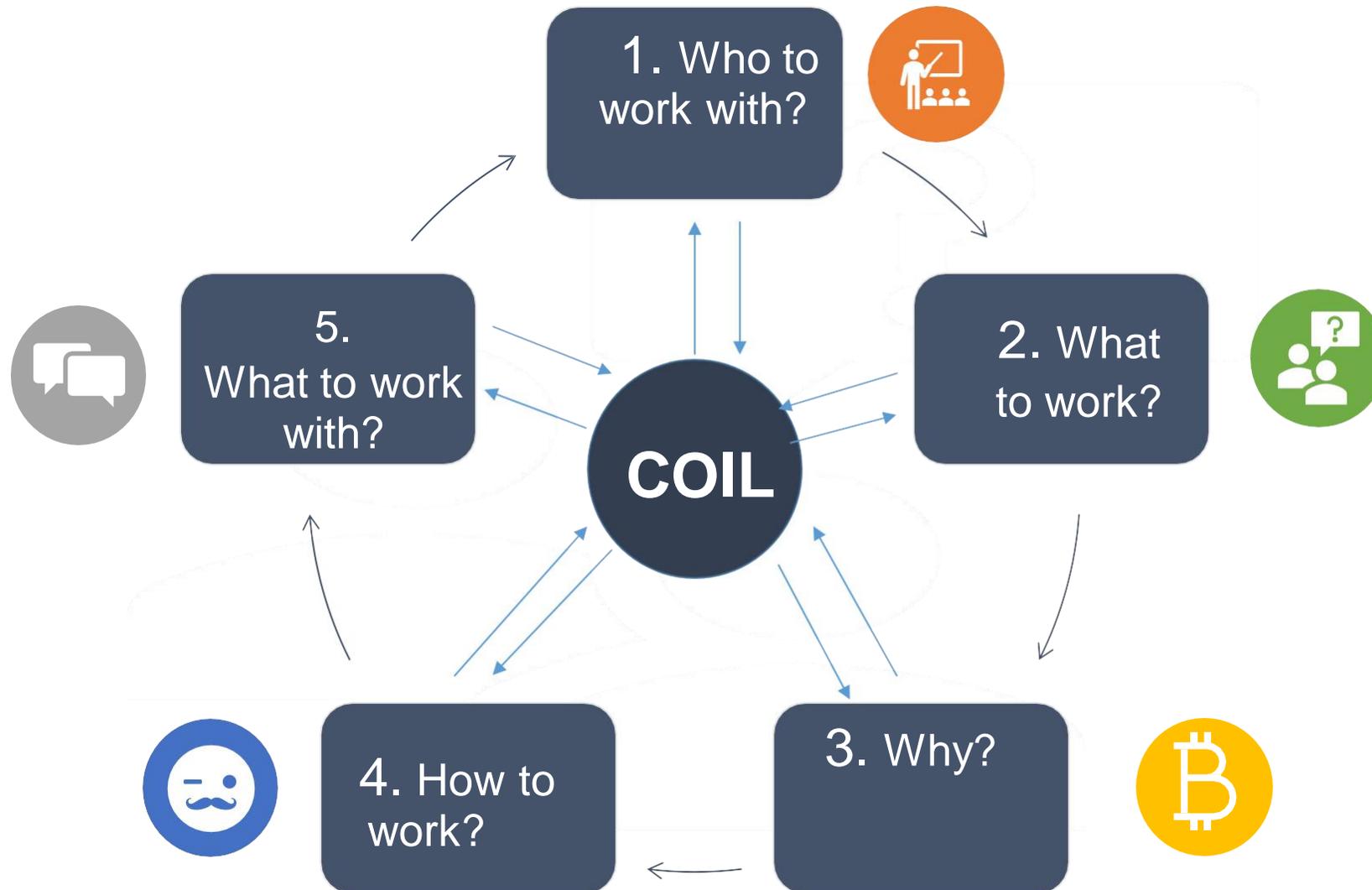


### 3. What is the purpose of a Global Classroom and COIL?





## 4. The know-how of a Global Classroom?





## 4.1. Who to work with?

Use existing collaboration platforms and networks to locate an academic, research or expert peer in your area of interest with whom you want to conduct a COIL.

These are some examples:

- Hub Academy

<https://www.columbus-hubacademy.org/en/>

- #Gloaled
- #Globalclassroom
- #Gloaledchat
- #issuespecific



You can also search for a peer or partner with your previous relationships

Colleagues in other countries or locations

Personal or professional networks

Brainstorming

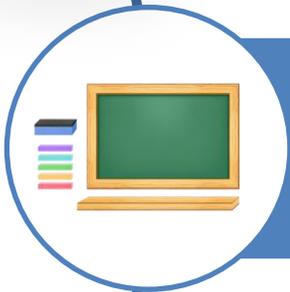




## 4.2. What to work?



Once you have identified an academic peer (professor, researcher, expert) in an external institution with whom you are interested in working a COIL, get in touch and propose your work ideas through COIL.



Define with your peer at the other institution whether they want to work together for one, several class sessions, a module or an entire semester. COIL's flexibility allows you to work from a shared video conference session to doing research by groups of students and other colleagues, if you like.



It is not necessary to create a separate course or a whole new syllable to work with COIL. It is enough to define what specific topics you want to work on together and agree on how each teacher evaluates or appropriates them. The objective is for students and teachers to interact and co-build around a subject.



## 4.3. Why?

### Knowledge

- \*Different disciplinary perspectives around the same concept.
- \* Joint research projects.
- \*Complexities and interdependence of themes in the world.
- \* Culture and own history in relation to others

### Skills

- \*Research, communication and collaboration.
- \*ICT use and boosting.
- \*Critical, creative and comparative thinking.
- \*Problem resolution.

### Attitudes

- \*Openness to new opportunities, ideas and ways of thinking.
- \* Awareness of identity and culture, sensitivity and respect for differences.
- \*Empathy for attitudes and values from multiple perspectives.

### Behaviours

- \*Seeking multiple opinions and perspectives.
- \*Opinions formed based on exploration and evidence.
- \*Taking informed actions.
- \*Sharing knowledge and foster dialogue.

Because with a global classroom and COIL you will foster:



## 4.4. How to work?

1. State the expected learning outcomes according to:

- Desirable learning in the short, medium or long term.
- Disciplinary and intercultural skills to be addressed.
- The impact, interests and benefits for the course thanks to a globalized environment.

2. Set diagnostic questions about how your students are doing in those competitions.

3. Be flexible in your objectives, keep in mind that this is a draft of what you will agree with your academic partner in another institution.

4. Define tools, scenarios (synchronous or asynchronous work) and materials. Take advantage of the COIL scenario.



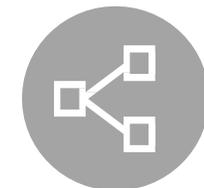
Simple

Complex

- Lectures
- Four or more online/remote learning lessons with the 2 groups of students working together

- Collaborations: working separately on similar challenges inside a course.
- Partnerships with innovative ideas

- Co-creations: working both joint educational and research products.



Look for opportunities to improve academic alliances



## 4.5. What to work with?

### Asynchronous Communication Tools



#### Challenges:

- Maintain constant communication.
- Produce a common language.

### Synchronous Communication Tools



#### Challenges:

- Students participation
- Experiences with technology
- Schedule matching



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## 5. Universidad del Rosario's COIL experiences

The University of Monterrey, Colima University, the University of Costa Rica and The Cairo American College have been our most recent partners in this Global Classroom experience.

One of the courses worked with the COIL method has been: **Psychology for peace**

### Number of students

11 Universidad del Rosario students

20 Cairo American College students

### Subject:

Psychology for peace in 3 different countries: Egypt, Colombia and Irland

### Synchronous interaction:

Zoom sessions, rotated by teachers

### Asynchronous Interaction:

Blogs and forums created on Blackboard Groups and WhatsApp





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## 5. Universidad del Rosario's COIL experiences

Pedagogical resources used in the course:

- Online chair class
- Offline time spent with students
- Blogs on BlackBoard Group
- Work and discussions through Whatsapp groups
- Assessment strategies
- Teachers visit the opposite classroom through lectures
- Spotify as an intercultural resource beyond the class





## 6. Advice on COIL and a Global Classroom

1. Don't worry if it doesn't come out on the first attempt



2. Establish the alliance based on foundations of social and cultural responsibility



3. Please note that your goal is to generate real connections not to highlight exotic differences



4. Consider building small deep experiences, while building complex alliances



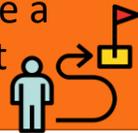
5. Be sensitive and thoughtful about intercultural differences



6. Have early successes on which to base your future successes



7. Don't expect deep global connections on the first try: global connections are a marathon not a sprint



8. Remember that communication requires patience and cross-cultural skills



9. Test what others have already done Sometimes we go further when we stop reinventing the wheel.





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# Global Classroom Video





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For further information:

What is a Global Classroom?

<https://www.writingassist.com/resources/articles-3/the-global-classroom/>

What is the COIL method?

<https://innovate.suny.edu/introtocoil/suny-coil-what-is/>

How does COIL work?

<http://bit.ly/whatisCOIL>

<http://coil.suny.edu/>

COIL Partner Matching

<http://coil.suny.edu/index.php/coil-partnerships>



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Internationalization of the Curriculum Office  
[fray.martinez@urosario.edu.co](mailto:fray.martinez@urosario.edu.co)

Vice Presidency for International Affairs  
[cancilleria@urosario.edu.co](mailto:cancilleria@urosario.edu.co)