

# Analysing Best Practices for Effective Implementation of Collaborative Online International Learning (COIL) – Student and Lecturer Perspectives

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# Creating the University of the Future

- Connecting Globally
- Commit to “...further promote internationalisation in the curriculum and enhance opportunities for our students to acquire the international perspective needed to succeed in the global community”

# Collaborative Online International Learning (COIL)

- New teaching and learning method
- Enables students to keep pace with the changing times of rapid globalisation and to enhance their global literacy
- Examples:
  - organising cross-national student collaborative projects
  - sharing of experiences and learning
  - assessing students' knowledge and abilities

# Sharing Experience & Learning

- Department of Psychology in NTU
  - 2 Year 2 undergraduates
- Department of Early Childhood Education in National Tsing Hua University (TW)
  - 5 Year 2 & 3 undergraduates (+ a research assistant at postgraduate level)
- Artificial Intelligence in Childhood Education Across Cultures
- Online learning platform: Preparation & further discussion

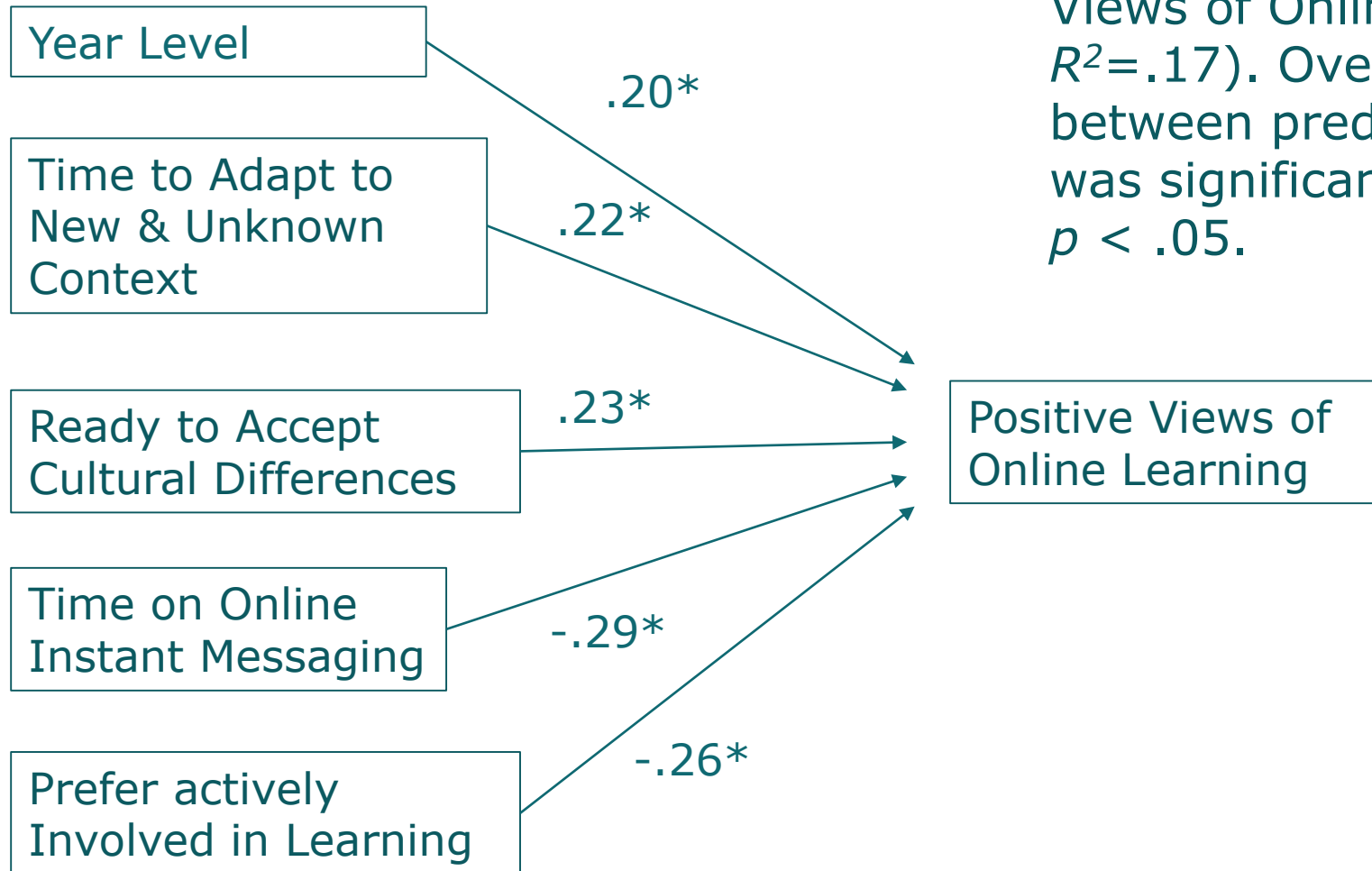
# Promote internationalisation in the curriculum

- Several small-scale COIL pilots have been conducted in the Psychology undergraduate curriculum
- Analysing Best Practices for Effective Implementation of COIL
  - Student and Lecturer Perspectives
  - Mixed methods: Online survey & interviews

# Student Perspectives

- Cross-sectional online survey:
    - 153 undergraduates surveyed
    - 131 (70 Year 1, 33 Year 2, & 34 Year 3) retained after data-cleaning
  - Predictors:
    - Learning styles,
    - Technological competence
    - Cross-cultural awareness
    - Demographic characteristics
  - Outcome variable:
    - Psychology students' readiness for COIL
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# Results



Together the predictors explained **17%** of the variability in Positive Views of Online Learning (adjusted  $R^2 = .17$ ). Overall association between predictors and outcome was significant,  $F(30,100) = 1.87$ ,  $p < .05$ .

# Qualitative Perspectives on COIL

- Interviews with participants who had obtained experience with COIL – either as a participant or as someone using it in their teaching
- 5 interviews (3 students and 2 tutors)
- Inductive thematic analysis used
- 92 codes generated
- 3 main themes



# Themes and Sub-Themes

## Themes

### 1. Benefits

- 1.1. Learning about different cultural norms and values
- 1.2. Getting a different cultural perspective on a problem

### 2. Challenges

- 2.1. Technical difficulties
- 2.2. Cross-cultural/linguistic differences

### 3. Preparation

- 3.1. Structure of event
- 3.2. Topic preparation
- 3.3. Preparation for engaging with a different culture

# Benefits

- “Um so it was a good experience, it was nice to speak to other people, other students from a different culture. Um it was nice to get their perspectives on something I feel quite strongly about” (student #1, lines 24-26)
- **1.1.** “I thought it was a positive experience, it was an education experience as well I got to interact with people from Taiwan...and that was really good because people get to tell me about their culture and how the education system is like in that place and how they...interact and with the learning experience I got to learn the differences between there and the UK so it was a really good experience” (student #3, 4-8)
- **1.2.** “if we have only discussed this in our culture we won’t think outside the box but if we discuss things with other cultures or umm, other people who are in other area we can, we can jump outside our boxes and think there might be more opportunity to do something more” (student #2, 59-61)

# Challenges

**2.1.:** “The technical issues were the main ones, as I said Skype it depends on how good the signal is, so like with the one we’re planning for this year I need to sit down and set all of the resources up” (Lecturer #2, 152-154)

“I think the biggest issue is the connection and how, like even now like we in like the same country do you know what I mean? Wifi is kind of the same and its still so intermittent and I don’t know how that can be overcome but I think for future use it needs to be. (Student #1, 55-57)

**2.2.:** “One thing that is also different from cultures is how people behave when they are with other people so and other people of different types. So for example, a lot of students would not question teacher what the teacher says is they will not come back, they will not, that’s where the discussion finishes. So if a teacher says something the student you know that can have a lot of impact on how further the project will go (Lecturer #1, 45-49)

“Yeah, because um, because I think in different culture people communicate in different ways yeah, like, the Western culture that, they talk about their feelings a lot but in here, in Taiwan we talk about happy things, but we don’t talk about sad things” (Student #2, 126-128)

# The Need for Preparation

- **3.1.** “I thought it was structured really well and if I had been like thrown straight in there you know there wouldn’t have been as much conversation” (Student #3, 90-91)
- **3.2.** “I think the way that the lecturers themselves structured it was very good, just because it **allowed me to be really prepared** like if it didn’t have that certain structure and knowing I needed to research beforehand... it allowed me to really prepare for because I was a little bit nervous about how I was going to approach the question and whether people were going to understand me” (Student #3, 38-42)
- **3.3.** “The students could find out more about research that they are going to be talking about and possibly do background research on the students that they’re gonna, maybe not the students, but that culture before, just in case like they say something that’s inappropriate like culturally inappropriate like in order to not offend anyone” (Student #3, 111-114)

# Implications for the Planning and Delivery of COIL in the Curriculum

- **By using the survey data**, further questions arise:
  - As students could be more positive towards using COIL as they progress through their course, would it be optimal to use it later on in their studies?
  - Since students' levels of openness in accepting cultural differences has a role in predicting readiness for using COIL, how could this openness be fostered?
  - As time spent in online messaging appears to be a negative predictor of being ready to use COIL, could this be a problem in helping students to embrace COIL as a method of learning? Or should the COIL platform have more online messaging capabilities? Could readiness for using COIL be influenced by stereotypes on what it may/may not involve?
- **By drawing from the interview data**, related questions come up:
  - How can the technical difficulties, particularly when arranging simultaneous live discussions, best be addressed?
  - How much preparation should students and staff engage in for being ready to use this approach to learning? Would the emphasising prior preparation mean that some students don't benefit as much if they don't do the preparation?