

## The key concepts for COIL, relevant for Kyushu University

### 1. COIL stands for Collaborative Online International Learning.

- It involves bilateral international collaboration between two institutions to create online learning opportunities and courses (sometimes it can be a multi-lateral collaboration with a small consortium of three or more universities from different countries).
- The scale of the online courses is small (typically less than 50 students) and the collaboration is specific to the needs of the institutions and their students.
- The COIL courses should be integrated in the curriculum; the courses should be designed to meet the learning goals, and students should be able to earn credit for their course work toward obtaining their program degree.
- Importantly, in all these aspects, the characteristics of COIL are completely opposite to MOOCs (Massive Open Online Course).

The concept of COIL was first introduced by SUNY, the State University of New York in 2004. Since 2014, it has gained traction in Japan through the efforts of Kansai University and the Institute for Innovative Global Education (IIGE). IIGE hosts the JPN-COIL Association – a network to exchange information on COIL and to facilitate new collaborations among its members.

Some relevant links:

<https://www.kansai-u.ac.jp/Kokusai/IIGE/jp/COIL/>  
<https://www.kansai-u.ac.jp/Kokusai/IIGE/JPN-COIL/>

### 2. We can distinguish three types of COIL courses.

#### *2.1. Language- and culture-oriented COIL courses*

- Here the primary purpose is for students to have an occasion to practice communication in English.
- This type of course can be organized as an 'Academic English' course.
- It can include cultural communication ("getting to know each other's cultures").
- It can work in both directions: Japanese students practicing English; international students practicing Japanese.

- This language- and culture-oriented COIL is being pioneered by the Kyushu University's International Student Center; an example is ASEAN in Today's World (ASTW) 2021: see <https://isc.kyushu-u.ac.jp/astw/>
- Courses like this could be considered for early level education, possibly as a part of the core education (offered by the Faculty of Arts and Sciences) and possibly as a required course category.

## 2.2. Discipline-based COIL courses

- Here the primary purpose is for students to acquire specialist knowledge in any field of natural or social sciences. The point here is not just to learn English, but to learn *in* English. This type is a relatively traditional lecture-based course.
- It involves a set of lectures by international teachers, presented live, plus a set of additional materials such as papers, articles, videos that can be processed by the students at their own convenience ("on demand").
- The on-demand component should be quality-controlled (e.g., through tests or reports to be evaluated by the teachers).
- The course should be designed with a reasonable ratio between live contact hours and on-demand hours.
- Each live lecture is preferably followed by optional Q&A where students can, but are not forced to, ask questions.
- Ideally this is a joint course: Kyushu University teachers working together with overseas teachers to create an optimal set of lectures; and Kyushu University students taking the course together with overseas students. However, it is possible to have a one-directional course: For instance, international teachers working with only Kyushu University students.
- It may be advisable to work with fully bilingual Teaching Assistants to help students cope with the learning in English.
- This type of course may be considered suitable for higher grades: For 2<sup>nd</sup>-year undergraduate students or higher, to be organized by the relevant department. This can also be for Master's programs.
- It may be desirable to design such courses so that students from different degree programs can take the same course (i.e., code sharing of the courses) if the students meet the necessary prerequisites.
- Discipline-based COIL courses have been pioneered at the Faculty of Agriculture by Dr. Yasuaki Hiromasa and others (for a dual-degree undergraduate program with the Northern Arizona University): <https://www.agr.kyushu-u.ac.jp/english/course/iup/ddp/>

### 2.3. Issue-based COIL courses

- Here the primary purpose is for students to work on issues, through active learning. This is at least partially a workshop-style course where students work together in small teams – it integrates the concepts of active learning, team-based learning, and problem-based learning.
- Typically, this includes a set of live lectures by international teachers from different disciplines, representing different views on an issue (e.g., for issues relating to pandemics, a course might include different views from economists, health professionals, policymakers).
- The live lectures should preferably include a Q&A component, and it is possible to supplement the contact hours with on-demand learning by studying papers, articles, videos, etc. Any on-demand learning should be quality-controlled (e.g., by administering tests or requiring students to write reports with their own critique.)
- The rest of the time, the students are divided in small teams (e.g., 5 students) to work on a group project to present their analysis of an issue and develop an action proposal.
- There should be a reasonable balance between 1/ live lectures and Q&A, 2/ quality-controlled on-demand learning, and 3/ teamwork.
- The focus here is on the shared learning, students interacting in a workshop format with international students.
- Issue-based COIL courses are now being pioneered at 共創学部, modeled after the so-called 'Kyoso Basic Project' and 'Kyoso Advanced Project'.

Importantly, all three types of COIL courses would effectively constitute outbound as well as inbound online international activity, increasing the students' international experience and giving them the opportunity to learn using English as a communication tool.

COIL courses would serve potentially as a precursor to further overseas activities, preparing students for in-person overseas studies. Simultaneously, it would give a pathway for institutions to develop more intensive collaborations, effectively scaling up toward creating a joint set of courses, toward a degree program – a double or even a joint degree.