

Building students' professional skills in international telecollaboration: A COIL project between Monash and Leeds

Dr Shani Tobias, School of Languages, Literatures, Cultures and Linguistics,
Monash University

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Overview



COIL at Monash University



My COIL experience: Monash/Leeds COIL project



The learning task



Student feedback



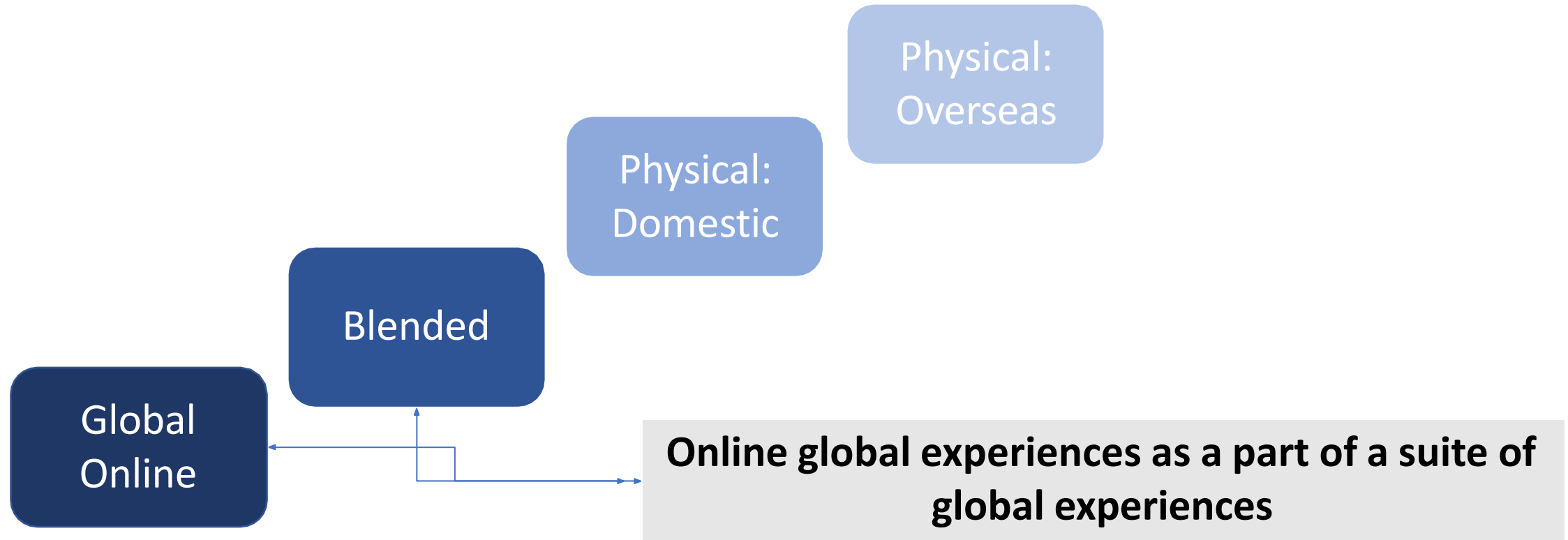
Other COIL challenges



Some takeaways

Global Experiences at Monash

Global Online Learning ('virtual mobility') as an integrated component of our global learning portfolio



*In 2019, 1 in 3 Monash undergraduate students participated in a **physical** overseas study experience.*

5 models of Global Online Learning at Monash

These typically range in effort and outcome

1. **Virtual Exchange:** Partners/sites to provide students with access to units entirely online and on an exchange basis
2. **Signature Lectures:** Local expertise of global sites, partner institutions or industry that seek to engage global experts on the delivery of lectures as standalone offerings or as part of existing units.
3. **Remote Global Work Integrated Learning:** WIL units involving an offshore host/industry/NGO partners
4. **Blended Mobility:** online study plus short-term travel; units that consist of coursework, with an online component, prior to engaging in a global fieldwork component.
5. **Collaborative Online International Learning (COIL):** coordinated delivery of curricula across multiple sites, partner institutions or industry partners.

Low

Intensity of collaboration

High

Guiding Principles of Collaborative Online International Learning (COIL)



Collaborative: academics develop a shared course with their international colleague/s; and students engage in sustained interactive online learning with peers at the partner institution



Technology-enabled: people-to-people discussion and collaboration sustained over a period of time; not simply a Zoom lecture or online tutorials



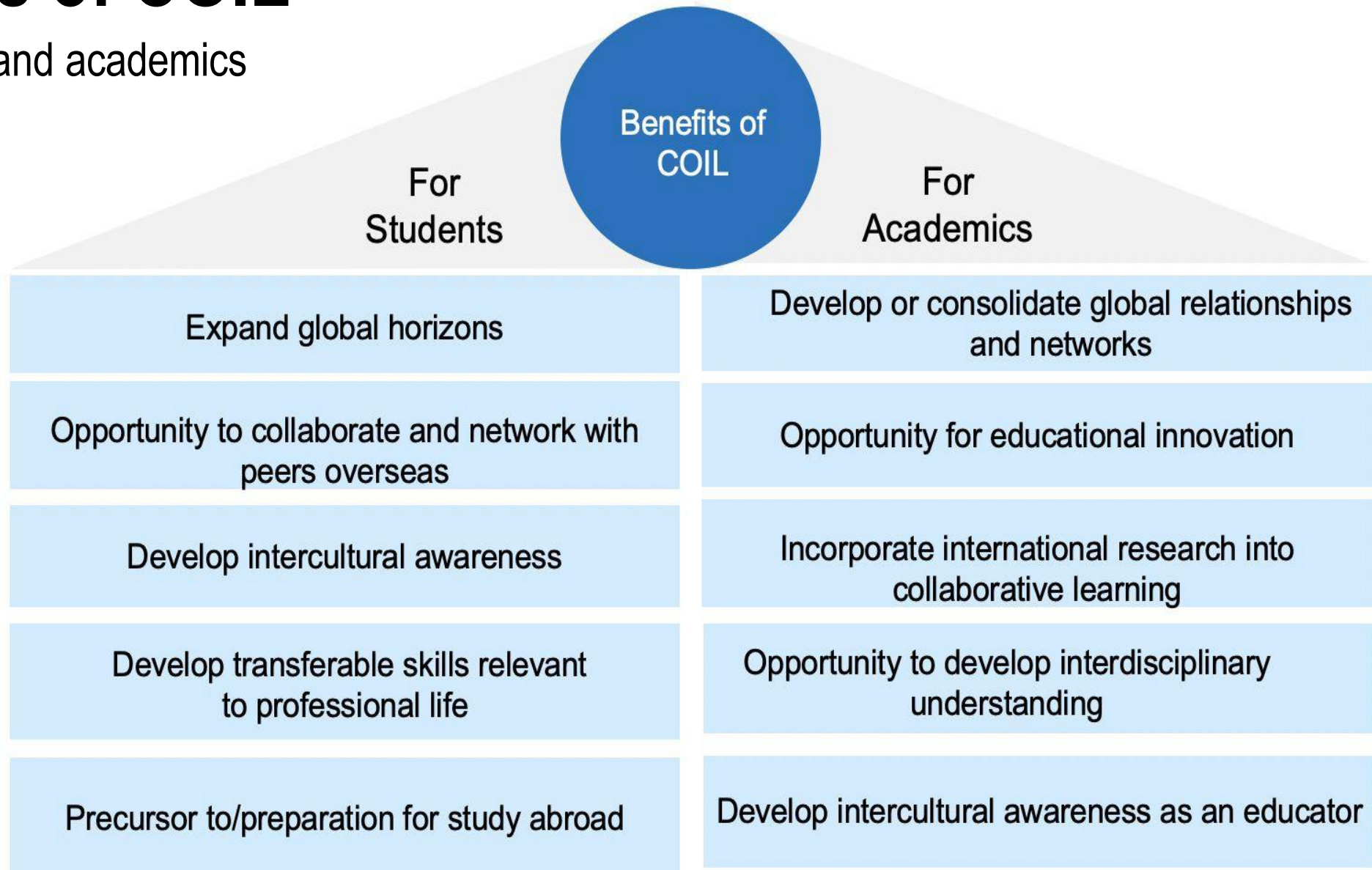
Intercultural: meaningful intercultural learning experiences with experts/students from the partner institution



Intentional and Supported: enabled by academics; with defined learning outcomes and shared learning activities/assessment

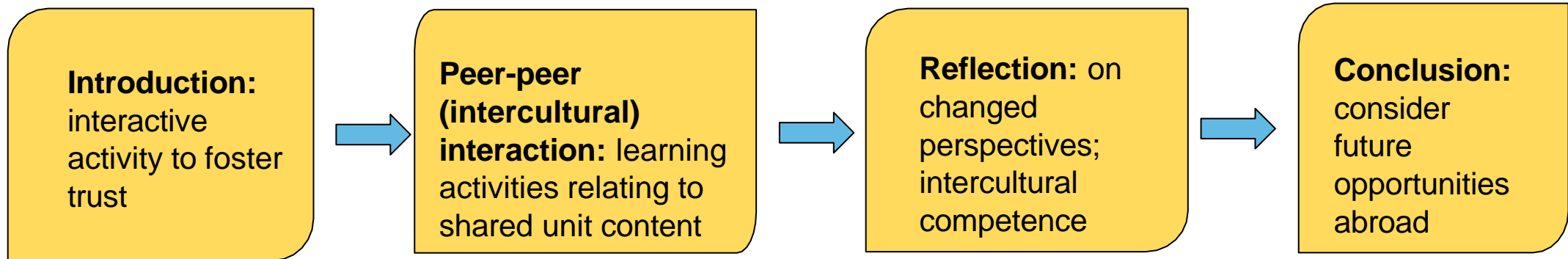
Benefits of COIL

For students and academics



Monash COIL model

COIL sequence:



COIL gives “new contextual meaning to the ideas and texts they explore, while providing students new venues in which to develop their cross-cultural awareness.” (Rubin, 2017)

Monash-Leeds COIL project

- COIL partner: Dr Martin Ward, University of Leeds, UK
- Student cohorts: Masters students in Arts Faculty, studying translation between Japanese and English
- COIL offered once or twice per year since 2021

Collaborative learning task

- Duration: 2 weeks
- Groups of Monash/Leeds students work together on a Japanese-English translation task and powerpoint presentation
- Designed to simulate a professional scenario

Day 1 Zoom session: introduction, warm-up activity, planning in project groups



Groups collaborate independently (synchronous and asynchronous)



Day 15 Zoom session: group presentations, translation comparisons, self-reflection activity

Student feedback

Benefits of COIL activity:

- Peer learning with students from diverse background
- Level of engagement
- Enhancing 'soft skills': communication, teamwork, leadership etc.
- Applying theory to practice
- Developing intercultural competence
- Building disciplinary knowledge
- A taster of what to expect in the workforce

Challenges:

- Time zone difference
- Students at different stages of degree
- Project management concerns (deadlines etc.)

‘The whole process of it was enlightening, I think. Because we came to the realization that all three of the people, in my group at least, we all had different ways of translating. We all have different types of writing styles, and trying to combine them all, and...come to an agreement was something that we needed to negotiate, I suppose’

‘In my group everyone was from different countries...It was really interesting to...see how each one of us would interpret the Japanese text, culturally’

The ability to share resources between group members was very helpful. It is also really interesting and a good learning opportunity to work in a group comprising both English and Japanese native speakers.

[relating to the different levels of the students] 'I didn't want to overwhelm them with... a lot of information, but the same time I didn't know how to go forward with it. So that...caused a lot of anxiety. But, I guess... that's also a part of a learning experience as well... There's a lot of things that might happen that you might not expect'

Other COIL challenges



Unbalanced groups



Use of English for group discussion may disadvantage non-native speakers



Different learning cultures and individual learning styles

Some takeaways



Build a strong relationship with your COIL partner



Prepare students for COIL: manage expectations, scaffold knowledge, workshop problems and solutions



Adopt a students-as-partners approach to COIL design



Cater for student diversity in learning styles, languages, and language proficiency

THANK
YOU

Feel free to contact me at:
Shani.Tobias@monash.edu