A review of a collaborative online international Learning

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Findings from 41 studies were used in this meta-analysis

Key terms.

• COIL is a pedagogy that helps to create a virtual learning and teaching environment to foster the development of intercultural competence skills. The main idea is to get students from different cultural backgrounds and universities, institutions to work together on a project.

• Intercultural competences (ICC) can be defined as one's ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.

What benefits of COIL are summarised in this secondary research?

• The role of COIL as a mean of internationalising the curriculum, developing students' intercultural and collaborative competences in a created and organised diverse teaching and learning environment.

• COIL allows students to acquire/develop intercultural and collaborative competences through experiential learning, whatever their economic backgrounds.

• It is one of the cost-effective ways to internationalise university curricula.

• For COIL tutors/scholars it leads to a better recognition as active contributors to the internationalisation of the curriculum.

• Globalisation – the increase in digital mobility and migration feed the demand for students' collaborative and intercultural competences skills development.

• The skills required to be successful in a multicultural working environment are difficult to learn in a 'traditional' classroom as they are mainly acquired and developed through experiential learning.

• COIL programmes can provide students with a cultural and linguistic diverse learning environment to learn from.

• The cultural (and linguistic) diversity through COIL programmes enables students to approach a project through different perspectives which can lead to a better response or solution approach.

- Encouraging a diversity of perspectives can encourage collaborative learning

- Students have to overcome challenges and learn how to break through the cultural (and linguistic) barrier, how to work/collaborate around the time zones, and how to communicate effectively among the teams

COIL tips for my teaching.

This paper provides us with a methodology to design and put in place a project-based COIL

- COIL programme instructors/tutors/scholars act as designers and facilitators of the cross-cultural collaborative learning virtual environment.

- It is important to set up a project that works for students, and plan additional time to discuss regularly with them challenges from intercultural collaboration, and also time for yourself to coordinate activities with your COIL partners.

- One effective way of developing students' collaborative and intercultural skills in cross-cultural groups is to use project management as a tool. A project management approach involves students in managing their own group projects.

- A well designed and implemented cross-cultural collaborative learning should emphasise the processes through which the problem is solved by students.

- Technology used (social media, digital tools…) must support collaborative and intercultural learning and not divert the attention from it.

- The design of assessment tools must be clear about what components to evaluate, how and why. They can evaluate individual and group student academic performances, ICC, academic and collaborative skills, COIL programmes.

- Direct observation by others, judgment by others and self, student interviews, case studies are considered to be effective and informative assessment methods.

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