

## **COIL: A Global Experience for Everyone**

**Marzell I. Gray**  
**University of Minnesota Duluth**

**Abimbola Asojo**  
**University of Minnesota**

**Jeff Lindgren**  
**University of Minnesota**

**Daniel Nolan**  
**University of Minnesota Duluth**

**Amy Versnik Nowak**  
**University of Minnesota Duluth**

*The two projects discussed utilize Collaborative Online International Learning (COIL) to engage undergraduate learners across three continents. COIL methodologies are integrated into classes to decenter students' perspectives on their discipline and augment intercultural awareness. COIL methodologies integrate a capacity for articulating an understanding of global systems relevant to students' field of study. Partners from the US, the UK, Uganda, and Nigeria implemented COIL projects to address the need for advanced intercultural awareness. In the following report, collaborators identify their design process, technology choices, student reporting related to outcomes, assessment strategies, and recommendations for successful future COIL projects.*

*Keywords: COIL, intercultural, online learning*

### **INTRODUCTION**

#### **What Is COIL**

Collaborative Online International Learning (COIL) is a way to create at-home international experiences for students by co-creating virtual international learning with a faculty partner from a university in another country. The “collaborative” aspect of COIL includes the principle of mutual partnership with an equal contribution between the faculty who collaborate on COIL projects. COIL projects are co-created in a balanced way, with each partner considering the other's perspective.

### **Systemwide COIL Development at the University of Minnesota**

The projects described here were aided by the University of Minnesota's (UMN) systemwide COIL development program, which has included faculty cohorts at several UMN campuses. The UMN COIL Cohort Programs, described below, were led by a faculty member and COIL Coordinator at the University of Minnesota Duluth (UMD) campus (author 4) and an Interim Co-Director of the systemwide Center for Educational Innovation (CEI) (author 3). The design of the COIL Cohort Program has been guided by a growing body of research on Virtual Exchange, of which COIL is one approach (O'Dowd).

The International Programs and Services (IPS) office at UMD has supported COIL through stipends for COIL cohort program participants from UMD. The CEI at the University of Minnesota Twin Cities (UMTC) has supported stipends for faculty from the Twin Cities, Duluth and Crookston campuses. Both UMD and the CEI have created websites that offer guidance for project development, resources, information about faculty COIL projects and research, and advertising about COIL events such as the COIL Cohort Program (CHP).

### **The COIL Cohort Program**

The CHP was offered across the UMN system in 2018, and in 2019 / 2020, and will be offered again in 2021. The 2018 faculty cohort had 10 faculty participants from three UMN campuses; 2019 had eight faculty participants and three UMN campuses. Guest facilitators included academic technologists from the College of Education and Human Development, who had previously facilitated faculty cohorts at their college. They also developed a COIL workbook, which the 2018 and 2020 cohorts used as well.

The 2020 cohort began with a 1.5-day face-to-face retreat in December and was followed by three virtual meetings in the spring. The COIL Coordinator from UMD met with faculty participants in between meetings to encourage and support progress on the COIL projects.

### **MINNESOTA AND NIGERIA DESIGN COLLABORATION**

The COIL project discussed in this section occurred in Fall 2018 and 2019 between the UMN Interior Design and Obafemi Awolowo University Department of Architecture; the new online Master of Interior Design co-developed by professors from both institutions. Faculty and staff partners at UMN were author 2 and UMN Global Programs and Strategy Alliance (GPS) education program specialist Dr. Yuliya Kartoshkina. Faculty partners from Obafemi Awolowo University were Professor Dolapo Amole and Professor Babatunde Jaiyeoba. The projects are part of an ongoing COIL effort that has resulted in a joint design project-based learning experience since 2016. Through these experiences, faculty at both institutions have engaged students in an airport store retail and hotel design in Nigeria to develop intercultural learning and sensitivity in the IDES 3612/5612: Lighting Design course. The course's primary goal is to introduce lighting as a dynamic design element impacting interiors through lectures focused on lighting terminology and concepts and project-based lighting experiences. The three main components of COIL (i.e., pedagogy, technology, and cross-cultural learning) were critical in accomplishing these efforts (Figure 1).

**FIGURE 1**  
**EXAMPLE OF THE THREE MAIN COMPONENTS OF COLLABORATIVE ONLINE**  
**INTERNATIONAL LEARNING—PEDAGOGY, TECHNOLOGY, AND**  
**CROSS-CULTURAL LEARNING AND HOW UNIVERSITY OF**  
**MINNESOTA (UMN) AND OBAFEMI AWOLOWO**  
**UNIVERSITY (OAU) IN NIGERIA HAS**  
**COLLABORATED DURING**  
**BACK TO FALL 2016**



(Source: Asojo, Kartoshkina, Amole and Jaiyeoba, 2019)

**Project 1: Airport Store Retail Lighting Design in Nigeria, Fall 2019**

The airport store retail lighting design in Nigeria was a six-week project in the Interior Design Lighting Design course: IDES 3612/5612. The project occurred during the final six weeks of the 15 week fall semester. In the project, students at the UMN course were required to design the lighting and display space for a contemporary brand name store in an International airport in Lagos City of Abuja Federal Capital Territory or Port Harcourt City in Nigeria. Students were required to consider Nigerian culture and the existing context in addition to the lighting design concepts and terminologies they had learned in the previous 10 weeks of the semester.

**Participants**

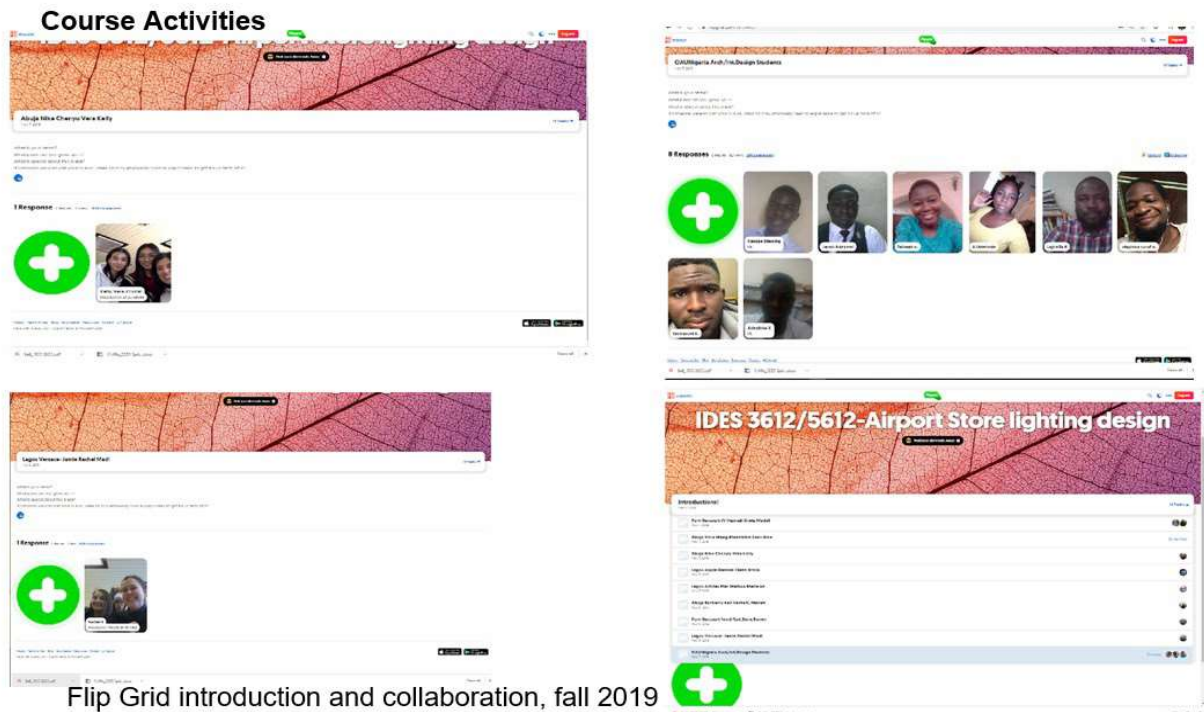
Participants in the project at UMN were 25 students from the University of Minnesota, College of Design (22 Interior Design majors, two architecture majors, and one lighting design minor student), author 2 (course instructor), and UMN GPS education program specialist Dr. Yuliya Kartoshkina (intercultural experience consultation). Participants in the project at the Obafemi Awolowo University, Department of Architecture, Faculty of Environmental Design and Management end were eight students (Architecture Graduate students), Dr. Dolapo Amole (professor, Obafemi Awolowo University, Department of Architecture) and Dr. Babatunde Jaiyeoba (professor, Obafemi Awolowo University, Department of Architecture).

## Framework/Technology

Over the six week duration of the project, UMN students met two times a week for two hours in class during the assigned class time. Author 2 spent the first week introducing the project requirements, lecturing about Nigerian architecture and a cultural framework for design problem solving (Asojo, 2013), and discussing readings on Nigerian architecture and design with UMN students. Students in the IDES 3612/5612: Lighting design course were randomly assigned into seven groups of three students and one group of four student teams to work on the project. During the first week, students at both UMN and OAU were required to create Flipgrid introduction videos of themselves to help foster connections and promote intercultural learning (Figure 2). Students at both ends were asked to respond to the following four questions in a video posted to the project Flipgrid page: *What is your name? What place did you grow up in? What is special about this place? If someone were to visit your culture, what do they absolutely need to experience to get a true taste of it?*

During the second class period in the first week and week two, UMN students developed design concepts and sketches for the project based on their research and information synthesized from the course instructor and what they learned from the Nigerian students. In week three, UMN students presented their research and initial design ideas to students and faculty of OAU, Nigeria, via zoom during the class period and received feedback about their design proposals. UMN students spent weeks four and five developing their final design presentations for the retail store lighting during the class period with the course instructor's guidance. All eight UMN student design groups presented their final design for the airport retail via zoom to OAU, Nigeria students, and faculty in the final class period of week six. The zoom presentation session occurred over the two hours of the class duration at UMN.

**FIGURE 2**  
**ILLUSTRATES FLIPGRID ONLINE COLLABORATION INTERFACE WHERE UN AND OAU STUDENTS POSTED VIDEO RESPONSES ABOUT THEMSELVES TO FOSTER INTERCULTURAL LEARNING**



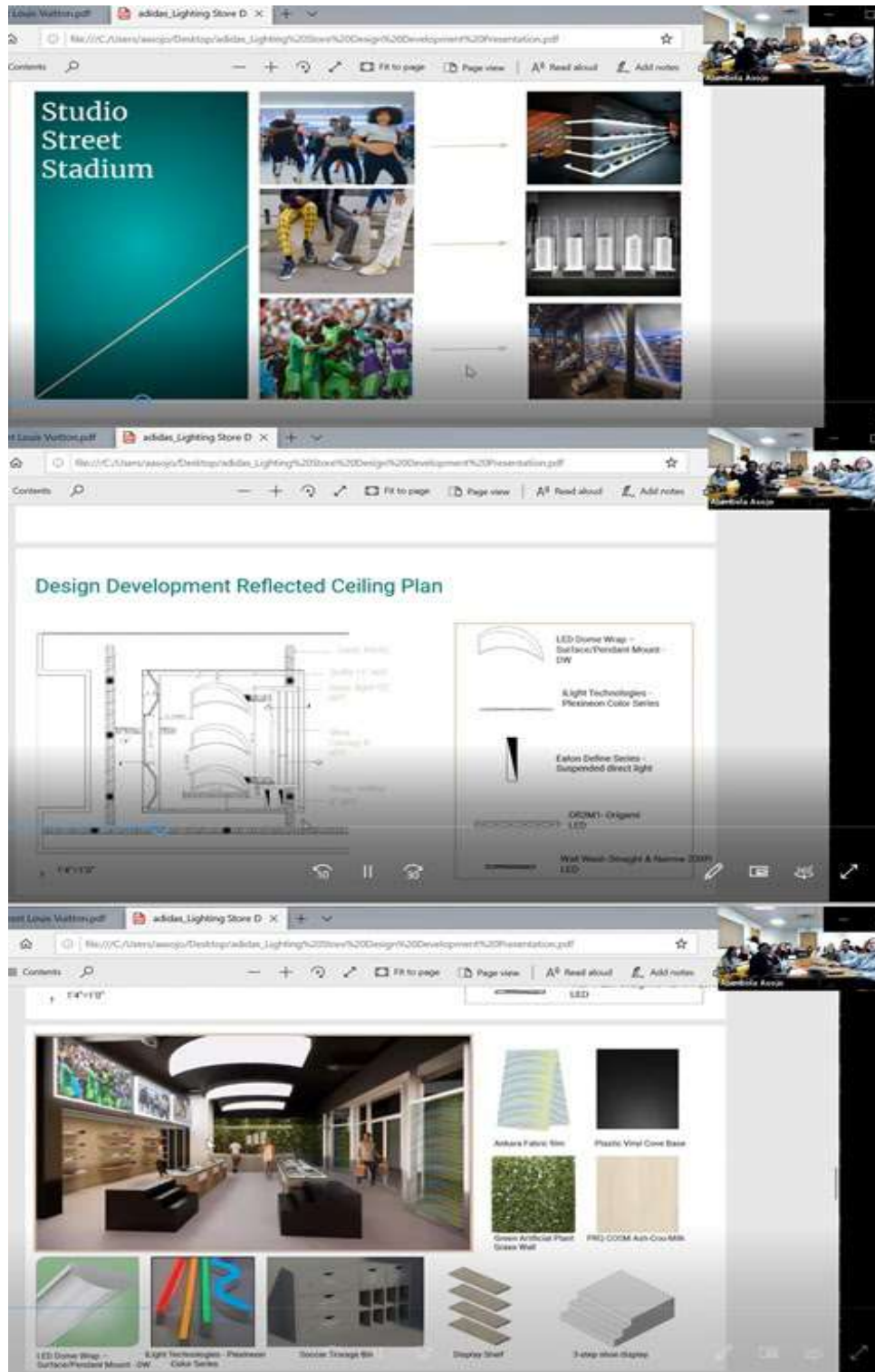
(Source: IDES 3612/5612 Flipgrid website)

## Outcomes

This section highlights examples of the student projects from the airport retail store lighting design project; three student groups designed their retail space in the Murtala Muhammed International Airport in Lagos, Nigeria. Their designs were airport stores for the following three brands: Versace, Adidas, and Apple; three other student groups designed their retail space for the Nnamdi Azikiwe International Airport in Abuja, Nigeria. Their designs were airport stores for the following three brands: Burberry, Nike, and Vera Wang; Two student groups designed their retail space for the Port Harcourt International Airport in Port Harcourt, Nigeria. Their designs were airport stores for the following two brands: Fendi and Louis Vuitton.

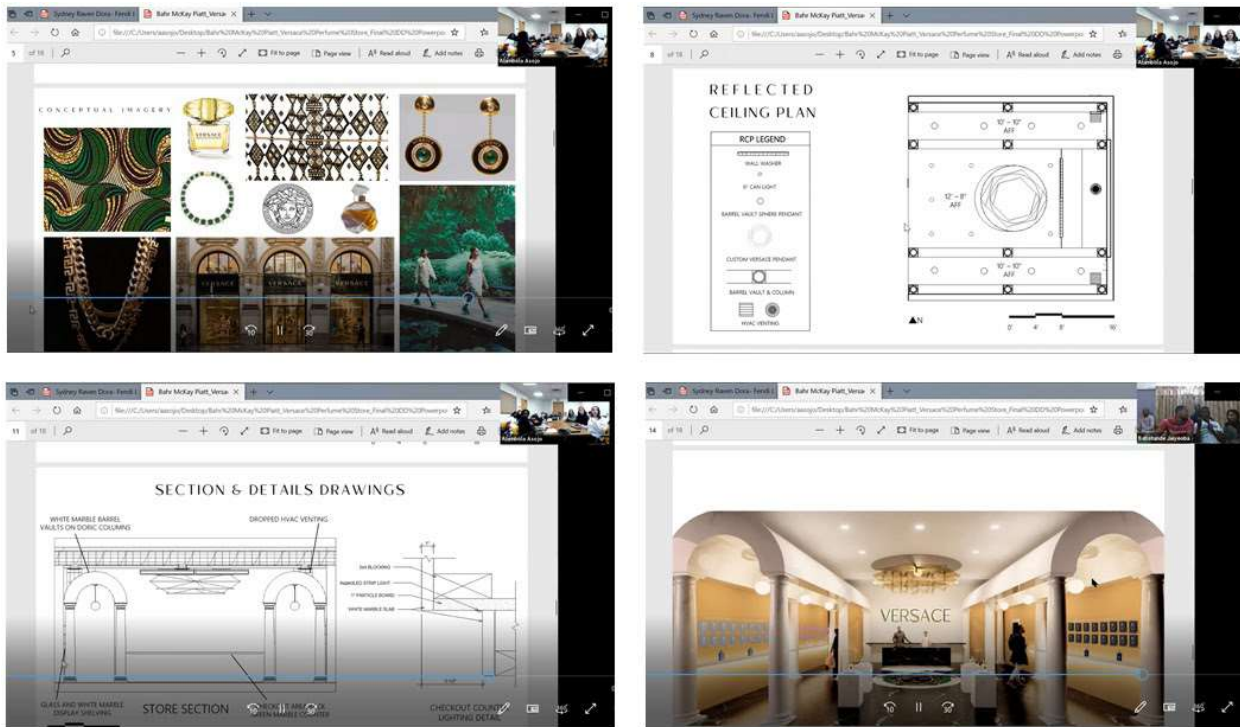
One student group proposed a design solution for the Adidas Store in the Lagos Murtala Muhammed International Airport. Their design concept was named *Studio Street Stadium*, incorporating elements from Nigeria's main leisure activity, soccer, patterns from Nigerian fabrics, nature elements, and colors (Figure 3). Another student group proposed a design solution for the Versace Store in the Lagos Murtala Muhammed International Airport. The group juxtaposed classical elements in round forms from traditional and colonial architecture in Nigeria, along with fractal patterns in the store's design (Figure 4). The student group described their concept as "Simple, harmonious round shapes and forms combined with extravagant Nigerian fractal and Versace brand patterns for an energetic yet inviting space" (Bahr, McKay, and Piatt Zoom presentation December 10, 2019).

**FIGURE 3**  
**DESIGN SOLUTION FOR THE ADIDAS STORE IN THE LAGOS MURTALA MUHAMMED INTERNATIONAL AIRPORT**



(Source: Design project IDES 3612/5612 Fall 2019 course, instructor A.O Asojo)

**FIGURE 4**  
**DESIGN SOLUTION FOR THE VERSACE STORE IN THE LAGOS MURTALA MUHAMMED INTERNATIONAL AIRPORT**



(Source: Design project IDES 3612/5612 Fall 2019 course, instructor A.O Asojo)

**Project 2: Hotel Lighting Design in Nigeria, Fall 2018**

In Nigeria, the hotel lighting design was a five-week project in the Interior Design Lighting Design course: IDES 3612/5612. The project occurred during the final five weeks of the 15 week fall semester. Students in the UMN course were required to design the lighting and interiors for a hotel in Owo, Ondo State in Nigeria for a retired elderly female college professor. Students were required to integrate the client's Nigerian culture and Western influences in their design solutions.

**Participants**

Participants in the project at UMN were 33 students from the University of Minnesota, College of Design (31 Interior Design majors, one architecture major, and one interior environment minor student), author 2 (course instructor), and UMN GPS education program specialist Dr. Yuliya Kartoshkina (intercultural experience consultation). Participants in the project at the Obafemi Awolowo University, Department of Architecture, Faculty of Environmental Design and Management end were 10 students (Architecture Graduate students), Dr. Dolapo Amole (professor, Obafemi Awolowo University, Department of Architecture) and Dr. Babatunde Jaiyeoba (professor, Obafemi Awolowo University, Department of Architecture).

**Framework/Technology**

Over the five-week duration of the project, UMN students met two times a week for two hours in class during the assigned class time. Author 2 spent the first week introducing the project requirements, Nigerian architecture, and cultural framework for design problem solving (Asojo, 2013) and discussing Nigerian architecture and design readings with UMN students. Students in the IDES 3612/5612: Lighting design course were randomly assigned into 15 groups of two students and one group of three student teams to work

on the project. During the second class period in the first week and week, two UMN students developed design concepts and sketches for the project based on their research and information synthesized from the course instructor and what they learned from the Nigerian students. In week three, UMN students presented their research and initial design ideas to students and faculty of OAU, Nigeria, via zoom during the class period and received feedback about their design proposals. UMN students spent weeks four developing their final design presentations for the hotel lighting design during the class period with the course instructor's guidance. All 15 UMN student design groups presented their final design for the hotel lighting design via zoom to OAU, Nigeria students, and faculty in the final class period of week five.

### **Outcomes**

Advanced intercultural awareness is evident in student projects from the hotel lighting design project highlighted below. One student group focused their design proposal on integrating the British colonial influences and the traditional influences for the Owo Town; their design solution incorporated traditional and contemporary warm flooring, textiles, and wall patterns in their overall design solution. (Figure 5). Another student group also derived their solution from traditional patterns inspired from Nigeria textile patterns. The group incorporated a warm and natural atmosphere through earth tones in the wall, ceiling, and space planning (Figure 6).

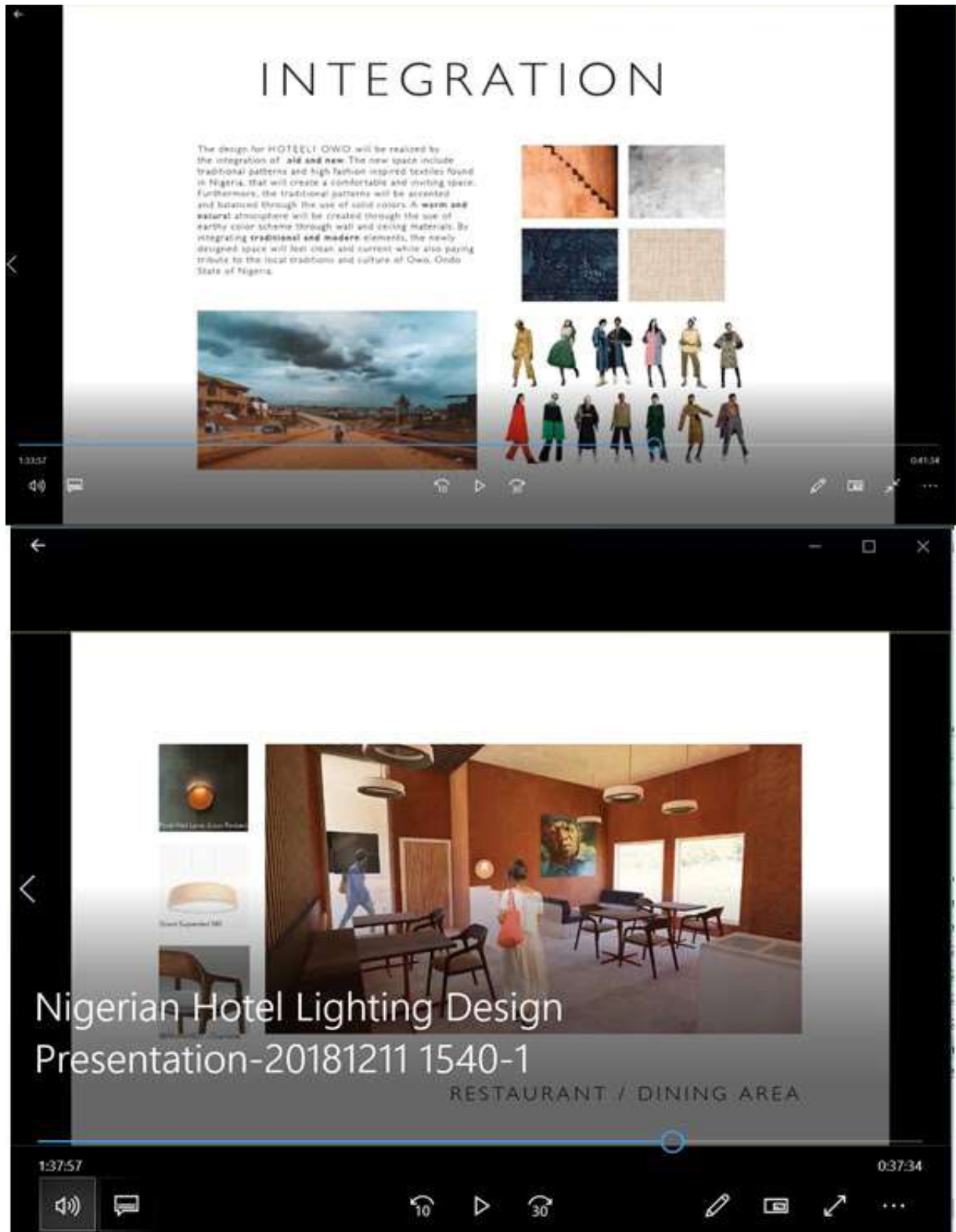


**FIGURE 5**  
**DESIGN SOLUTION FOR HOTEL LIGHTING IN OWO, NIGERIA**



(Source: Design project IDES 3612/5612 Fall 2018 course, instructor A.O Asojo)

**FIGURE 6**  
**DESIGN SOLUTION FOR HOTEL LIGHTING IN OWO, NIGERIA**



(Source: Design project IDES 3612/5612 Fall 2018 course, instructor A.O Asojo)

## USA, UNITED KINGDOM, UGANDA HEALTH COLLABORATION

In the second COIL project discussed in this article was completed during fall 2019. This collaboration was primarily completed between the UMD in Duluth, Minnesota, and NTU in the United Kingdom. We also invited Makerere University (MakSPH), located in Kampala, Uganda, during this collaborative module. All three locations developed courses related to health and health promotion. This COILED experience was the second between UMD and NTU and the first for MakSPH. Author 1 and author 5 played a role in implementing and designing the COIL experience for UMD. Dr. Mathew Nyashanu instructed while Dr. Linda Gibson aided in the collaborative design for NTU; Professor David Musoke and Professor Ali Halage were the instructors for MakSPH. Instructors from each institution collaborated to set goals for the COILED module that aligned with their respective course outcomes. The COILED module was broken into sections: (a) a student preparation period of three weeks for each institution, (b) two weeks of direct collaborative communication for the students at all three universities, and (c) two weeks for collaborative learning or paper presentations by students.

COIL is a co-developed module implemented into a course by at least two instructors from different countries (Kayumova & Sadykova, 2016). As such, it was essential to all agree on the learning goals that matched our course objectives. The goals for students in this COILED experience are summarized in the outline in figure 7:

**FIGURE 7**  
**COLLABORATED GOALS SET FOR NTU, UMD, AND MakSPH COILED MODULE**

<b>GOAL 1:</b>	Establish collaborative relationships with students from a different country.
<b>GOAL 2:</b>	Understand different healthcare systems.
<b>GOAL 3:</b>	Provide solutions to meet your country's needs.
<b>GOAL 4:</b>	Increase intercultural awareness.

(Source: COIL module in Fall 2019 course, instructor Gray, M.)

### **Project: Comparison of International Healthcare System**

The fall 2019 COIL project focused on comparison of international healthcare systems between UMD and NTU. As the project began, Ali Halage and David Musoke of MakSPH spoke with Mathew Nyashanu about the opportunity to join in on the COILED experience. The COIL module was scheduled for seven weeks out of the 15-week course. The first two weeks of this project were set aside for preparation time for students. Students became familiar with technology during this specified time and learned about the groups to which they had been assigned. All students familiarized themselves with a list of interview questions in preparation for engaging with their peers at NTU and MakSPH. During the following three weeks students began collaborating by collecting and sharing information about cultural geography and healthcare systems in their respective countries.

### **Participants**

There were 30 students participating from UMD. These students were from a Consumer Health course, part of the Public Health B.A.Sc. NTU had 12 students from the class of Global Health and Development, and MakSPH students provided the names of 36 students as potential participants. During the initial process of international communication in the COIL module, UMD students contacted both NTU students and MakSPH students; at that time, several of the MakSPH students chose not to participate. At MakSPH, it appeared to be an option to participate. Participation was required and expected at both NTU and UMD. Due to the large number of students, they were split into four groups. Each group had a specific student lead who coordinated the participants in each group and served as a central contact.

### Framework/Technology

This project utilized Google MyMaps, Google Docs, and Microsoft Word. Email and WhatsApp were the primary tools for communication. After conversing with collaborators at MakSPH, it was understood that they could not use Google Docs and MyMaps consistently because of internet connection issues. Due to this, the decision was made to provide MakSPH students with a word document that would hold all information required from UMD and NTU students. They could then share that information among students and answer interview questions and some locations to add to MyMaps; After discussion with students about how the responsibilities would be divided, they were willing to help. The UMD class was asynchronous, so each week, the module work was sent out. Students were responsible for carrying out the contact on their own during the week, primarily using email and WhatsApp to communicate. Students were asked to provide a contact for immediate communication and for information as needed. MakSPH introduced WhatsApp as a communication tool because of its frequent use at their location. All students from NTU and UMD were familiar with WhatsApp, making this a useful option for students.

One significant section of the intercultural communication was to learn about healthcare systems and disparities related to chronic disease in students' respective countries. This learning was engaged through created interview questions by the participating instructor (author 1), author 5, Dr. Mathew Nyashanu, and Dr. Linda Gibson from NTU. The goal was to support each course's learning objectives and provide students some flexibility in questions. The questions were divided into categories and levels of importance, resulting in one section of required interview questions entitled *Global Health Issue Identification* (Figure 8) and three other categories of questions from which students could then choose to make a total of 10 queries. This self-led group selection of added inquiry provided the group with some autonomy over their planned questions. The three flexible categories included: *The Healthcare System, Accessibility and Availability, and Healthcare Routines.*

### FIGURE 8 COILed REQUIRED INTERVIEW QUESTIONS FOR GROUPS TO DISCOVER HEALTHCARE SYSTEMS IN COLLABORATING COUNTRIES

#### **Global Health Issue Identification: Required**

1. Give a brief background about the issue.
2. What is the significance of this issue in line with public health?
3. To what extent has it affected the local population?
4. What are the current strategies underway to arrest the problem?
5. Outline the success and challenges on current strategies to arrest the problem.
6. What else can be done to control the problem, which is different from what is currently underway?

(Source: COIL module in Fall 2019 course, instructor Gray, M.)

Google MyMaps was used as a way for students to explore the concept of cultural geography. MyMaps is a custom map that allows you to add pins and short descriptions to identify the importance of the location and further the relationship between place and culture; this includes, understanding the many cultural aspects such as values, practices, and diversity found globally (*Research Guides: Human Geography: Cultural Geography*, 2020). Each of UMD student leads created a Google MyMap that was then shared with everyone in their respective intercontinental groups. Each student was then instructed to add a set of pins related to the notes (figure 9). The pins represent different points in their life, such as where they are from, where they live, their university, where ancestors are from, and places to visit if you were to visit that country. Since MakSPH could not access Google MyMaps, the students in each group partnered with UMD students to add their points on the map.

**FIGURE 9**  
**GOOGLE MYMAPS EXAMPLE PROVIDED FROM STUDENTS**



(Source: COIL module in Fall 2019 course, instructor Gray, M.)

A Microsoft Word document was used to add interview questions and the chronic disease focus content related to health in each country. The Microsoft Word document was created as a booklet for each group. Some groups figured out how to share the word booklet through Microsoft word’s share feature so that everyone could edit without emailing it. Using Microsoft Word allowed MakSPH to quickly receive a copy of the booklet and then add their content.

As collaborators of this module, each instructor wanted students to learn more about each location’s cultural geography. To do this, the instructors worked together to add questions (Figure 10) that help students learn more about each other and their cultural geography. This information was then added to the booklet so that everyone could view it.

**FIGURE 10**  
**QUESTIONS PROVIDED TO STUDENTS TO ENHANCE INTERCULTURAL COMMUNICATION AND CULTURAL GEOGRAPHY**

<p><b>Cultural Geography</b></p>	<ol style="list-style-type: none"> <li>1. Utilize the Booklet created in word to answer the following questions.</li> <li>2. Each individual will be adding pages to this document. You will be sharing it through email</li> <li>3. Create 5 headers with the following titles: Introductions, Locations, Cultural Geography, Examples of CG, and Reflection.</li> <li>4. <b>Introductions:</b> In the introduction column, add a video post to introduce yourself and teach other group members how to pronounce your name.</li> </ol>
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	<ol style="list-style-type: none"> <li>5. <b>Location:</b> In the Location column, add a written post which answers the question “How would you describe where you live to someone who has never been there before?”</li> <li>6. <b>Cultural Geography:</b> In the Cultural Geography column, research the term cultural geography and share what you find. Include a written post that summarizes how you would explain cultural geography to someone.</li> <li>7. <b>Examples of CG:</b> In the Examples of CG column, post 3 examples of cultural geography (in the form of videos or photos with captions) that express something unique about your lifestyle (examples: food, weather, landscape, transportation, activities, work, etc.).</li> <li>8. <b>Reflection:</b> In the Reflection column, create a post of any kind in which you reflect on: (a) What was your favorite part of this COIL so far? (b) What stands out to you the most? (c) What do you still want to know about your group members?</li> </ol>
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(Source: COIL module in Fall 2019 course, instructor Gray, M.)

Other primary forms of communication were WhatsApp and email. Due to the time differences between the USA and the UK (six hours) and the USA and Kampala, Uganda (nine hours), it was challenging to set virtual calls. Another factor affecting virtual communication was due to the UMD course being asynchronous. There were no set meeting times, and everything was communicated through an online course management system. Due to these factors, the decision was made to use email and WhatsApp. WhatsApp is a phone application that can be downloaded, and you can communicate with others in the same country or other countries for no additional cost. WhatsApp allows users to set groups and provide immediate conversations. Students used WhatsApp to communicate weekly assignments and immediate need for information. Emails were used to transfer documents and more extensive questions.

### Outcomes

The collaborating instructors and author 5 from UMD developed a pretest and posttest to aid in collecting data. The primary questions used were based on the Intercultural Knowledge, and Competence VALUE rubric (2009) set forth by the Association of American Colleges and Universities (AAC&U) to measure outcomes. The words were adapted in the pretest and posttest to help students further understand the question as they relate to COIL. Qualtrics was the survey platform used to disseminate to students. A link was provided to all students to participate in both the pretest and posttest. There were 10 questions in the pretest and 20 questions in the posttest evaluation. Below are a few of the questions asked both pretest and posttest:

- What does COIL stand for?
- In your own words, how would you explain "cultural geography" to someone?
- Which statement best reflects your **cultural self-awareness**?
- Which statement best reflects your **empathy** toward other people?

This evaluation was provided to all students who participated in the COILed project. The primary goal of the pretest and posttest was to assess student learning and inform future COIL projects. Some of the best feedback on the COILed project comes from the reflection at the end of the module. A key difference seen between pretest to posttest was that at pretest, only half of students indicated that they work to initiate interactions with people from other cultures and rarely judge people, behaviors, or customs different from my own. At posttest, more than 65.50% of the students indicated such behavior. Another key pretest question showed that only 37.50% of students reported an adequate understanding of the important elements of cultures different from their own prior to the COIL module, while more than 60% of students reported the same after the COIL unit.

Students from UMD also provided qualitative reflections in their final presentations. These reflections provided additional insight into how well the project went. Some of the verbatim reflections referred to highlights and communication issues related to international communication in the COILED module:

- “Wished there was more time to communicate with NTU and MakSPH students.”
- “Another key finding in the results was the ability to communicate work more with MakSPH students.”
- “Wished there was better communication with MakSPH but, understand that when communicating with other countries who may not have the same access you have to be patient and we just ran out of time.”
- “A key takeaway I learned is that communication is KEY.”

## DISCUSSION

A study done by Fischer, M. and Coleman, B. (2001) stated that online collaborative learning enhances student learning by providing autonomy through expression and experiences for those who participate. Another article points out the importance of “learning how to learn” as a key factor in students learn about social equity and inclusion (The SUNY Summary Report on the Institute Case Studies, 2013). The two projects in collaboration with Nigeria and the one collaborative project with the United Kingdom and Uganda, support the findings of other COIL projects, highlighting the importance of COIL experiences such as social equity, cultural experiences through technology and students developing intercultural awareness. In the first COIL experience, the students developed cultural sensitivity in design through two design problem-solving projects. While in the second COIL collaboration, students shared content related to healthcare systems, developed a personal sense of cultural geography, and heightened their cultural awareness using technology. The three main components of COIL (i.e., pedagogy, technology, and cross-cultural learning) were essential in accomplishing all of these goals.

Project 1: As a result of these COIL collaborations and the lack of existing interior design programs in Nigeria, which author 2 and Nigerian professors realized after multiple collaborations, they co-developed the new online Masters in Interior Design (MID) program at Obafemi Awolowo University Ile-Ife, Nigeria. A memorandum of agreement was created between the University of Minnesota, College of Design, and Obafemi Awolowo University, Faculty of Environmental Design and Management. Since the COVID-19 pandemic, author 2 has delivered Interior Design Professional Practice lectures in the United States and lighting design via zoom to MID students and faculty. The final project in Asojo's IDES 3612/5612 Lighting Design course in fall 2020 will have both UMN and OAU interior design students engaged in a lighting Design project in Nigeria to continue our efforts in promoting and fostering more profound intercultural sensitivity in design.

Project 2: The NTU and MakSPH COILED collaboration has led to a continued partnership in COILED modules. There are plans for future COILED modules with other courses between UMD and NTU. The partnership has led to two conference presentations: one internationally with author 1 and author 5 presenting at the International Union for Health Promotion and Education (IUHPE) and one regionally with author 1 and author 2 at the Internationalizing the Curriculum and Campus (ICC). Author 1 and author 5 have consulted internationally with other programs in hopes of implementing further COIL work. Author 1 is collaborating with NTU faculty to develop a new course related to Global Health that will include a COILED module.

The COILED design project (part 1 and part 2) from author 2 and the COILED health project by authors 1 and 5 are in two different fields, but both used COIL to bridge gaps in cross-cultural learning and intercultural communication. Both projects led to opportunities for students to interact with peers in other countries. An area to improve and further develop is communication that can aid in all students having the same experience during the COIL module. Although synchronous calls are difficult and sometimes impossible due to time differences, they could be very beneficial, as seen in author 2's collaboration. Having

virtual calls can generate more interest from students. It can also lead to better communicative skills and engagement for international learning and cultural awareness.

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