

УДК 378.091.212:004

DOI [HTTPS://DOI.ORG/10.33989/2075-146X.2024.33.309948](https://doi.org/10.33989/2075-146X.2024.33.309948)

MARYNA GRYNova

ORCID: 0000-0003-3912-9023

OLHA NIKOLENKO

ORCID: 0000-0001-7374-7226

Poltava V. G. Korolenko national pedagogical university, Ukraine

CATHERINE WATSON

University College Copenhagen/KP, Copenhagen, Denmark

MARYNA ZUYENKO

ORCID: 0009-0009-6467-2387

Poltava V. G. Korolenko national pedagogical university, Ukraine

RIKKE PEDERSEN

University of Copenhagen, Denmark

IRYNA KOHUT

ORCID: 0000-0002-0856-7074

Poltava V. G. Korolenko national pedagogical university, Ukraine

COOPERATIVE ONLINE INTERNATIONAL LEARNING (COIL): COURSE DEVELOPMENT AND EVALUATION BY THE STUDENTS OF POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGICAL UNIVERSITY, UKRAINE, AND UNIVERSITY COLLEGE COPENHAGEN, DENMARK

The article deals with the student-assessed COIL course based on the questionnaire's results performed by students of Poltava V.G. Korolenko National Pedagogical University (PNPU) and University College Copenhagen (KP) within the framework of a COIL course (Collaborative Online International Learning) which took place in the 2023-2024 academic year. The course developers introduced the stages of course implementation and student feedback on the course. The results pointed out the international view on the course as the students' openness of internationalization and globalization.

Keywords: cooperative online international learning, global goals, student assessment, institution, questionnaire, Bloom's taxonomy

A COIL course based on global goals linked the classrooms of two higher education institutions, located in Ukraine and Denmark and focused on national interpretation of global goals, their national application and teaching methods in TESOL classes. The course was taught in the 2023-2024 academic year. From September 28, 2023, to November 9, 2023, the cooperation between teachers and students of Poltava V.G. Korolenko National Pedagogical University (PNPU) and University College Copenhagen (KP) within the framework of a COIL course (Collaborative Online International Learning) took place. The organizer and inspirer of the project was Catherine Watson, a lecturer at the University KP. The co-organizers were Maryna Zuyenko the Head of the Department of English Philology, Associate Professor, and the Head of the Department of World Literature, Professor Olha Nikolenko (PNPU). The 2023 COIL course (KP – PNPU) was attended by more than 40 students studying in an international group supported by the ERASMUS+ program at KP and the students of the Faculty of Philology and Journalism of PNPU. The project involved students from 11 countries such as France, the United Kingdom, Germany, South Korea, Italy, Spain, Ireland, Georgia, Japan, Canada, and Ukraine.

The 2023 COIL course (KP – PNPU) aimed at understanding global goals such as goal 13 (climate action) and goal 15 (life on land) in the process of intercultural communication of young people and fulfilling common tasks in terms of developing English language teaching skills. At the end of the COIL (KP – PNPU), a survey was conducted from November 15 to 25, 2023, in which 39 students took part. The purpose of the survey was to learn about the effectiveness of the COIL course and to find ways to improve and expand it.

The teachers (Olha Nikolenko, Catherine Watson, Maryna Zuyenko) designed a questionnaire for students, which they filled out independently, voluntarily and anonymously using a Google form. Technical support for

the survey was provided by Ukrainian teacher Olena Hvozdkova from Lyceum No. 7 in Nikopol city (Dnipropetrovsk region).

This questionnaire was based on Benjamin Bloom's taxonomy. Bloom defined three domains of educational activities:

- 1) cognitive domain (knowledge, comprehension, application, analysis, synthesis, evaluation);
- 2) affective (emotion-based) domain (receiving, responding, valuing, organizing, dissemination, characterizing);
- 3) psychomotor domain (receiving information about a psychomotor ability/skill (example, description), comprehension, using in practice, assessment of results, correction, reviewing procedure).

The questionnaire for students comprised 18 questions (6 for every domain). All 39 students out of 39 gave positive answers to the first question. They admitted that it was new for them to learn about global societal goals (17) and to work with new TESOL approaches (19). For some of them, it was useful to work with modern online learning technologies (2).

1. What did you learn during the COIL what was new for you?

- A) about global goals of the society (43, 4 %)
- B) about new approaches to teaching English (48, 8 %)
- C) about modern technologies of online teaching (5, 2 %)
- D) your own answer (2, 6 %) A+B+C

The second question was aimed at understanding the purpose of COIL. 33 students out of 39 realized that COIL is aimed at online collaboration in an international environment, 4 – at independent information acquisition, 2 – at creating a template/presentation.

2. What is the aim of the COIL for you?

- A) online cooperation in the international environment (84, 6 %)
- B) independent learning / obtainment of information (10, 2 %)
- C) creating a template/presentation (5, 2%)
- D) your own answer

The answers to the third question show that almost all students see the practical value of their participation in COIL. 18 students said that they would use the information and skills gained in the COIL process in their work as a teacher, and 20 students said they would use them in various fields of activity. Only 1 student did not see the practical usage of COIL.

3. Where can you use information and skills obtained in the COIL?

- A) in teaching (46,1 %)
- B) in different spheres of activity (51, 3 %)
- C) nowhere (2, 6 %)
- D) your own answer

In the fourth question, the idea was to find out what students liked most about COIL. As it turned out, most of them liked the communication of students from different universities (24), they also liked the work in smaller groups (8), and lectures by teachers (5).

4. What did you like best during your participation in the COIL?

- A) lectures and explanations given by tutors (12, 8%)
- B) a group work with students from one university (20, 5 %)
- C) communication between students from different universities (61, 5 %)
- D) your own answer

In the fifth question, we asked students to rate the effectiveness of COIL on a scale of 1 to 3, with 1 being the lowest and 3 being the highest. As we can see, in general, participants rated COIL quite highly. 14 students gave

COIL a grade of "3", 23 students – a grade of "2", and 1 student – a grade of "1". Also, 1 student wrote his personal opinion that the communication was a bit difficult because the students did not know each other well.

5. Grade how the COIL was organized from 1 to 3, where 1 is the lowest grade, 3 – the highest grade.

- A) 1 (2, 5 %)
- B) 2 (59 %)
- C) 3 (36 %)
- D) your own grade (2, 6 %)

It was very well organized with our teacher, but I think the communication and link with the other school was a bit complicated. It could be improved so we know more about their major and them individually.

The sixth question was intended to identify students' opinions on how to improve COIL. We noticed that students gave informal answers based on their own experience of participation. 15 students suggested giving more practical examples, 14 students looked for more opportunities for individual work and creativity, and 7 students suggested increasing the time for lectures by teachers. 3 students emphasized their need to improve interaction between representatives of different universities, to learn more about each other.

1. What should be changed in order to improve the COIL experience?

- A) to increase time for lectures and explanations given by tutors (18 %)
- B) to provide more possibilities for individual work and creativity of students (36 %)
- C) to offer more practical examples (38, 4 %)
- D) your own answer (7, 6 %)

To enhance international collaboration between students in KP and Poltava.

Again, I think the communication and link with the other school was a bit complicated. It could be improved so we know more about their major and them individually.

In the seventh question, we found out about the emotions that students experienced while participating in COIL. In our opinion, students' emotions are an important indicator of their willingness to participate in the project and their attitude towards it. 24 students indicated that they experienced positive, creative emotions, 12 students – neutral, 1 student – negative/anxious, 2 students – a combination of negative/anxious and neutral. This means that we need to work harder to create a positive, comfortable, creative atmosphere at COIL.

7. Which emotions did you experience during your participation in the COIL?

- A) negative, anxious (2, 6 %)
- B) positive, creative (61, 5 %)
- C) neutral, indifferent (30, 8 %)
- D) your own answer (5, 2 %) A+B, A + B

The eighth question was aimed at students' understanding of their own role in the project. As it turned out, not all students were immediately able to understand what they were supposed to do in the COIL. Only 12 students were able to immediately realize what they were supposed to do, 6 students did not understand their role at all at first, and 21 students showed only a partial understanding. This means that it is necessary to think through the algorithm of students' actions in more detail, to explain it to them more clearly. Or to encourage students to find algorithms for their interaction on their own.

8. Have you understood what you had to do in the project immediately?

- A) yes (30, 7 %)
- B) no (15, 4 %)
- C) partially (53, 8 %)

D) your own answer

In question nine, we asked students whether they had a good understanding of the 13th and 15th global development goals. Their answers show that participants generally understood the global development goals. 33 students said yes, 6 students said partially. There were no students who did not understand the global development goals.

9. Have you understood global development aims 13 and 15 well?

A) yes (84, 6 %)

B) no

C) partially (15, 4 %)

D) your own answer

The tenth question was aimed at assessing the structure/organization of the COIL (CR - PNP). In general, students positively evaluated the organization of the project, but some students pointed out the need to improve the organization of COIL. 22 students said that the structure was optimal, 2 – not, 15 – partially. That is, we need to work harder in this aspect.

10. Were the structure and organization of the COIL optimal?

A) yes (56, 4 %)

B) no (5, 2 %)

C) partially (38, 4 %)

D) your own answer

In the eleventh question, we asked students if they would share their experience of participating in COIL with others. The students' answers demonstrate their interest in the project and its importance to them. 22 students said yes that they would share their experience with others, 2 – no, 15 – partially. That is, most participants understand the value of the experience gained not only for themselves but also for others.

11. Are you going to share your experience of the COIL with others?

A) yes (56, 4 %)

B) no (5, 2 %)

C) partially (38, 4 %)

D) your own answer

In the twelfth question, we learnt about the students' attitude towards COIL. 27 students said they had a positive attitude toward the project, and 12 were neutral. There were no negative attitudes.

12. Describe your general attitude to the COIL project.

A) positive (69, 2 %)

B) negative

C) neutral (30, 8 %)

D) your own answer

Questions 13-18 were open-ended. Students had to write about their own skills and opportunities for improvement. Interestingly, all students were very active in their responses. They wanted to convey their thoughts and suggestions to the project organizers in the survey.

Here are some examples of student responses.

13. Name useful skills obtained during the COIL?

I have acquired new skills in my professional field as well as many useful skills in communication, teamwork, and management.

Intercultural communication skills, Research and writing skills.

Communication with students from another country.

Developing speaking skills and understanding some new global goals in our society.

How to communicate with children.

Ability to work in a group and listen each other.

Talking with foreigners.

Effective communication, critical thinking and problem-solving.

Time - management, critical thinking, problem solving, multicultural communication.

Teamwork with different students.

Teaching language to children.

Being able to organize group work with people I haven't met before.

Creativity, group work skills.

14. Why are these skills important for you?

They will help me in my future studies, work and personal life.

It allows me to better understand and interact with the world around me.

We should more practice with foreigners to improve our knowledge.

It will help me in my future studies.

For self- development.

Because being social and cooperate with people is essential for everyone.

Because at the moment I am a tutor for children, and in general, techniques and ways of presenting material will never become superfluous in knowledge.

They are required for the teacher.

Because they are helpful, and useful, and they will help me on my future work.

Because it develops my English skills.

These skills enhance individual and collective performance, leading to successful outcomes in research projects and collaborative team efforts.

I need to be a modern teacher who wants to be in touch with effective, new approaches.

For future work with foreigners.

This is important for collaboration on a local or international level.

15. How are you going to use the obtained skills in practice?

I'm going to use it in my future pedagogical practice.

I learn a couple of techniques and how best to talk with children about difficult psychological topics. I think that this can be used in many places, especially in this situation that is happening in our world.

For my practical experience in school and university.

On school lessons.

In my future work and life.

Working with the audience.

By including them in my lesson plans.

For my job.

In teaching.

When I have a similar project in the future.

in the future in my work with students.

I will use new methods and practices that I have learned in teaching.

I will use my intercultural communication skills to communicate effectively with people from different cultures, both online and offline.

These skills will help me to work better in teams with foreigners on various projects.

16. Assess your own engagement in the project from 1 to 3.

23 (59%) students rated their activity in the COIL with the highest grade of "3", 14 students (35.8%) - "2", 2 students (5.2%) - "2.5". Students' self-assessment shows that they were quite active in the COIL. At the same time, some of them feel that they have not fully realized their own potential.

17. How would you like to adjust / improve your skills obtained during the project?

To take a part in new project.

Practice new methods.

I would like to cooperate with international students in a more efficient way.

Read more about topics which were discussed here.

I don't even know how I can improve, I'm completely satisfied with the skills I learned. I will most likely adapt the techniques and practices I learned to the context in which I work.

Expand my global citizenship knowledge and engagement.

I communicate with foreigners.

I could have maintained more active communication with students in Poltava and improve my sensitivity around the experiences of Poltava students in war.

IMPROVE DIGITAL SKILLS.

I would like to participate in other collaborations.

18. Can you recreate the experience received in the process of the COIL for your future teaching/ professional activities?

33 (84.6%) students said that they could use their experience gained during COIL course in their future professional activities. 6 (15.2%) students said that it was possible. There was not a single student who said that they could not reproduce the experience gained in their future activities. This indicates a fairly high level of students' assimilation of not only new information about global goals, but also the acquisition of new skills in the COIL process.

CONCLUSIONS

1. The 2023 COIL (KP – PNPU) was an overall success. The combination of global goals with the development of English language teaching skills is very effective.
2. The vast majority of students expressed a positive attitude towards COIL and were active during the project.
3. The global development goals aroused considerable interest among students. They not only received information from teachers, but also acted creatively and independently, learned to interact in an international environment, and acquired new skills in terms of teaching English and intercultural communication.
4. Students noted the importance of the experience gained in the COIL process for their teaching or other professional activities in the future.

PROSPECTS AND OPPORTUNITIES FOR IMPROVEMENT

1. Continue COIL in the long term.
2. Improve the structure/organization of COIL.
3. Create more opportunities for group work of students, for their effective communication and interaction.

4. Pay attention to the emotional atmosphere of COIL, work more on creating a psychologically comfortable online environment.
5. Continue to search for different types of activities to increase students' creative activity.

References

- Chang, W., & Shinnar, R. (2022) Developing Management Students' Cultural Intelligence through Collaborative International Online Learning. In Überwimmer, M. Füreder, R. Kwiatek, P. (Eds.), *Proceedings Cross-Cultural Business Conference (CCBC) 2022*, Düren: Shaker Verlag. Retrieved from https://openscholar.dut.ac.za/bitstream/10321/4167/2/Proceedings_3-8440-8625-0_DOK.PDF#page=32
- Guth, S. (2013). *The COIL Institute for globally networked learning in humanities*. Retrieved from http://coil.suny.edu/sites/default/files/case_study_report.pdf
- Marcillo, M., & Desilus, B. (2016). Collaborative online international learning experience in practice opportunities and challenges. *Journal of Technology Management & Amp; Innovation*, 11(1), 30-35. DOI: <https://doi.org/10.4067/S0718-27242016000100005>

ГРИНЬОВА М., НІКОЛЕНКО О.

Полтавський національний педагогічний університет імені В. Г. Короленка

ВОТСОН К.

Університет УСС, Копенгаген, Данія

ЗУЄНКО М.

Полтавський національний педагогічний університет імені В. Г. Короленка

ПЕДЕРСЕН Р.

Університет м. Копенгаген, Данія

КОГУТ І.

Полтавський національний педагогічний університет імені В. Г. Короленка

ВІРТУАЛЬНА АКАДЕМІЧНА МОБІЛЬНІСТЬ ІЗ ЗАСТОСУВАННЯМ ТЕХНОЛОГІЙ COIL: РОЗРОБКА КУРСУ ТА ЙОГО ОЦІНЮВАННЯ СТУДЕНТАМИ ПНПУ ІМЕНІ В. Г. КОРОЛЕНКА ТА КОПЕНГАГЕНСЬКОГО УНІВЕРСИТЕТУ (ДАНІЯ)

У статті проаналізовано студентоцентризований курс COIL, який пройшли студенти Полтавського національного педагогічного університету імені В. Г. Короленка разом зі здобувачами освіти Копенгагенського університету (КР) впродовж 2023-2024 н. р. Розробники курсу представили етапи впровадження дисципліни й відгуки студентів. Результати засвідчують сприймання курсу в міжнародній спільноті, а також відкритість студентів до процесів інтернаціоналізації та глобалізації.

Ключові слова: віртуальна академічна мобільність із використанням технологій (COIL), глобальні цілі, студентоцентризоване оцінювання, заклад, опитувальник, таксономія Блума

Стаття надійшла до редакції 25.04.2024 р.