UNIVERSITY OF HAIFA

International School

**Call for Proposals - Collaborative Online International Learning (COIL) Grants
Applications for 2025-2026 are now open**

The Division of Global Engagement and the International School invite applications from senior academic faculty who wish to develop Collaborative Online International Learning (COIL) courses.

Collaborative Online International Learning (COIL) is an innovative teaching approach that connects students and faculty from different countries through online platforms, fostering cross-cultural collaboration and learning.

In a COIL course, instructors from two institutions partner to design a shared curriculum, enabling their students to engage in joint projects, discussions, and assignments. We identify significant interest among our partners abroad in COIL courses, which provide several benefits:

• Deepening relationships with partners and creating infrastructure for additional collaboration
• Providing students with cross-cultural encounters with peers abroad
• Strengthening students' language and digital competencies
• Bringing complementary knowledge to the classroom
• Developing the university's course offering in English

We offer a NIS15,000 grant to support the development of courses jointly with universities abroad, using online platforms and tools. Such courses would build on the expertise of each faculty member/institution, creating an international classroom that provides transnational opportunities for student learning and engagement. Up to 8 such grants will be awarded for courses taught in the 2025-2026 academic year.

This call for proposals aligns with the goals of the Academia 360 program, which seeks to better synchronize academic programs with advanced teaching methodologies and the evolving expectations students encounter as they transition into professional life. The call supports the project's goals by encouraging international collaboration, strengthening language and digital skills, promoting innovation in teaching, and integrating complementary knowledge into the classroom.

The Division of Global Engagement has prepared a short guide providing information about different formats of COIL. The Guide is available at the end of this document.

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Application information

Deadlines
July 1, 2025 (for Fall Semester)
September 28, 2025 (for Spring Semester)

Funding
• Funding will be awarded to the faculty member at the beginning of the relevant semester, **only if at least 15 students enroll in the course.**
• The grant will not fund salary or honoraria for either Haifa or partner university's faculty.
• The grant can be used to support such expenditures as teaching assistance, technical and pedagogical support, and preparation of course materials.
• Grant recipients will commit to submitting a short summary of the project at the end of the semester.

Criteria
• Only BA courses are eligible.
• Collaborative activities must involve faculty and students from the University of Haifa and a university abroad and provide an international dimension to students' classroom experience.
• The collaborative component must be at least 8 weeks.
• A proposal can be submitted only by senior academic faculty (with the exception of the Design School).
• The call supports accredited courses only.

The application should include
• Course title, number of academic credits, level (must be undergraduate), semester to be taught.
• Name of partner institution.
• Brief bios of faculty member from partner institution.
• Expected enrollment for each partner institution.
• A short course description.
• The motivation for the project, including how the international collaboration will further the course's learning goals.
• What use of digital platforms and resources the project would require (from Zoom and/or Moodle to online laboratories or simulators).
• Teaching format: synchronous, asynchronous, or mixed?
• An explanation of how any differences in academic calendars, time zones, and/or language barriers will be overcome.
• Short description of joint activities (e.g., ice-breakers, discussion boards, joint assignments, peer tutoring, long-term group projects).
• Brief letter of support by relevant Head of Department/School.

Proposals should be submitted as a WORD document to email: lshahar@univ.haifa.ac.il

For inquiries, please contact Liel Shahar-Drufin at lshahar@univ.haifa.ac.il, or by phone: 04-8240043
We look forward to receiving your proposals.

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A Guide to Developing COIL courses
Division of Global Engagement
University of Haifa
May 2025

Introduction

Collaborative Online International Learning (COIL) is an innovative teaching approach that connects students and faculty from different countries through online platforms, fostering cross-cultural collaboration and learning.

In a COIL course, instructors from two institutions partner to design a shared curriculum, enabling their students to engage in joint projects, discussions, and assignments. This method enriches the educational experience by integrating diverse perspectives and promoting global understanding.

COIL Courses can be designed in several formats:

1. Course-Based COIL
- A **module within a course** (a few weeks of collaboration within a semester-long course).
- A **fully integrated COIL course** (a full semester-long collaboration between two or more institutions).
2. Examples of Discipline-Specific COIL
- **STEM-focused COIL** (engineering, biology, or IT projects requiring collaboration).
- **Humanities & social sciences COIL** (language exchange, cultural studies, or history projects).
- **Business & entrepreneurship COIL** (students develop business ideas or case studies together).
3. Asynchronous vs. Synchronous COIL
- **Asynchronous** (students collaborate through discussion boards, recorded videos, shared documents).
- **Synchronous** (live virtual meetings, workshops, and joint presentations).
- **Hybrid** (a mix of asynchronous and synchronous activities).

FAQ

- **Can you COIL a face-to-face class?**
Yes, COIL can be embedded in a course taught in any modality: in-person/face-to-face, hybrid, or fully-online.

- **There is a large time difference between me and my partner. Can we still COIL?**
Yes! Time zone differences should not prevent you and your students from communicating and collaborating with peers around the world. Some COILs never involve entire classes meeting together synchronously. Instead, faculty ask students to schedule a certain number of mutually convenient synchronous meeting times outside of class and to use tools that enable asynchronous dialogue and work.

- **My partner and I are lecturing in each other's classes, is that COIL?**
No! At the most fundamental level, COIL involves student participation in peer-to-peer dialogue and collaborative projects. If the planned activities do not involve carefully designed peer-to-peer interaction, the exchange is not considered COIL.

- **What kind of Learning Management Systems (LMS) can I use for a COIL course?**
There are many tools on the internet, here is a partial list: Padlet, Trello, Flipgrid, VoiceThread, Slack, Google Workspace and WhatsApp.

Best Practices for Implementing a COIL Program

1. Planning & Partner Selection
- **Find the right partner and define clear learning goals** – Collaborate with a university or institution that shares similar learning objectives.
- **Cultural & logistical considerations** – Time zone differences, language barriers, and technological access should be planned for in advance.

Example:

A U.S. university partners with a Japanese university for a business course where students collaborate on a market entry strategy for a product. Professors align assignments to fit both academic calendars.

2. Course Design & Structure
- **Mix synchronous & asynchronous elements** – Use tools like Zoom for live discussions and forums (e.g., Google Docs, Padlet) for ongoing collaboration.

Example:

A Mexican and a German university integrate a COIL module in an environmental science course. Students work in mixed teams to analyze local sustainability challenges and share findings via video presentations.

3. Technology & Communication
- **Select user-friendly platforms** – Tools like Microsoft Teams, Zoom, Google Workspace, Slack, or Padlet can facilitate collaboration.
- **Encourage informal communication** – Creating WhatsApp groups helps students bond and improve teamwork.

Example:

A Spanish and Indian university use Miro for brainstorming and Flipgrid for video introductions before working on a social impact project.

4. Assessment & Reflection
- **Use multiple assessment methods** – Grades can be based on group projects, reflections, peer evaluations, and participation.
- **Encourage reflective learning** – Have students write journals or record videos reflecting on their intercultural experience.
- **Gather feedback** – Conduct surveys to improve future COIL collaborations.

Example:

A Dutch and South African university require students to submit a joint research report on water conservation, followed by an individual reflection essay on cultural learning.

Step by Step design of a COIL course – Example 1

Step 1: Define Course Basics
Course Title: *Global Perspectives on Sustainable Business*
Duration: 6 weeks within a semester long course
Partner Institutions: A U.S. university & a university in Brazil
Target Students: Business, economics, or environmental studies undergrads
Language: English (with optional bilingual resources)
Technology Tools: Zoom, Google Drive, Padlet, WhatsApp, and Miro

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Step 2: Learning Objectives
By the end of the course, students should be able to:
- Compare sustainability practices in different countries
- Collaborate in international teams to analyze business case studies
- Improve intercultural communication and teamwork skills
- Develop a sustainable business proposal

Step 3: Course Structure
Week 1: Introduction & Team Formation
Asynchronous:

- Video introductions on Flipgrid
- Readings on sustainability frameworks (e.g., UN Sustainable Development Goals)

Synchronous (Zoom Meeting #1):

- Icebreaker activities
- Professors introduce course expectations
- Students are assigned into international teams

Week 2: Case Study Analysis
Asynchronous:

- Teams analyze a company's sustainability strategy (e.g., Patagonia vs. Natura)
- Discussion forum posts comparing business practices

Synchronous (Zoom Meeting #2):

- Guest speaker from an eco-friendly startup

Week 3-4: Collaborative Research & Business Plan Development
Asynchronous:

- Teams conduct research on local sustainable businesses
- Work on a shared Miro board to outline business plan ideas

Synchronous (Optional Check-In):

- Professors provide feedback on initial project drafts

Week 5: Final Presentations & Peer Review
Asynchronous:

- Teams record 10-minute presentations on their business idea

- Peer review via Google Docs

Synchronous (Final Zoom Meeting):

- Live Q&A session and reflections

Week 6: Reflection & Assessment

Asynchronous:

- Individual reflection journal (e.g., What did I learn about working in an international team?)
- Final discussion post on takeaways and future applications

Step 4: Assessment & Grading

30% Participation (attendance, discussion posts, engagement)
40% Group Business Proposal (presentation + report)
20% Peer Review (feedback on another team's work)
10% Reflection Essay (personal insights on the COIL experience)

Step by Step design of a COIL course – Example 2

Step 1: Define Course Basics

Course Title: *Postcolonial and world Literature in Dialogue*
Course Level: BA in English Literature
Duration: 6-8 weeks (as part of a semester-long course)
Partner Institutions: A U.K. university & a university in India
Target Students: BA English Literature majors (2nd or 3rd year)
Language: English
Technology Tools: Zoom, Google Drive, Padlet, WhatsApp, Perusall (for collaborative annotation)

Step 2: Learning Objectives

By the end of this course, students will:
- Analyze literary works from different cultural and historical contexts
- Engage in comparative literary analysis through an international lens
- Improve intercultural communication and collaborative research skills
- Present a joint critical interpretation of texts

Step 3: Course Structure

Week 1: Course Introduction & Cultural Exchange

Asynchronous:

- Video introductions (students record 1-minute intros on Flipgrid)
- Read introductory materials on postcolonial theory

Synchronous (Zoom Meeting #1):

- Icebreaker activities
- Professors introduce course structure and assignments
- Students are assigned into international pairs/groups

Week 2-3: Comparative Literary Analysis

Asynchronous:

- Students read one British text and one Indian text
- Annotate and comment on passages using Perusall

Synchronous (Zoom Meeting #2):

- Group discussion
- Breakout rooms for small-group analysis

Week 4-5: Collaborative Research & Essay Drafting

Asynchronous:

- Groups choose a theme (e.g., identity, gender, colonialism) for their research
- Work on a shared Google Doc to draft a comparative analysis essay

Synchronous (Optional Check-In):

- Professors provide feedback on drafts
- Students discuss writing strategies

Week 6: Final Presentations & Peer Review

Asynchronous:

- Groups record 10-minute video presentations on their comparative analysis
- Peer review of another group's work via Google Docs

Synchronous (Final Zoom Meeting):

- Live Q&A session on presentations
- Discussion on intercultural insights

Week 7-8: Reflection & Assessment

Asynchronous:

- Individual reflection journal: What did I learn about literature and collaboration?
- Final discussion post: How has this COIL experience influenced my understanding of world literature?

Step 4: Assessment & Grading

30% Participation (discussions, peer engagement, annotations)
40% Group Comparative Essay (2,500 words)
20% Peer Review (constructive feedback on another group's work)
10% Reflection Essay (personal insights on the COIL experience)

Step by Step design of a COIL course – Example 3 Asynchronous only

Step 1: Define Course Basics
Course title: Global Perspectives in Occupational Therapy
Course Level: BA in Occupational Therapy (3rd year)
Duration: 6-8 weeks (integrated into a semester-long course)
Partner Institutions: A university in Israel & a university in Italy
Target Students: BA OT students (studying rehabilitation, community health, or clinical practice)
Language: English
Technology Tools: Google Drive, Perusall, Padlet, WhatsApp, Flipgrid, VoiceThread

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Step 2: Learning Objectives
By the end of this course, students will:
- Compare occupational therapy practices in different healthcare systems
- Develop culturally responsive strategies for working with diverse patient populations
- Collaborate in international teams to assess case studies and propose interventions
- Improve professional communication and interdisciplinary teamwork skills

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Step 3: Course Structure (Fully Asynchronous)
💡 *This structure eliminates the need for live meetings by using recorded videos, collaborative documents, and discussion forums.*

Week 1: Introduction & Cultural Exchange
- **Activity:** Students record a short video on Flipgrid introducing themselves, their academic background, and why they chose OT.
- **Reading & Discussion:** Short articles on OT in different cultural contexts.
- **Task:** Post in a **Padlet discussion board**: "What is one unique challenge OT professionals face in your country?"

Week 2-3: Case Study Comparison
- **Task:** Read and analyze two case studies from different countries:
Case 1: A post-stroke patient in a rural Israeli setting

Case 2: A child with autism in an urban Italian clinic

- **Collaborative Work:** Annotate key sections using **Perusall** (students comment on and discuss the text asynchronously).
- Use **Google Docs** to answer guided questions: *How would OT interventions differ in these cases based on cultural and healthcare factors?*

Week 4-5: Group Research & Treatment Plan Development
- **Task:** Groups choose a specific condition (e.g., spinal cord injury, cerebral palsy, or mental health rehabilitation).
- **Collaborative Work:** Research how OT interventions for this condition differ between the two countries**.**

- Use **Google Slides or Miro** to outline a cross-cultural intervention plan**.**
- Assign roles within the group (e.g., researcher, writer, editor).
- **Feedback Loop:** Students provide peer feedback via comments in Google Docs.

Week 6: Final Presentation & Peer Review

- **Task:** Groups create a 10-minute recorded presentation (Google Slides with voiceover, Flipgrid, or narrated PowerPoint).
- **Peer Review:**
    - Watch another group's presentation and provide feedback via **Padlet**.
    - Answer: *What did you learn? How would you adapt these ideas to your local context?*

Week 7-8: Reflection & Assessment

- **Individual Reflection Journal (Google Docs):** *How did this experience change your perspective on OT in a global context?*
- **Final Discussion Post (Padlet):** *What was the most surprising cultural difference you encountered?*
- **Professor Feedback:** Professors provide written feedback on treatment plans and reflections.

Step 4: Assessment & Grading

30% Participation (annotations, discussions, engagement in activities)
40% Group Intervention Plan & Presentation
20% Peer Review (constructive feedback on another group's work)
10% Reflection Essay (personal insights on the COIL experience)

There are plenty of additional resources online and using AI tools.