

CercleS-Webinar: Policy Paper Applied

Best Practices on COIL Formats

**Intercultural Proficiency and Oral Competence (“INTERFACE”):
A “Collaborative Online International Learning” Course for
Prospective English Teachers from Different Cultures**

Universität Potsdam
Dr. David Prickett
Abel

Beit Berl College
Karen



November 15, 2023

- I. Which factors have contributed to the project's success?
- II. How can the format be integrated sustainably into the internationalization strategy of a higher education institution (HEI)?
- III. Which descriptors of these best practices would be best suited for a “modular framework” to scaffold future projects?

I. NOT JUST A “SINGLE STORY” (ADICHIE)



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“One must be **aware of one’s own cultural perspective and how it may differ from others** and global trends and global dynamics and how all of those aforementioned conditions affect choice. [...] From this awareness grows curiosity that results in knowledge. [...] **This knowledge also includes foreign-language ability, which is essential for basic communication and cultural appreciation.** With this knowledge, students can then **empathize with others** who do not share their own cultural perspectives” (183).

“**With technology**, we can now take students on virtual field trips or **facilitate intercultural exchanges by connecting students online.** These experiences with peers **allow students to share ideas and learn from one another** in a way that simple lecture or domestic studies cannot” (184).



Patterson, Lynn M., et al. “Lessons From a Global Learning Virtual Classroom.” *Journal of Studies in International Education*, vol. 16, no. 2, May 2012, pp. 182–197, doi:10.1177/1028315311398665.

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“Global learning classrooms provide a form of practiced mimicry, where students incorporate perspectives, overcome challenges, transcend differences, and seek answers collaboratively. **Collective work puts knowledge into practice, transforms students into educators, and allows learners to see themselves as nodes within global learning communities.** Problem solving that pursues social change or strategic planning encourages students to take a stand and pursue commitment through education. **Activities aimed at social action also provide opportunities to bridge the general and the particular [...]**, and they allow students to discern and act on the interconnections that they can now trace through their lives and ideas. **Group work**, whether in a classroom or in a co-curricular setting, **integrates multiple perspectives and allows students to realize the value and utility of various angles of interpretation, even when one does not necessarily agree with them.**

Kahn, Hilary E., and Melanie Agnew. “Global Learning Through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education.” *Journal of Studies in International Education*, vol. 21, no. 1, Feb. 2017, pp. 52–64, doi:10.1177/1028315315622022.



I. NOT JUST A “SINGLE STORY” (ADICHIE)

The power of single stories in the context of OCL

A PRESENTATION BY KAROLIN GOSDSCHAN



Karolin Gosdschan



"Chimamanda Ngozi Adichie - Cambridge April 2013" by Chris Boland is licensed under CC BY-NC-ND 2.0

I. THE COIL INSTRUCTOR TEAM



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Europa > Erasmus+ Virtual Exchange > Activities > Training to Develop Virtual Exchanges



ERASMUS+ Virtual Exchange

I am a young person

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About the project

Recognition and Competences
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Resources

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Contact

ACTIVITIES

Training to Develop Virtual Exchange Projects

Professional development for youth workers and university educators to learn how to develop a Transnational Erasmus+ Virtual Exchange Project (TEP) in order to enrich and expand existing programmes.



Transnational Erasmus+ Virtual Exchange Projects (TEPs) are small-scale, project-based Virtual Exchanges jointly developed by youth workers and/or university educators from two or more different countries. They are intended to foster meaningful intercultural experiences, the development of transversal skills as well as knowledge of a particular

*Training to Develop Virtual
Exchange Projects |
European Youth Portal.
[https://europa.eu/youth/eras
musvirtual/activity/training-
develop-virtual-exchange-
projects_en](https://europa.eu/youth/erasmusvirtual/activity/training-develop-virtual-exchange-projects_en).*



I. THE COIL INSTRUCTOR TEAM



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SONNABEND, 14. NOVEMBER 2020

UNIVERSITÄT POTSDAM

POTSDAMER NEUESTE NACHRICHTEN

B3

Eine Theologie des Dialogs

Aus Jerusalem zu Gast in
Potsdam: Yehoyada Amir

Yehoyada Amir ist Rabbiner, einer der führenden Theologen im israelischen liberalen Judentum der Gegenwart und Professor für modernes jüdisches Denken am Hebrew Union College in Jerusalem. Er ist aber auch Feminist, begeisterter Zoom-Lehrer und ein Fan des Religionsphilosophen Martin Buber – sagt er selbst. Und er hat eine dialogische Theologie entwickelt, in der es darum geht, die anderen Religionen anzuerkennen, sie kennenzulernen und mit ihnen zusammenzuarbeiten. In diesem Frühjahr, mitten in der Corona-Pandemie, kam er als Gastprofessor des Deutschen Akademischen Austauschdienstes (DAAD) nach Potsdam, um hier zu lehren und zu forschen. Obwohl seine Seminare infolge der Corona-Pandemie letztlich via Zoom stattfanden – und er „praktisch auch auf dem Mond hätte sitzen können“, wie er einräumt –, hat er sein Kommen nicht bereut.

„Wir brauchen Religion, auch im 21. Jahrhundert“, sagt Yehoyada Amir. „Wir haben den oberflächlichen Optimismus in Bezug auf Rationalismus und Fortschritt verloren. Und beginnen zu verstehen, dass ein Blick in die Vergangenheit dazu beitragen kann zu verhindern, kopflos ins Verderben zu rennen. Dabei vermag auch Religion zu helfen, denn sie konfrontiert uns mit der Frage: Welchen Platz haben wir in der Welt, in der Schöpfung?“

Amir ist Theologe. Als solcher richtet er seinen Blick zurück – auf religiöse Texte, kulturelle Traditionen und Praktiken. „Theologie reflektiert Religion in all ihren Facetten“, fasst er zusammen. Als Wissenschaftler liegt sein Fokus auf der Gegenwart. Das zeigen auch die Seminare, die er in Potsdam gegeben hat: zum Feminismus im heutigen Judentum, der Frage, wie das Judentum selbst mit der Schoa umgeht, und einem Konzept, das er „konstruktive Theologie“ nennt. „Ich unternehme mit den Studierenden eine Reise durch die verschiedenen Ansätze jüdischer Theologie des 20. Jahrhunderts“, sagt er. „Vor allem aber lade ich sie ein, sich ein eigenes Bild davon zu machen, wie Glaube funktioniert und interpretiert werden kann.“

Wie es deutschen
und israelischen
Studierenden
gelingt, reale
und kulturelle Grenzen
zu überwinden

VON ANTJE HORN-CONRAD

„Macht ist die Fähigkeit, die Geschichte einer anderen Person nicht nur zu erzählen, sondern sie zur maßgeblichen Geschichte dieser Person zu machen.“ Eine Erkenntnis, die die nigerianische Schriftstellerin Chimamanda Ngozi Adichie 2017 auf einer TED-Konferenz mit den Zuhörenden teilte und damit auf die Gefahr hinwies, Menschen, Kulturen und Länder auf eine „einzige Geschichte“ zu reduzieren. So entstünden Stereotype, die die Wahrnehmung der Wirklichkeit einschränken oder gar manipulieren.

Ihr sehr persönlicher, in zahlreiche Sprachen übersetzter und im Internet verbreiteter Vortrag bildete den Ausgangspunkt für ein interkulturelles Lehrprojekt, das David Prickett, Leiter des Zentrums für Sprachen und Schlüsselkompetenzen der Universität Potsdam, gemeinsam mit Karen Abel vom Beit Berl College bei Kfar Saba in Israel ins Leben rief. Studierende der Anglistik und Amerikanistik, die sich hier wie dort auf das Lehramt vorbereiten, sollten miteinander ins Gespräch kommen und dabei nicht nur ihr englisches Sprach- und Hörvermögen trainieren, sondern auch stereotype Vorstellungen vom Leben im jeweils anderen Land überwinden. Die Pilotphase lief im denkwürdigen Sommersemester 2020, dessen digitaler Charakter das Projekt nicht beeinträchtigte. Im Gegenteil: Die Studierenden nutzten die Möglichkeiten des Collaborative Online International Learning (COIL) und konnten so in gemischten Gruppen über kulturelle und organisatorische Grenzen hinweg miteinander kommunizieren.

„Es war eine sehr positive Erfahrung“, erzählt die Potsdamer Studentin Katrin Mertens. Die israelischen Studierenden setzen thematisch immer gut vorbereitet gewesen und es habe Spaß gemacht, andere Sichtweisen kennenzulernen und zu diskutieren. Die einzelnen Teams konnten

ihrer Aufgaben mit verschiedenen Tools und Apps erledigen. Support-Videos sollten ihnen dabei helfen, die Technik richtig einzusetzen. Karen Abel beobachtete in den Arbeitsphasen, wie die Studierenden Verantwortung übernahmen, auf kleinere Probleme flexibel reagierten und sich gegenseitig unterstützten, wenn es zeitlich eng wurde.

Ludwig Reinhold, Lehramtsstudent im zweiten Semester, nutzte das COIL-Seminar, um sich mit digitalen Lehr- und Lernformaten zu beschäftigen und gleichzeitig seine sprachlichen und interkulturellen Fähigkeiten zu trainieren. Schon vor dem Studium hatte er mehrere Monate in einem Schulprojekt in Indien gearbeitet und hautnah erlebt, was es bedeutet, Kinder unterschiedlicher Herkunft zu unter-

richten, Traditionen zu achten und Rücksicht auf religiöse Besonderheiten zu nehmen. In den Online-Meetings mit den Studierenden des Beit Berl College spürte er deshalb keine Berührungsgrenze. Und doch erbat er sich bei Vorurteilen. So überraschten ihn Berichte über eine hochtechnologische Industrie und mutige Anpflanzprojekte in der Wüste. Hatte er ein falsches Bild von Israel? Vielleicht. Das Seminar bot ihm Gelegenheit, es zu korrigieren.

Auch Katrin Mertens hat gelernt, dass Israel wesentlich vielschichtiger und multikultureller ist, als sie gedacht hatte. Die israelischen Studierenden schienen umgekehrt viel informiert zu sein. „Sie hatten eine durchweg positive Meinung von uns Deutschen. Und auch eine durchaus

reflektierte“, erzählt sie. Aus dem Projekt hat sie vor allem eines mitgenommen: genau zuzuhören, empathisch zu reagieren und vorschnellen Gedanken – ob von ihr selbst oder anderen geäußert – etwas entgegenzusetzen. „Trotz aller Unterschiedlichkeit sind wir doch gar nicht so verschieden. Und das verbindet uns.“

Dozentin Karen Abel faszinierte die kulturelle Vielfalt und Fülle der persönlichen Geschichten, die während der aufeinander abgestimmten Gruppengespräche interessante Anknüpfungspunkte lieferten. Die Studierenden diskutierten Verhaltenskodizes, entwickelten dazu ein gemeinsames Dokument und gingen generell sehr respektvoll miteinander um, so ihre Beobachtung. Für sie lieferte der Kurs eine modellhafte Form des authentischen Lernens. Neben pädago-

gischen Fähigkeiten wie dem Verstehen und Bewerten des „Anderen“ konnten die Studierenden ihre Flexibilität, soziale Anpassung und Verantwortung trainieren. Und nicht zuletzt schärften sie in den Diskussionen ihr mündliche Sprachgenauigkeit, das gaben mehr als 80 Prozent von ihnen in einer Befragung an.

„Ein Teil des Erfolgs beruhte auf David Pricketts Erfahrungen“, sagt Karen Abel. Ohne die enge Zusammenarbeit mit ihm, die ihm die Denkweise und gemeinsame pädagogische Überzeugungen hätte ein solches Projekt nicht gelingen können, ist sie sich sicher. Inzwischen haben die beiden Dozierenden den Kurs evaluiert und einiges optimiert, sodass der nächste Durchgang schon in diesem Wintersemester starten kann.

Zwischen Potsdam und Kfar Saba



Distanzen überwinden
Studierende der Anglistik und Amerikanistik, die sich an der Uni Potsdam (li.) und am Beit Berl College (r.) auf das Lehramt vorbereiten, nutzen das Collaborative Online International Learning, um nicht nur ihr englisches Sprach- und Hörvermögen zu trainieren, sondern auch stereotype Vorstellungen vom Leben im jeweils anderen Land zu überwinden.

Foto: Tobias Hoffgarten, Beit Berl College (r.)



I. "SINGLE STORY" → COIL COURSE



"Chimamanda Ngozi Adichie
- Cambridge April 2013" by
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I. "SINGLE STORY" → COIL COURSE

"Power is the ability not just to tell the story of another person, but to make it the definitive story of that person."

Project Lesson ideas and current planning (from March 31 on)

Karen's LESSONS start on page 2 of this document

April 13		[0] How does an [OCL/OIL language course] (online collaborative/international learning) differ from other language courses? (codes of behaviour/conduct)
April 20		1 What type of ["animal" (online learner)] are you? (online learner types; Adichie)
April 27		2 What is a ["single story"]--and what are its dangers? What is your "single story?" (Adichie)
May 4		3 Does [language] shape the way we think--or our ["single story"]? (TED/Boroditsky)
May 11	[GROUP PRO]	4 Study abroad programs (SAP) a means to avoid the "single story?" (Clarke)
		5 Study abroad options] do students in Israel have? (Germany -> U of Potsdam/Prickett/Subašić)
		6 Study abroad options] do students in Germany have? (Israel -> Beit Berl College/Abel/Benson)
		7 Study abroad options] do students in Israel have? (Magen-Nagar and Shonfeld)
Week of April 27		<p>Slide 8: Homework Watch <i>"The Danger of a Single Story"</i> again for the next lesson.</p> <p>LESSON 2 What is our "single story"--and what are its dangers? (Adichie)</p> <p>Slide 1: Lesson Outline/Menu</p> <p>Slide 2: Codes of Behaviour: Sharing GoogleDoc Compare/contrast/share your lists from the previous lesson. [Sebastian: we will link the lists in the PowerPoint once we have created them. Karen/Michelle--how many do you need? I need one.]</p> <p>Slide 3: What is our "single story"--and what are its dangers? (Adichie) 1. Review the examples of single stories from Adichie's talk. How did these examples affect you? 2. In groups, make a list of the potential "single stories" that people may have created or could create about them. If one of these list items comes with a specific story, expand on that story. Share and discuss.</p> <p>Slide 4: TV 2 Denmark "All That We Share" YouTube, 27 Jan. 2017. https://www.youtube.com/watch?v=jD8jhVO1Tc [Sebastian: Could you include a screenshot of the video here (large group photo)]</p> <p>Slide 5: All That We Share (Discussion) 1. What impact did the video have on you? What is its message? 2. What is stereotyping--and what are some stereotypes?</p> <p>Slide 6: All That We Share (Group Discussion) The following questions are taken from "Conversation Questions: Stereotypes." Conversation Questions for the ESL Classroom. TESL Journal, 2010.</p>



I. “SINGLE STORY” → COIL COURSE

- ▶ “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the *only story*”



Karolin Gotschan

2021-01-21 18:00:37

I. CODE OF BEHAVIOR

Codes of Behavior in Online Learning

Codes of behaviour



1. In your groups, discuss together codes of behavior for online collaborative learning.

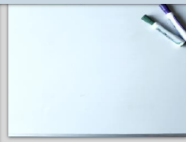
Zoom meeting



2. One person in the group will set up and invite others to a zoom meeting.

Post the ID no. and link on your group whiteboard or chat.

Zoom/codes of behaviour



3. In the zoom group, finalize 4-5 ideas of codes of behavior.

GoogleDoc



Google Docs

4. One group member will be responsible for taking notes in a shared class [GoogleDoc](#).

Codes of Behavior: Developing an Online Code of Conduct

Suggested reading:

Summerville, Jennifer. "Developing an online 'code of conduct.'" *AACE Journal*, vol. 13, no. 2, 2005, pp. 127-136. LearnTechLib, <https://www.learntechlib.org/primary/p/5573/>.

How do we want to work together in the coming weeks--both in our own group here at the U Potsdam and with the students at Beit Berl College? What are the standards for good online collaboration?

Online Collaboration and Academic Honesty

- Participants (students and teachers) should...
- ... use academic skills during online collaborations (such as academic sources etc.)

Use of Language (Register)

- use formal/ academic language
- respectful communication during conferences and discussions
- do not interrupt
- make use of online features (e.g. raise-your-hand button)

I. LESSONS - BREAKOUT ROOMS

All That We Share - Group Discussion

Choose 2 - 3 questions and discuss them in your groups.

- a. How is your country stereotyped?
- b. Do you stereotype people?
- c. Does stereotyping help you in some way?
- d. Why do you think people stereotype?
- e. How can stereotypes be damaging?
- f. Do you think that it is a good idea to stereotype people?
- g. How are various nationalities stereotyped?
- h. How can being stereotyped hurt your job opportunities?
- i. What is the difference between stereotypes and prejudices?
- j. Are stereotypes offensive?
- k. Funny?
- l. Realistic?

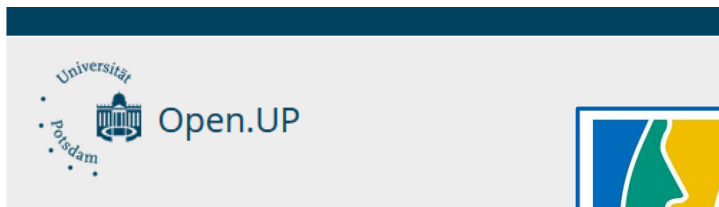
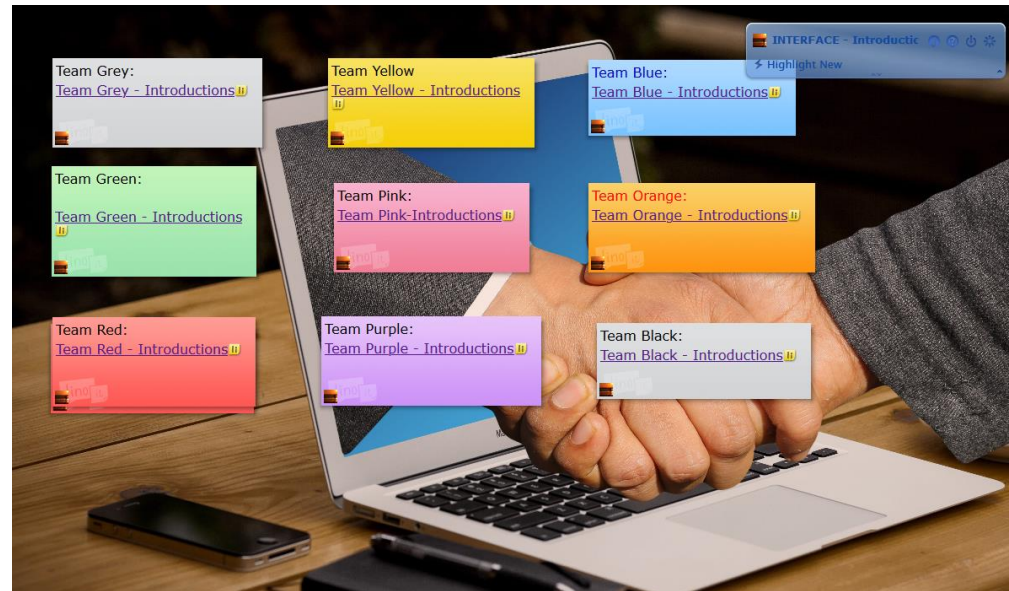
The questions are taken from: ["Conversation Questions Stereotypes," Conversation Questions for the ESL Classroom, TESL Journal, 2010.](https://www.tesol.org/questions/stereotypes.html)
<https://www.tesol.org/questions/stereotypes.html>

I. LESSONS - GROUP PROJECTS

Options for group discussion groups (assignment 1):

Option 1:
As a group, briefly identify Adichie's "single stories." Each group member then shares the "single story" that might have been told about them, how they became aware of it, and what effect it has had on them.

Option 2:
Each one of us has a "single story" that is related to where we live. What are "single stories" that people have of Germans? Of Israelis? Each group member should share their experience and what effect it has had on them.



Home Dashboard My Site Cours



I. LESSONS - FUTURE PROFESSION

Collaborative Online Learning Activities:

Why Collaborative Online Learning Activities Are Effective and How They May Be Effective in the ESL Classroom

Read the introductory paragraph of the article together.

Each group will scan a different part of the article: Group

1. Theoretical frameworks; Group 2. Online learning activities; Group 3. Collaborative Group Activities; Group 4. Group Discussions; Group 5. Feedback And Assessment Activities)

In your groups,:

1. Consider how the main points from your section of the article have relate to your INTERFACE experience.
2. Consider how they are relevant to teaching in the ESL classroom.
3. How do you think these ideas connect to teaching Junior High and High School Students?

Share main ideas with class on the [GoogleDoc](#)

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I. LESSONS - FEEDBACK AND REFLECTION

What have you learned from our OCL course, INTERFACE?

- Suitcase activity: What will you take and what will you leave behind from this project?
- Imagine you are “packing a suitcase” for this course. Which aspects would you put in and which would you leave out?
- After adding your ideas to the linoit, we will discuss them.



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I. LESSONS - FEEDBACK AND REFLECTION



- I. Which factors have contributed to the project's success?
- II. How can the format be integrated sustainably into the internationalization strategy of a higher education institution (HEI)?
- III. Which descriptors of these best practices would be best suited for a “modular framework” to scaffold future projects?

II. COIL → INTERNATIONALIZATION



Quiz about Israel



Stereotyping in Israel



Education in Israel



Why study at Beit Berl College?



Homework

II. COIL → INTERNATIONALIZATION

■ In-Class Work: Studying in Germany: Discussion



Source: Promotional Film, U Potsdam

The information in the quiz was taken from Hardee, Caitlin. "10 Things to Know before Studying in Germany: DW: 23.01.2015." DW.COM, Deutsche Welle, 23 Jan. 2015, www.dw.com/en/10-things-to-know-before-studying-in-germany/a-18210563.

What information surprises you--or interests you? How might a study abroad experience in Germany differ from one in Israel?

In your groups, enter your thoughts in our [Google Doc](#). Is there evidence of a single story?

II. COIL → INTERNATIONALIZATION

Options for group discussion:

Option 1:

*As a group, briefly identify Adichie's "**single stories**." Each group member then shares the "**single story**" that might have been told about them, how they became aware of it, and what effect it has had on them.*



Option 2:

*Each one of us has a "**single story**" that is related to where we live. What are "**single stories**" that people have of Germans? Of Israelis? Each group member should share their experience and what effect it has had on them.*



Mertens, Katrin. Screenshot from "Group Reflection 1" Video

II. COIL → INTERNATIONALIZATION



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Team Pink Feedback Task 3 Group Feedback

David

Team Pink, your final project is truly a testimonial to the benefits of OCL for students and (future) teachers! From Karolin's PowerPoint introduction on the single story to Reman's closing words on how the project helped her with her English, your project provided an excellent overview of all that we covered. ("What type of animal are you?" "Does language shape the way you think?") You also identified the key to success in OCL--having a good group to work with. Indeed, that is hard for instructors and students to determine at the outset of the course and to manage throughout the course. Your group has been dynamic from start to finish, and, with each project, your speaking and presentation skills have continued to improve. Thank you for your appreciative remarks about the course--they mean a lot. We have heard from other groups that they would like to have more time to talk with the other group members--we will take that on board for the next course. So--thank you (!) for the effort you have put into your projects and for your contributions that helped make this course so successful.

Karen

Team Pink thank you for your final group recording and what a fine way to end this project. The warmth, openness, collaboration and communication between you was something very special and I enjoyed listening to every minute and hearing not only your individual ideas but how you related to one another. This connects to the discussion about your "group chemistry" which is the basis of group work and each of you took responsibility to make it happen so successfully. You all spoke with depth of thought and sensitivity especially when

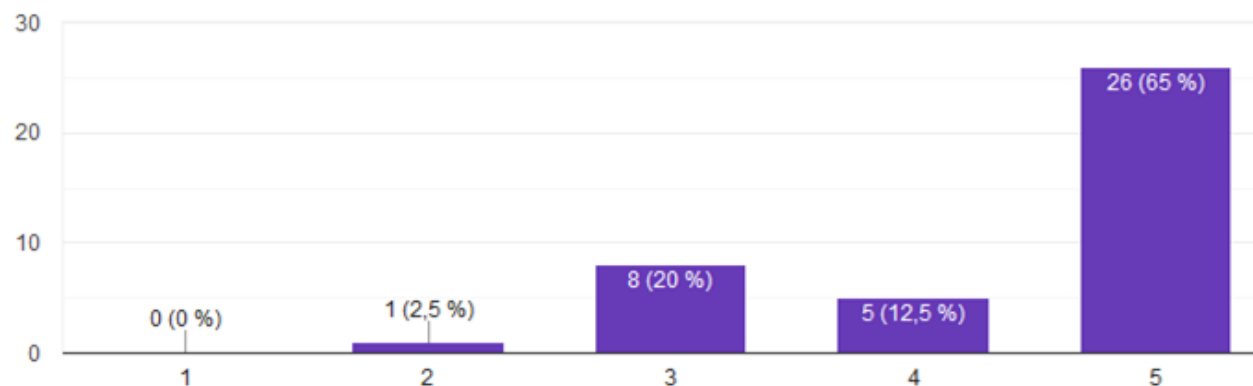


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III. COIL - ORAL PROFICIENCY

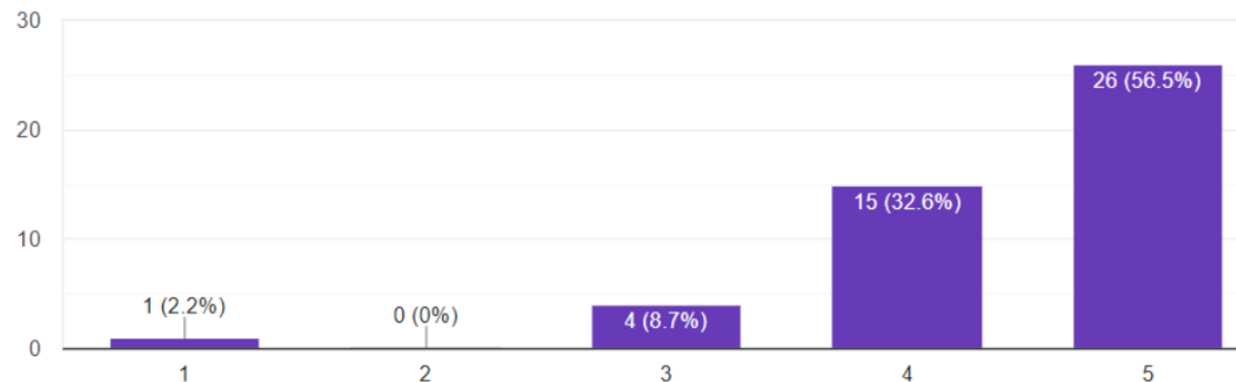
The course is effective for my oral proficiency (in terms of accuracy).

40 Antworten



The course is effective for my oral proficiency (in terms of accuracy).

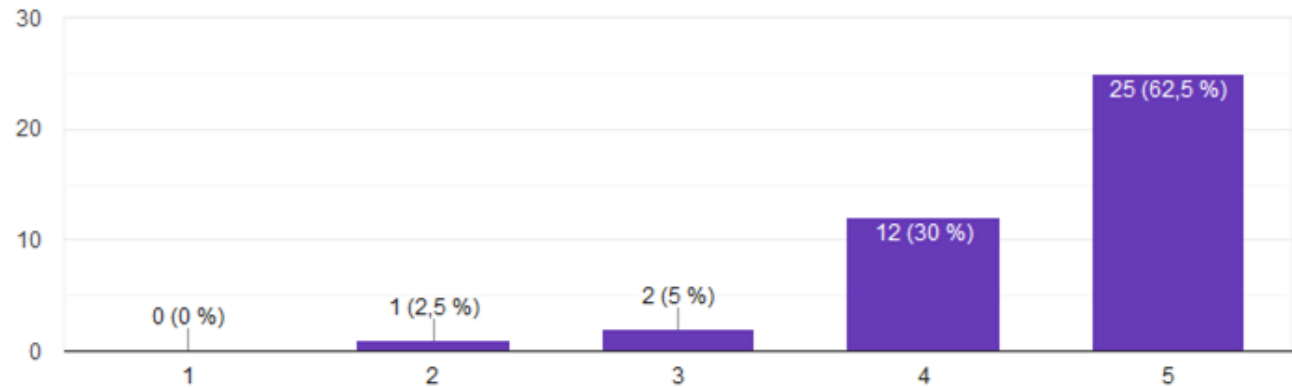
46 responses



III. COIL - CULTURAL UNDERSTANDING

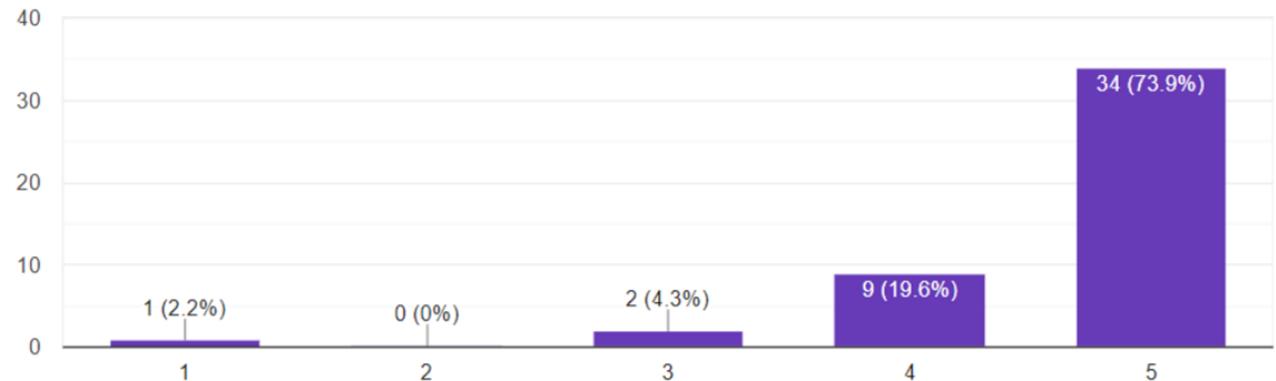
The course promotes my intercultural competence.

40 Antworten



The course promotes my intercultural competence.

46 responses



III. COIL - KEY COMPETENCIES

"I have learned many things from this course. Also, it added a lot to me as a learner and as a person."

"The course was very interesting and contributed to my English studies."

"This course encourages me to talk more in English."

"I liked the project so much, and I hope it will continue in the next semester."

"It was a new experience to meet people from different countries."

"This project takes us to a higher level in communication."

"I had a lot of fun in this course, especially because we got to know a new culture not only by reading about it but by really having them face to face with us. Overall, I was very happy with this course and it made me look forward to Monday mornings :)"



III. COIL - KEY COMPETENCIES



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III. COIL - DESCRIPTORS / MODULAR FRAMEWORK



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Discussion questions:

1. Who has had experience with COIL teaching and/or learning? What are three tips that you could give a colleague interested in COIL?
1. If you haven't had any experience with COIL, what do you think the advantages are? What potential difficulties do you see?
1. How do you think a project like this could motivate students, especially when it comes to improving their language skills?
1. What are the criteria for suitable topics in COIL language courses and for grading shared tasks?
1. What role does reflection play in COIL--for both teachers and students?



INTERFACE:
Intercultural Proficiency and
Oral *Competence* in *English*

April 20
Week 01



Cercles-Webinar: Policy Paper Applied

Best Practices on
COIL Formats

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