

COILs and Co-Teaching: Internationalizing Future Skills, Language and Subject-Specific Teaching and Learning

Agenda

What is a COIL?

Concept, Benefits and Effectiveness
Related Aspects (COILs as a training measure)

What is Co-Teaching?

Combining Co-Teaching and COILs-the added value of collaboration

Works Consulted / References

Discussion/Survey





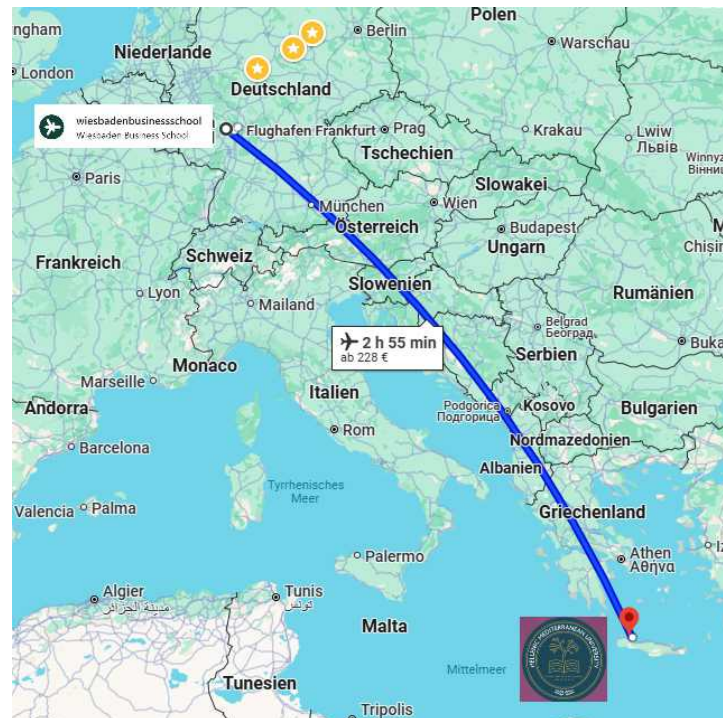
**Hochschule RheinMain
has about 12000 students.**

- Architecture**
- Design-Computer Science-Media**
- Applied Social Sciences**
- Engineering**
- Wiesbaden Business School**



**Wiesbaden Business School is the
department of business studies of
Hochschule RheinMain.
2500 students in bachelor's and
master's programs including**

- International Management**
- International Taxation**
- Digital Business Management**
- Health Care Economics**
- Insurance and Banking**
- Business and Law**



Hubertus Weyer, M.A.

**Lecturer for Business English, Co-Teaching,
Collaborative Online International Learning
(COIL), Coaching, Coordinator Business
English and Communications Section
Wiesbaden Business School/Hochschule
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https://www.youtube.com/watch?v=c_YGuRygdNg&t=35s



Teaching without having traditional, stand-alone classes was the challenge I faced in April 2023.

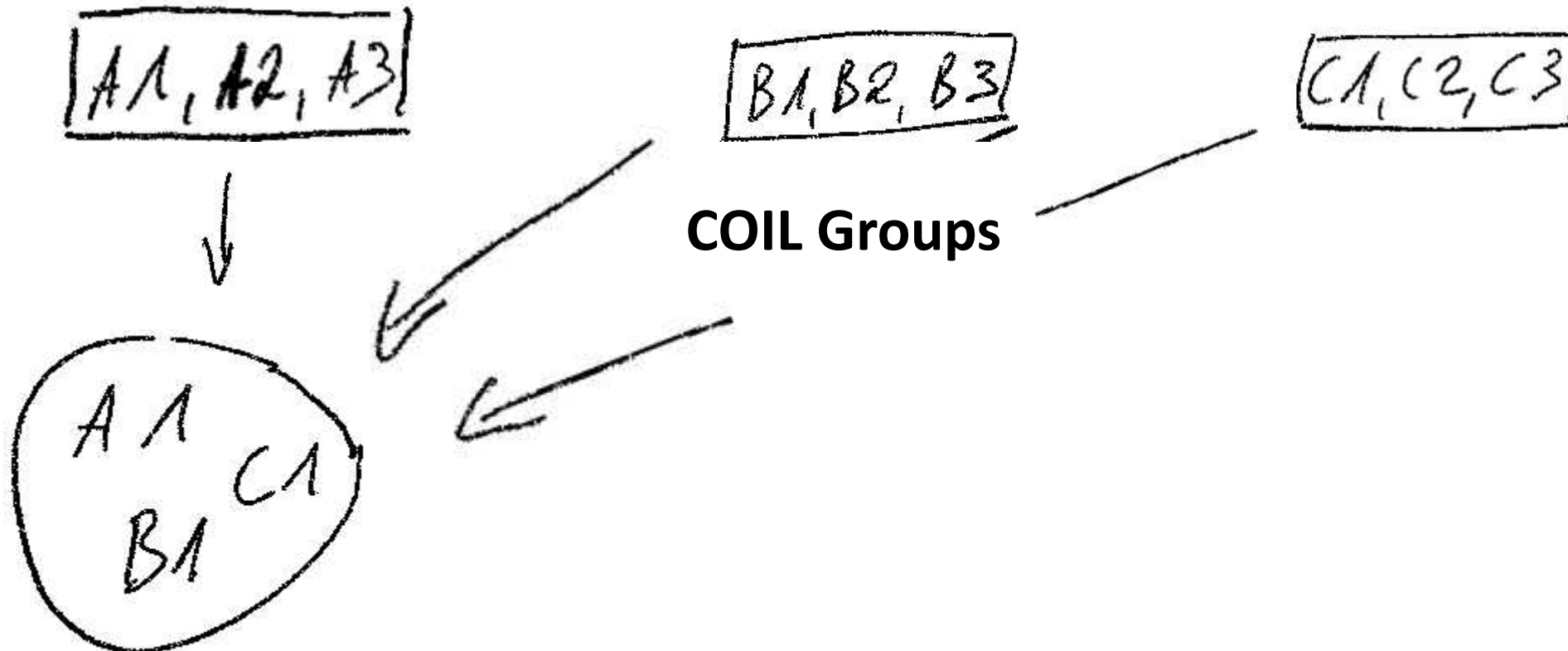
Solution: Collaborative Learning

October 2024

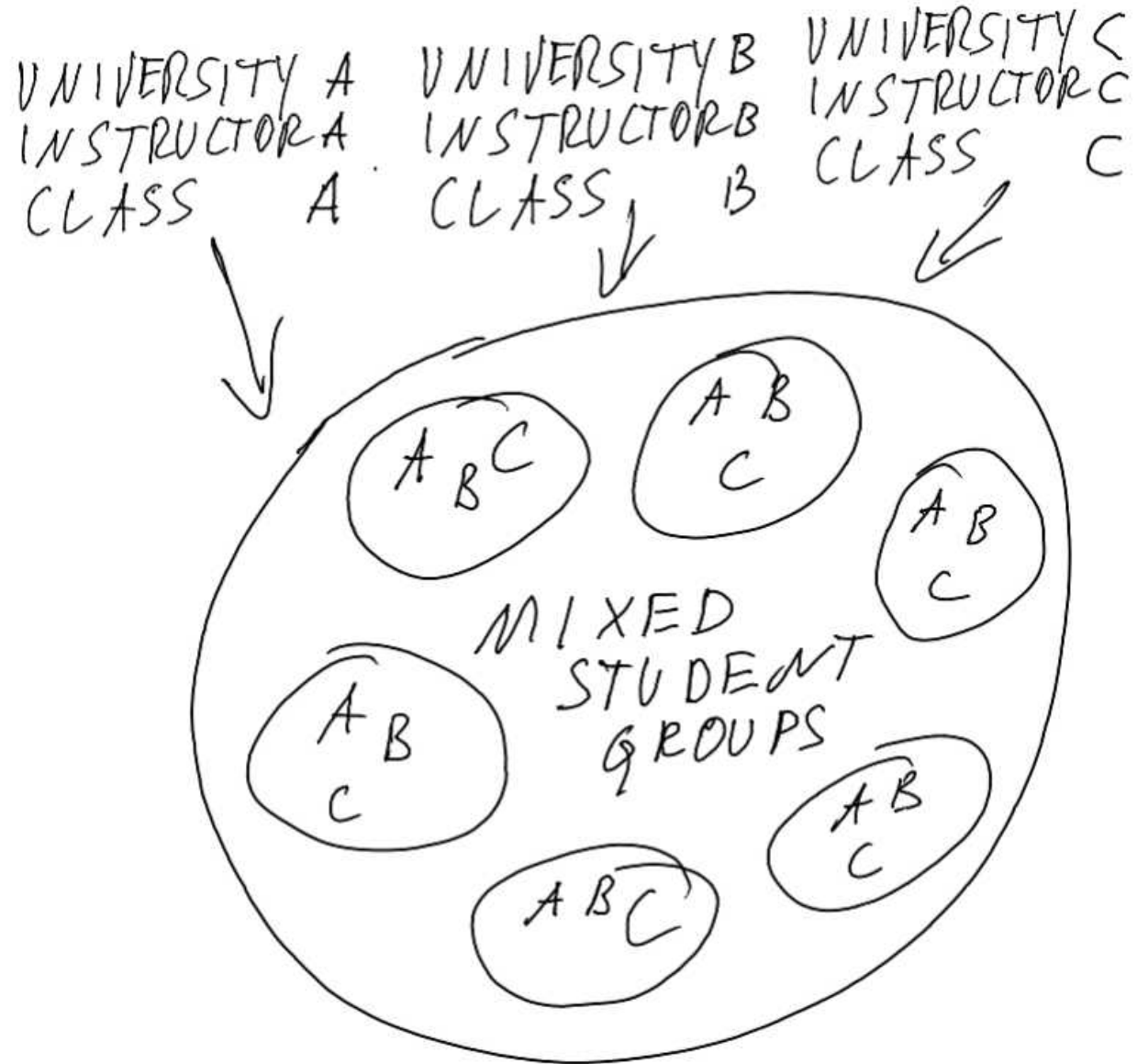
What is a COIL?



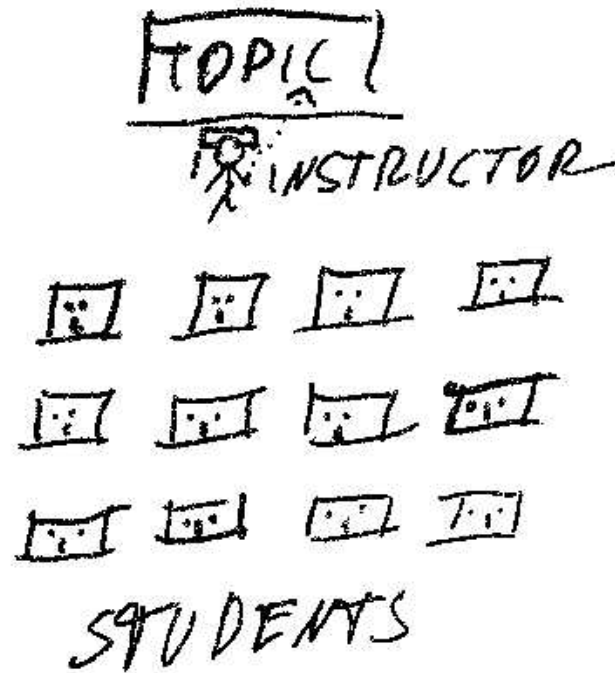
Students from Universities A, B and C



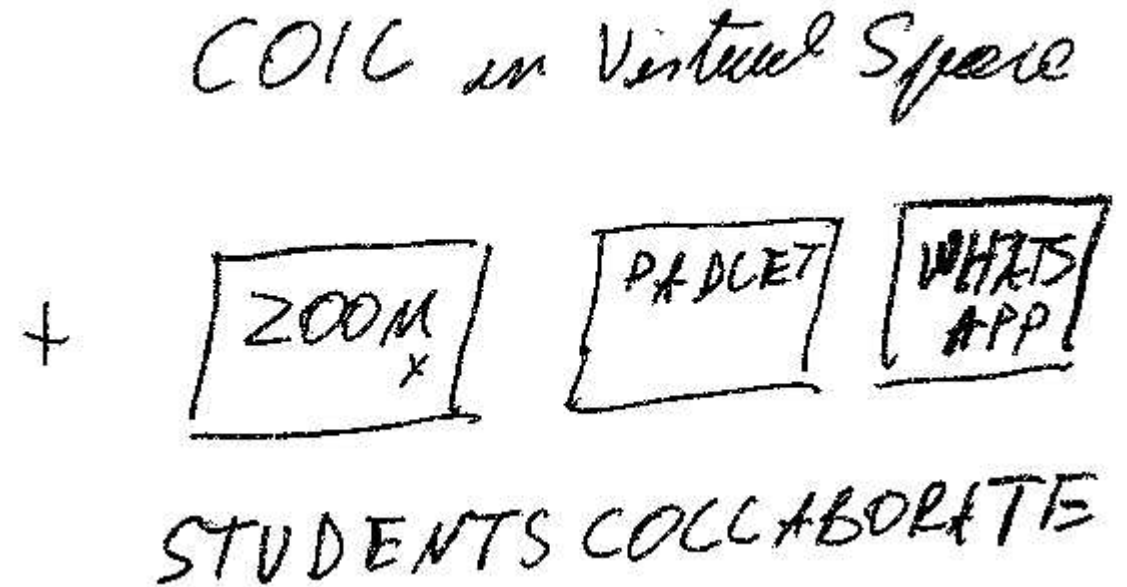
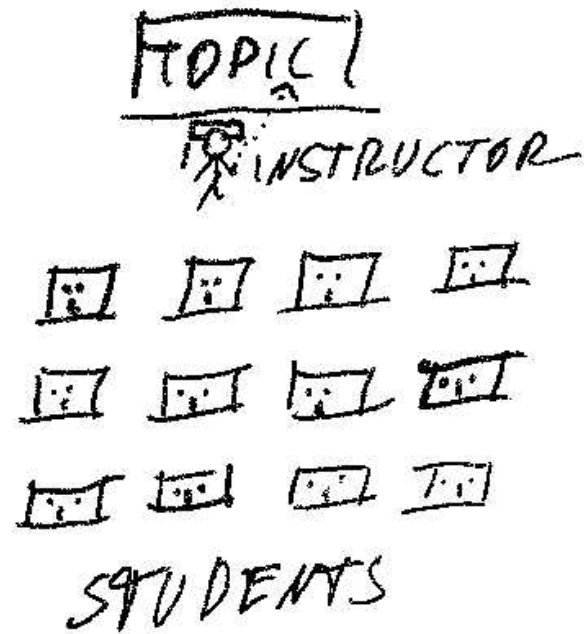
Our Current COIL Model



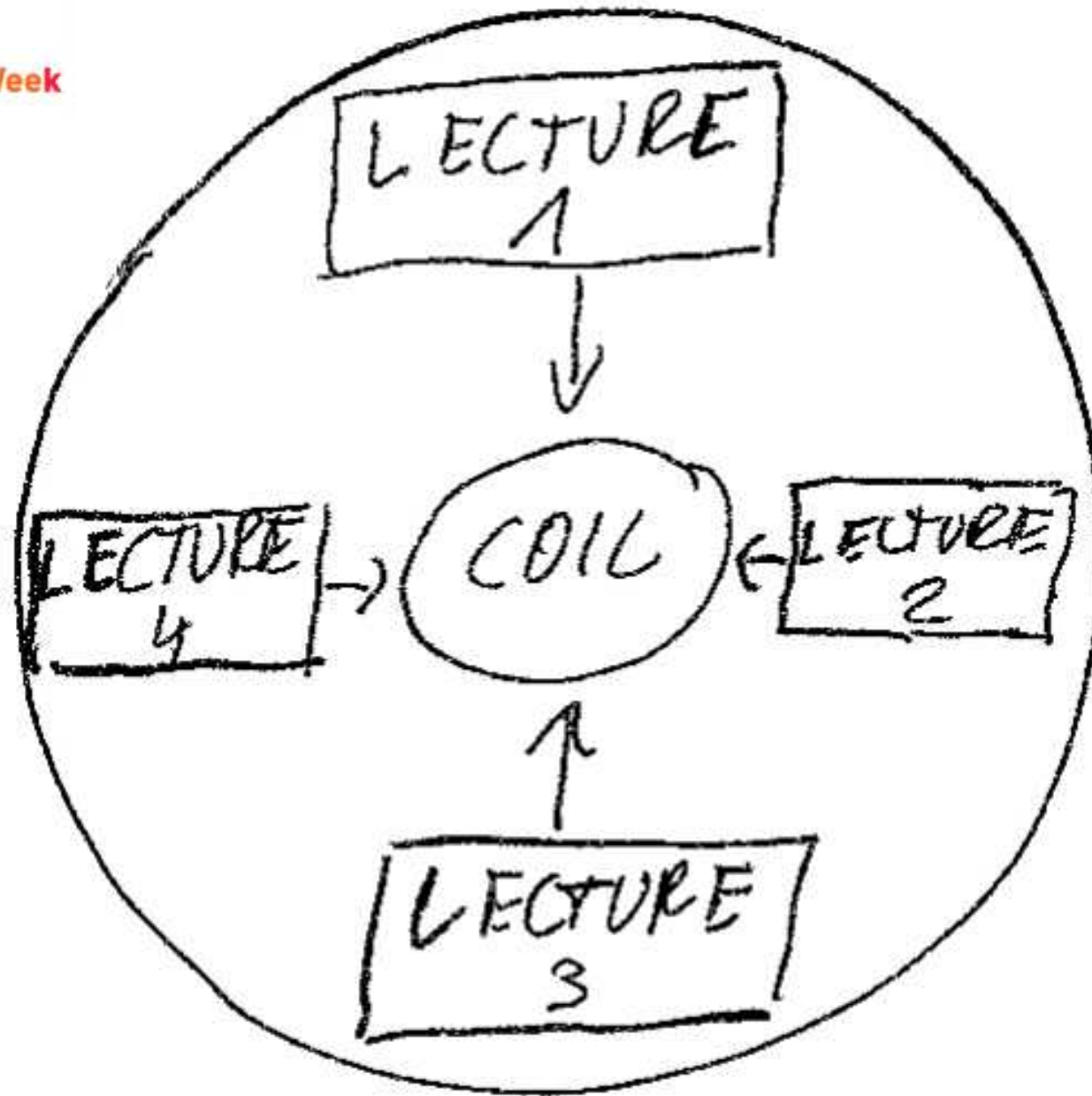
Where does a COIL happen?



Where does a COIL happen?



Two Spaces for Learning



COIL have the potential to transgress the traditional lecture format.

Lean Management

MANAGING CORPORATE CULTURE



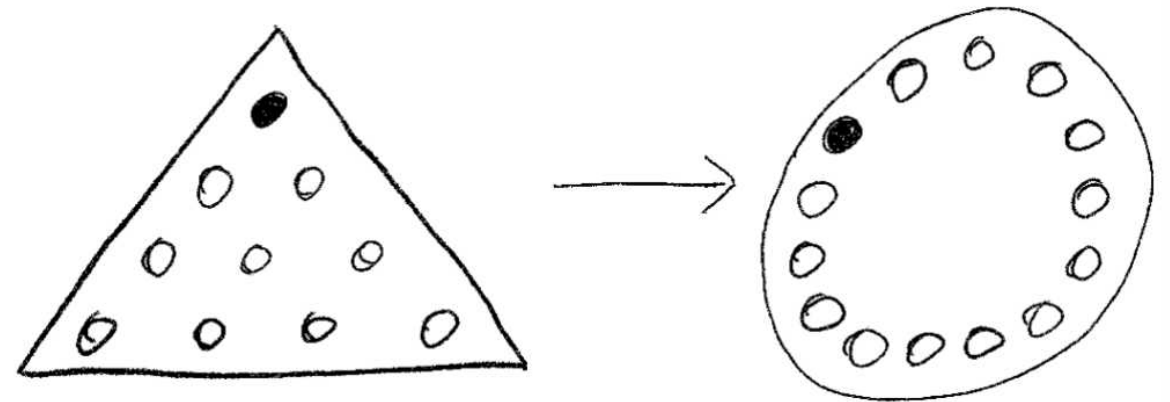
How to Change a Culture: Lessons From NUMMI

GM and Toyota launched their joint auto plant where GM's work force had been at its worst. Here's what happened next. And why.

BY JOHN SHOOK

? **THE LEADING QUESTION**
How can managers change the culture of their organization?

FINDINGS
► Start by changing what people do rather than how

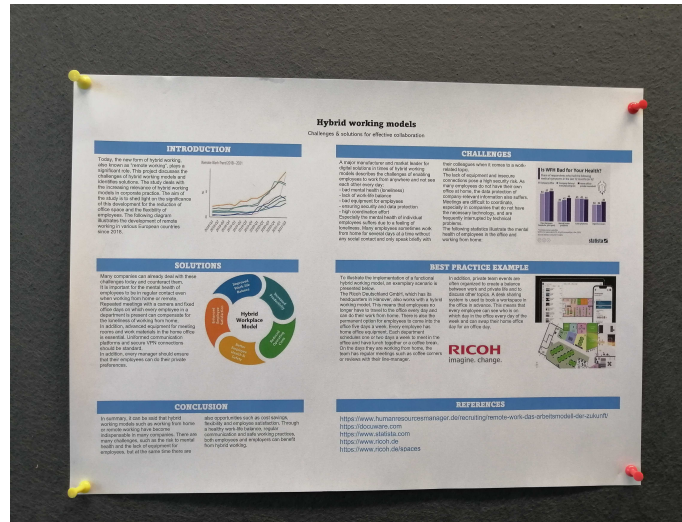


from objectivist -> constructivist learning

What objectives should students achieve by participating in a COIL at Wiesbaden Business School?

- **hands-on experience of working in an international team** (overcoming communicative and intercultural challenges, tolerating ambiguity, conflict resolution, negotiating skills, self-leadership and motivation)
- improving **digital literacy**
- **practical application of theoretical skills** in engineering, natural sciences, business studies, marketing, leadership, finance and accounting, behavioral economics and decision making processes
- increased **awareness of self-perception** and perception of others
- participating in a **final large-scale, international presentation**
- developing **reflective capabilities rather than reproductive or discursive capabilities**
- carrying out a **4 to 8 week project in English as a Lingua Franca**

In the age of AI, collaboration is the new space for learning and work! - COILs are highly relevant for the workplace!



<https://www.ricoh.de/services/ricoh-spaces/>

February 2025, oral exam/poster presentation

COILs have the following characteristics:

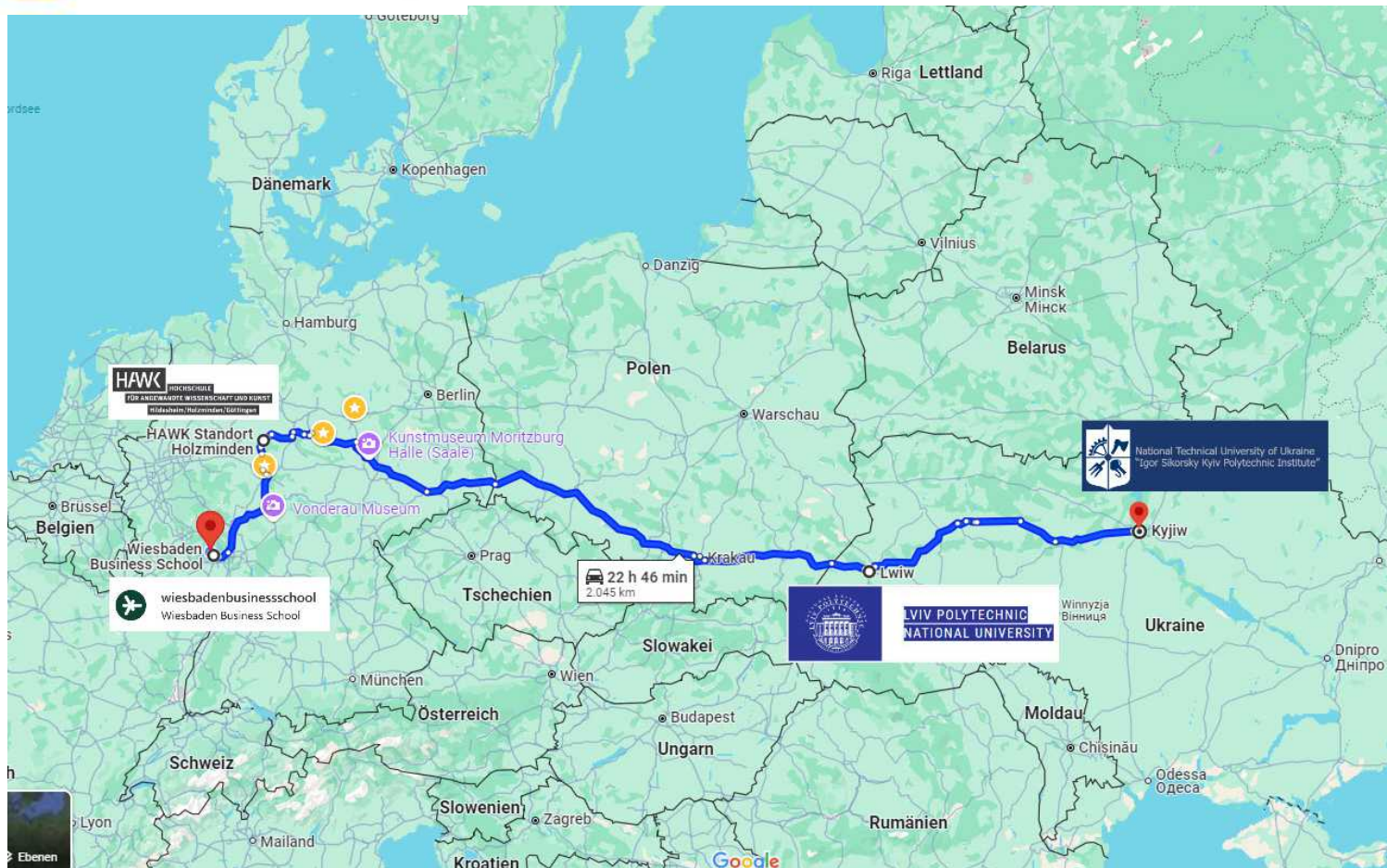
- students and instructors from **several geographically removed universities** participate
- students collaborate autonomously** on the problem-based tasks **in mixed groups**
- students benefit from collaborating with students from other universities (**co-creation, transversal skills, subject-specific skills, Future Skills**)
- instructors typically benefit from collaborating with other instructors with different skill sets
- a COIL is a **highly action-oriented** learning format (active learning)



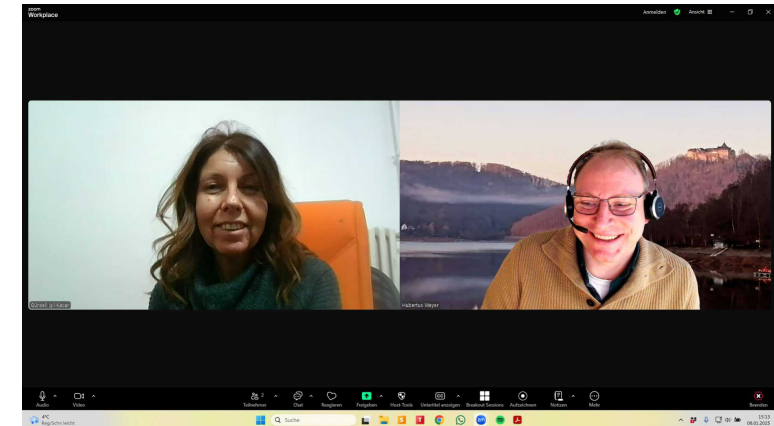
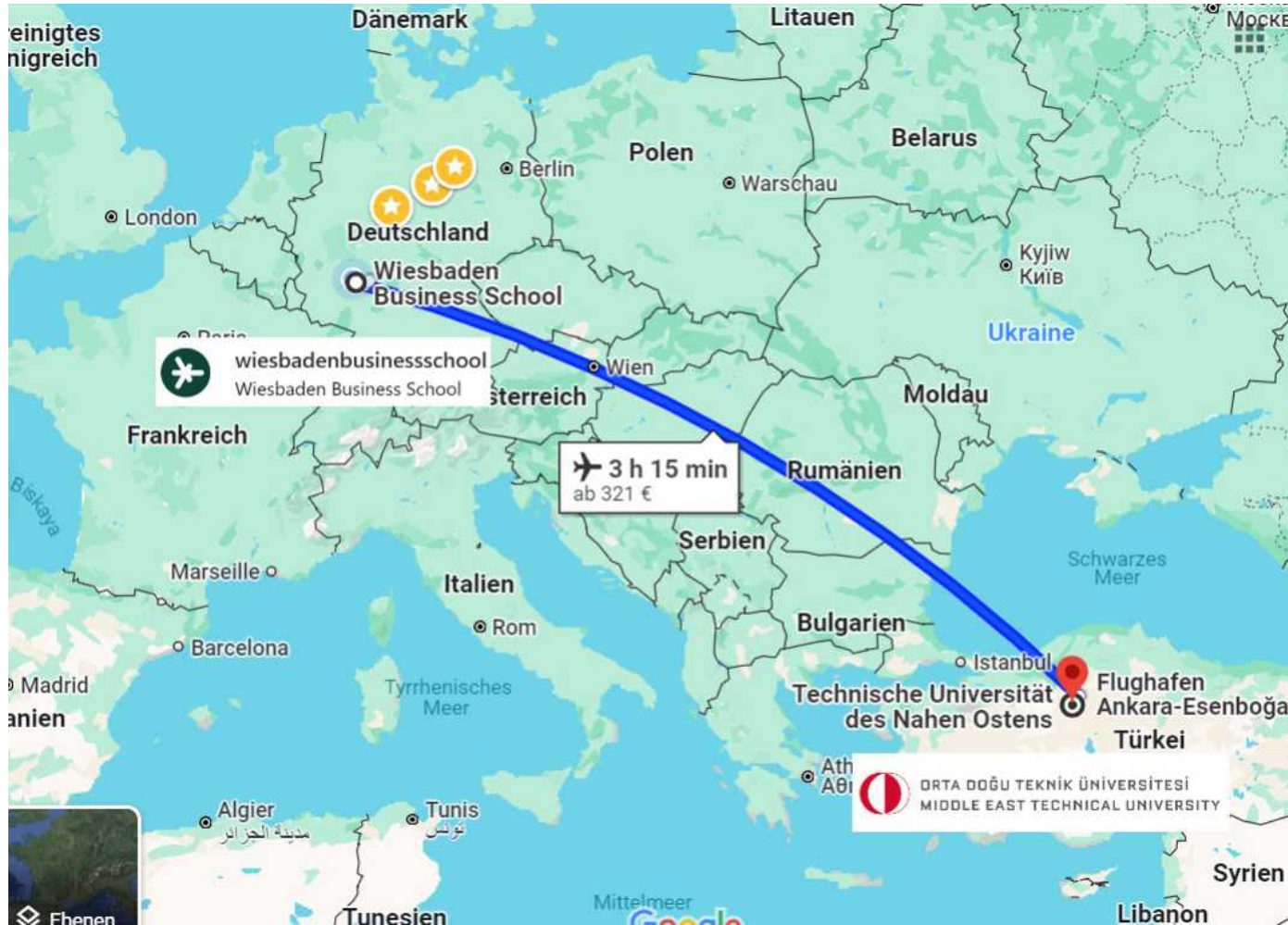
This COIL has been implemented 4 times so far. This COIL will probably be offered each semester on a permanent basis.



Summer Semester 2025

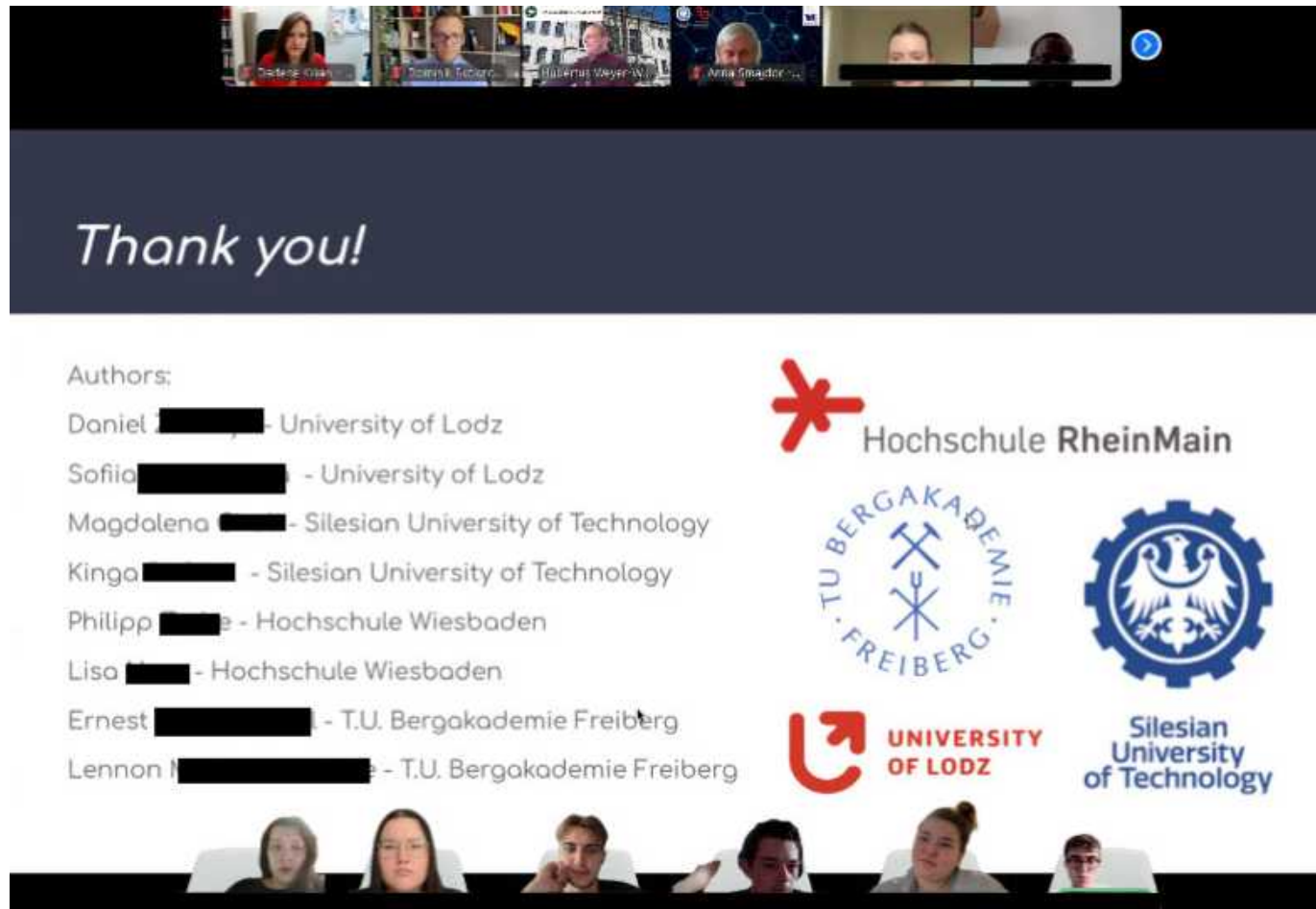


This COIL has been implemented one time so far. A Second implementation may follow in the the fall of 2025 or spring of 2026.



This COIL has been implemented one time so far. This COIL includes a research collaboration (in the planning stage).

How many students participate typically?



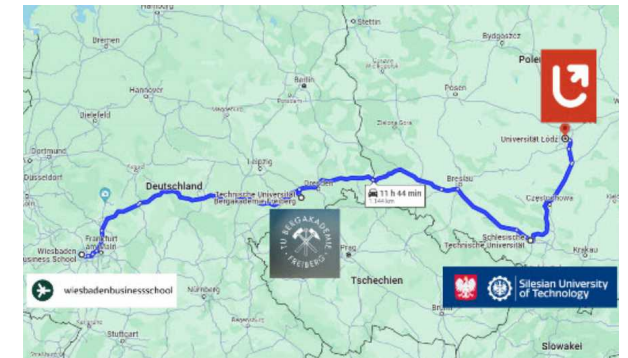
Thank you!

Authors:

- Daniel [REDACTED] - University of Lodz
- Sofia [REDACTED] - University of Lodz
- Magdalena [REDACTED] - Silesian University of Technology
- Kinga [REDACTED] - Silesian University of Technology
- Philipp [REDACTED] - Hochschule Wiesbaden
- Lisa [REDACTED] - Hochschule Wiesbaden
- Ernest [REDACTED] - T.U. Bergakademie Freiberg
- Lennon [REDACTED] - T.U. Bergakademie Freiberg

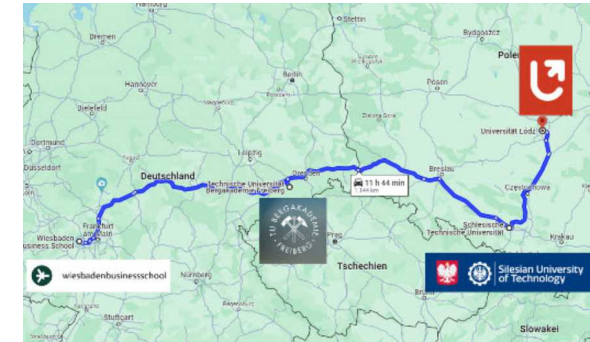
Logos displayed:

- Hochschule RheinMain
- TU BERGAKADEMIE FREIBERG
- UNIVERSITY OF LODZ
- Silesian University of Technology



6 Instructors in **4 universities**. In the winter semester 2024-25, **150 students** participated. **15 mixed groups** were formed with each group consisting of 10 students. Each institution was represented by at least 2 students in each group.

Winter Semester 2024-2025



6 Instructors in **4 universities**. In the winter semester 2024-25, **150 students** participated. **15 mixed groups** were formed with each group consisting of 10 students. Each institution was represented by at least 2 students in each group.



Tasks are provided in chunks and the groups receive feedback from instructors at specific waypoints.

Task 2 – Business Idea, Company Name and Mission Statement, Company Logo

COIL PROJECT ROADMAP



Padlet

Hubertus Weyer • 13 • 9mo

Padlet for Instructions

Important dates

Task 1: Icebreaker

Task 2: What's your Problem? A Future City Innovation Challenge

Task 3: What are the solutions?

Task 4: Interim presentation.

Task 5 / Video Presentations

Revisions to due dates and task releases

Task 2 - Problems due date moved to Tuesday, Nov 19 at midnight.

Task 3 - Solutions release moved to Monday, Nov 25

Online consultations with facilitators - Friday, Nov 15 at 4 p.m.

Questions and comments regarding the project, the tasks, or how to improve teamwork? Hubertus Weyer and Anna Smajdor will be available online to answer your questions.

Task Placement

Please place all task answers in your individual groups. This Padlet is meant only for instructions, not for answers.

Task 1: Getting to Know Each Other

Dear Students, Welcome to the Collaborative International Learning Project in the winter semester 2024-2025! In the first step, your instructors would like to kindly ask you to introduce yourself to the other member of your group: Please take a photo of your favourite place in the city/village you live in and paste it onto the Padlet of your group. Please comment a little on what one can see in the picture and why it is important to you. Alternatively, you are welcome to record a short video with a description of what everyone can

How To Record A Video On Padlet

Recording a Video on Padlet

Example for an introductory video from the COIL in the winter semester 2023-2024

The Call for Proposals

Call for Proposals

The Call for Proposals gives you an overall picture of the scope of your project.

Task 3 due date Monday, Nov 25

Task 3

Dear Students,

Based on the results of task 2, please identify one problem which you would like to work on and start brainstorming to identify potential solutions. Please discuss synchronously or asynchronously how the problem of your choice can be mitigated or solved. Task 3 is rather short, but important for the communicative process in all groups. Task 3 should be completed by Monday, November 25, 2024.

Next week in task 4, all groups will be asked to provide a brief interim presentation. Task 4 will be released on Monday, November 25, 2024.

Many thanks and best wishes, Your Instructors

Task 4: Interim presentation.

Dear Students,

Thank you very much for your engagement in the project so far.

Now when you have identified a problem and brainstormed various solutions, it is time for Task 4.

- First choose three top solutions.
- Next make a visual (f. ex. a set of slides) which demonstrates the problem, its context and comparison of the three solutions. This comparison is expected to take into account local impact, UN SDGs and costs. The material should act as a basis of discussion and final decision.
- Then record and submit your presentation. Please use the screen recorder, one of the Padlet functions which allows you to record your voice while discussing the visual on the screen. As you can record up to 2 minutes, various group members can be responsible for various sections of your group presentation. If

Task 5 / Video Presentations

Feedback on Task 4 / Task 5 (Final Task)

Feedback on Task 4 / Task 5 (Final Task)

Dear Students,

Thank you so much for all of your work!

Your instructors will provide feedback to you until Monday December 9, 2024.

Task 5/Final Task:

After you have received feedback from your instructors, decide in your groups which solution to develop further (cf. task 4).

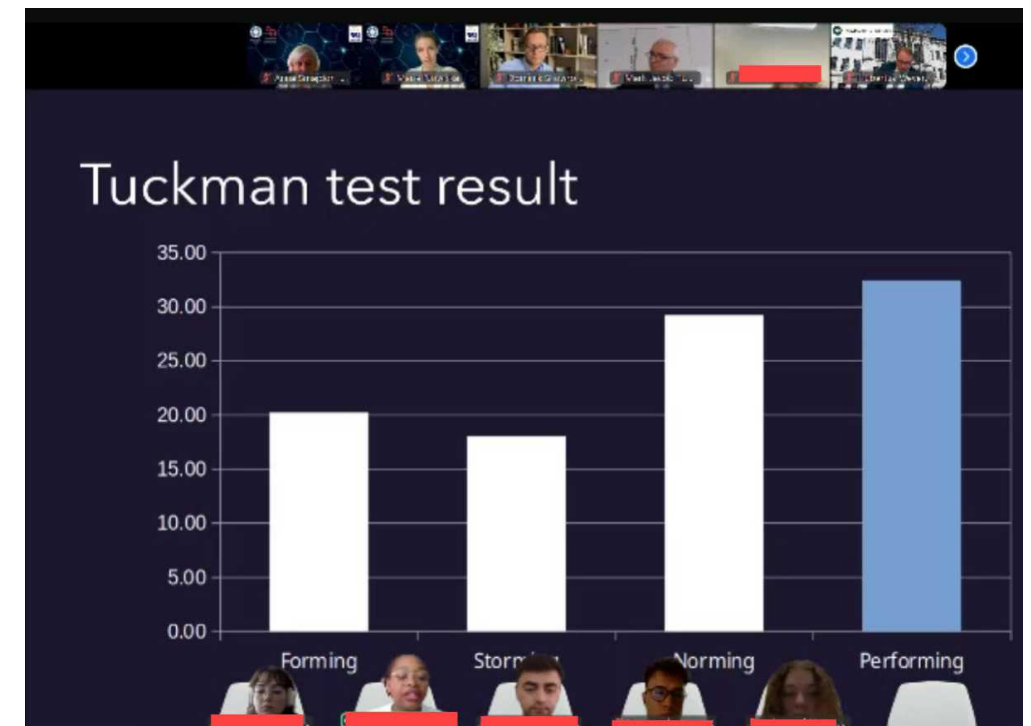
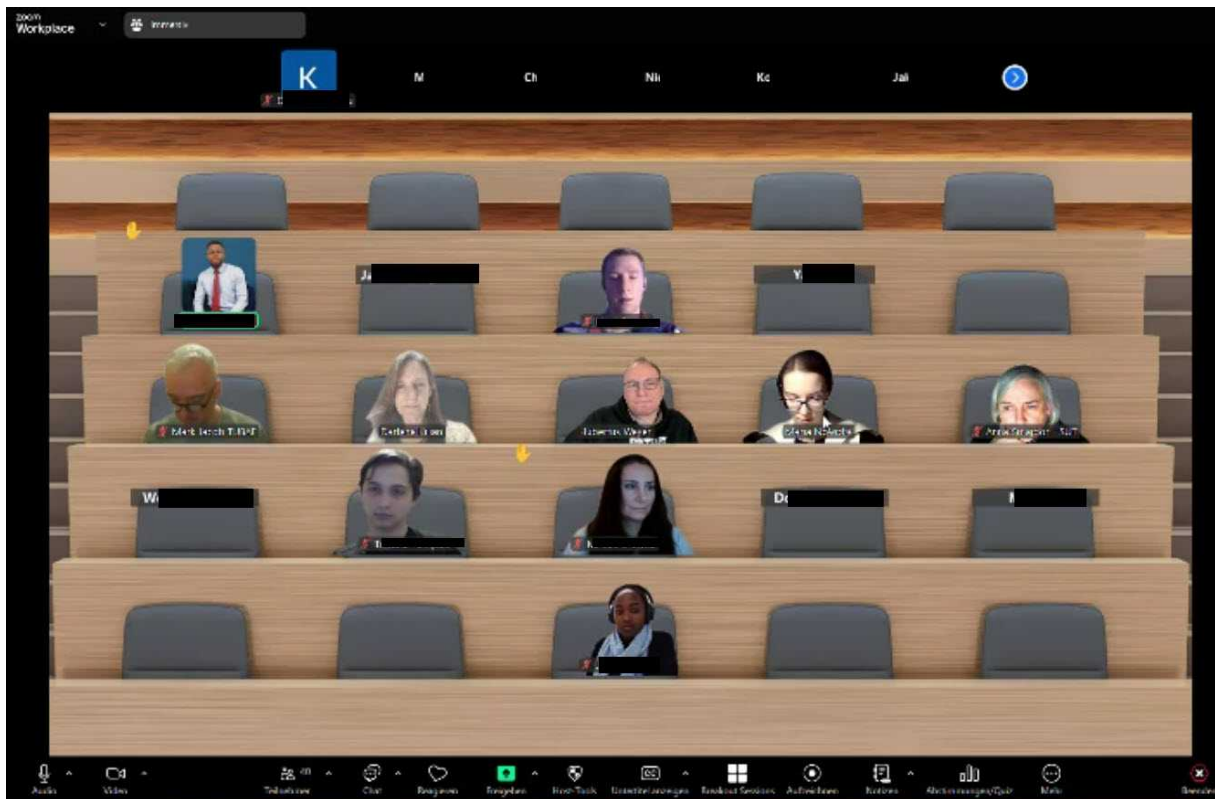
Refer to the proposal requirements (cf. task 2) of the original call for proposals and include points 1 through 8 in your video presentation. In other words, submit your proposal in the form of a video.

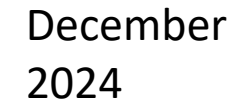
Please focus on one solution. The video should not be longer than 15 minutes.

Final Results can be presented in zoom meetings or as videos.



Reflective Meetings serve to discuss the process of collaboration.



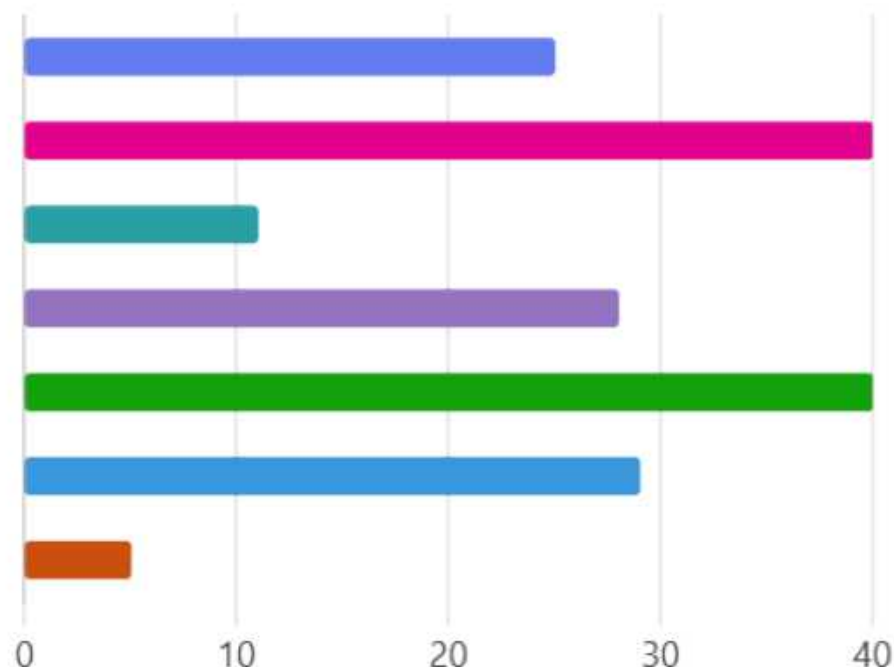


One student explicated in detail that it takes **more than one interaction** to truly learn something.

A student from Wiesbaden Business School stated that if he had to choose between the traditional lecture-/seminar-style format and a COIL, he would prefer the COIL. At the same time, that student also said that a combination of an on-site, in-person class and a COIL is a very effective and innovative approach.

10. What are the three greatest benefits that you take away from the project for your future academic and professional work?

- deeper understanding for collaboration as a highly producti... 25
- deeper understanding for how collaborating with others is a wor... 40
- deeper understanding about about the notion of grow-up dynamics 11
- deeper understanding about leadership in a group 28
- deeper understanding for time and project management 40
- deeper understanding about tensions and and communication ... 29
- other insights 5





During her oral exam, Luna reflected on how she developed leadership skills in the German-Polish COIL in the winter semester 2024-2025. This oral exam was conducted on Friday, February 21, 2025. Additionally, there was a written exam.

How to motivate students to participate in a COIL?

Luna published her certificate on her linkedin page.



[Luna Kämper](#) • 1.

International Management Student at Wi...

1 Woche • 🌐

Thank you @Hubertus Weyer for giving us the opportunity to take part in this amazing project !
This experience has been incredibly ... mehr

Certificate

This is to certify that:

Luna Kämper

participated in a **Collaborative Online International Learning (COIL)**
organized by the universities listed below: **from October 2024 to January 2025.**

By completing the project, participants significantly strengthened their proficiency in the following skill set:

- first-hand experience of **working together with project participants who have never met before** (project-based learning)
 - creating and presenting an innovative solution proposal
- first-hand experience of **intercultural and communicative factors in an international collaboration** (tolerating ambiguity)
- first-hand experience of **leadership** including aspects as for instance **self-perception** and **conflict resolution** (self-reflective skills)
- first-hand experience of **conducting an entire project in English** as a lingua franca and presenting the project online
 - improving **literacy in digital collaboration** and digital content creation
 - improving **reflective skills**

Wiesbaden, Gliwice/Katowice, Freiberg, Lodz January 17, 2025

Anna Strojnik
Marie Nischke



Dr. Dominik Skowronski



Hubertus Weyer



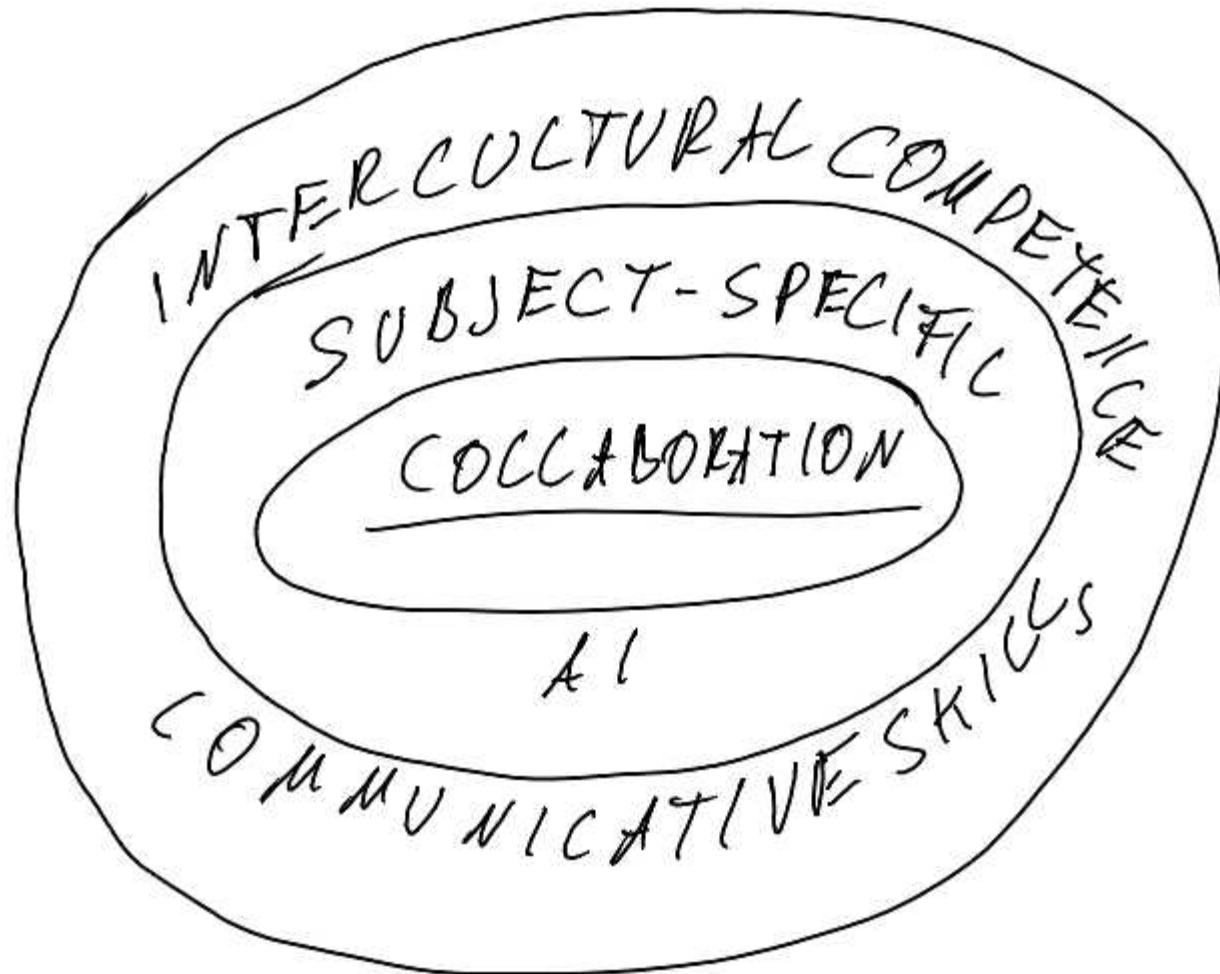
Charlotte Ann Kilian
Dr. Mark Jensch



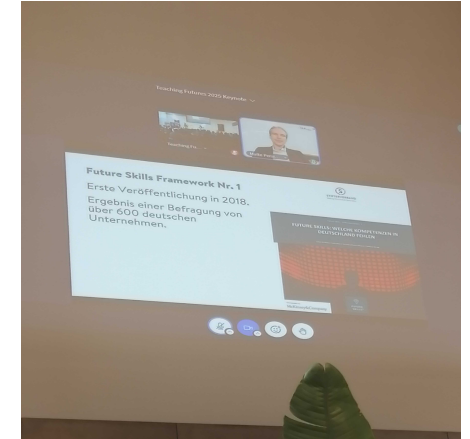
COIL CERTIFICATE

1 Seite

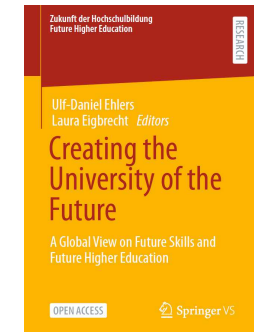
COILs promote Future Skills



wiesbadenbusinessschool
Wiesbaden Business School




Teaching Futures 2025, May 22



<https://link.springer.com/book/10.1007/978-3-658-42948-5>

COILs as a training measure for instructors

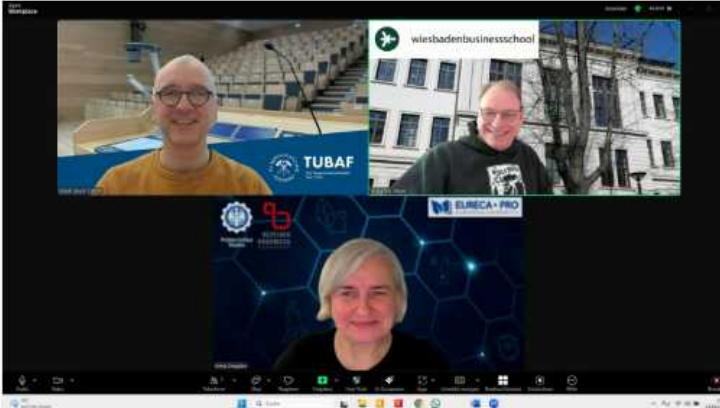
 **Hubertus Weyer** ✓ • Sie
Wiesbaden Business School
2 Monate •

Collaboartive Staff Training Measures

COILs and Co-Teaching hold huge benefits for students. The benefits that instructors gain from the collaborative process tend to be overlooked. In today's meeting, Dr. [Mark Jacob](#) (TU Freiberg), [Anna Smajdor](#) (SUT) and I enjoyed a deep discussion that yielded a framework to combine collaboration, reflection and AI for our upcoming COIL in the summer semester 2025 titled: "The A3 Management Process Meets AI"

Constructivist Teaching and Learning Methods represent a staff training measure as well. Thank you to all of my collaboration partners!

Wiesbaden Business School
Silesian University of Technology
TU Bergakademie Freiberg



Stefan Schäfer und 14 weitere Personen

https://www.linkedin.com/posts/hubertusweyer_collaboartive-staff-training-measures-activity-7305949414991224832-RxEf?utm_source=share&utm_medium=member_desktop&rcm=ACoAABoHukwBjRRw4F_JYypcA2xbhDzpXvaj5ac

What is a Co-Teaching?



Master's program Health Care Management and Digital Business Management: *Research Design*





- Co-Teaching means that two instructors conduct one class together.
- Both instructors are always in the classroom together.
- The areas of specialization of the instructors should complement each other.
- Possibility to offer a class in English or in English and another language which can be very attractive to both local students and international students
- More activating classroom atmosphere by creating a dialogical situation between the two co-instructors and the students
- Added value for students and instructors
- Relevant alternative to offering stand-alone subject-specific classes / intergartion of subject-specific knowledge and Future Skills

Personal, Organsiation und Führung / Human Resources, Organisation, and Leadership
(1st semster class at the bachelor's level for *Insurance and Banking*) (Prof. Dr. Görgen/Hubertus Weyer)

student's comments from the semester evaluation (Wiesbaden Business School)

<p>Dadurch, dass wir diesmal 2 Professoren hatten, gab es mehr einen Austausch, da beide neue Sichtweisen näher gebracht haben und auch während der Vorlesung hilfreiche Informationen eingeworfen haben.</p>	<p>By having two instructors in the classroom, there was more interaction. Both instructors shared their views which was helpful.</p>
<p>Ich finde dass die Veranstaltung, welche von Zwei Dozenten gehalten wird eine gute und erfrischende Abwechslung im Gegensatz zum klassischen Vortrag. Die Studierenden werden mit einbezogen und beide Lehrenden wechseln sich ab und ergänzen sich. Das ist eine der wenigen Veranstaltungen, die wirklich Interessant sind.</p>	<p>Having two instructors is a refreashing idea especially when compared to the classic lecture format. Students were involved and the both instructors took turns. The is one of only a few really interesting classes.</p>
<p>Gute Mischung der beiden Dozenten, etwas mehr Inhalte von Herrn Hubertus wären sicherlich interessant gewesen</p>	<p>Good mixture of both instructors. More content by Hubertus Weyer might have been even more helpful.</p>

Most recent student evaluation from the winter semester 2024-2025

Haben Sie noch weitere Anmerkungen zur Lehrveranstaltung bzw. zur Lehrperson, die Sie gerne mitteilen möchten?

- Besten Menschen
- Die Lehrpersonen hamonieren gut zusammen.
- Die Lehrveranstaltung finde ich am Interessantesten von allen meiner Module da man immer teilnimmt und Spaß hat, weil man besser dazu lernt. In anderen Lehrveranstaltungen ist das sehr einseitig.

Best instructors possible

The instructors are in harmony with each other.

This module is much more versatile than the other modules. It has always been enjoyable to participate.

-At Wiesbaden Business School, there are currently **two Co-Teaching models**:

Co-Teaching Model A:

Co-Teaching as a means to facilitate teaching in English. This approach is different from coaching instructors in English for teaching purposes which tends to happen in language centers. However, there is overlap with the idea of EMI (English as a Medium of Instruction) in this approach.

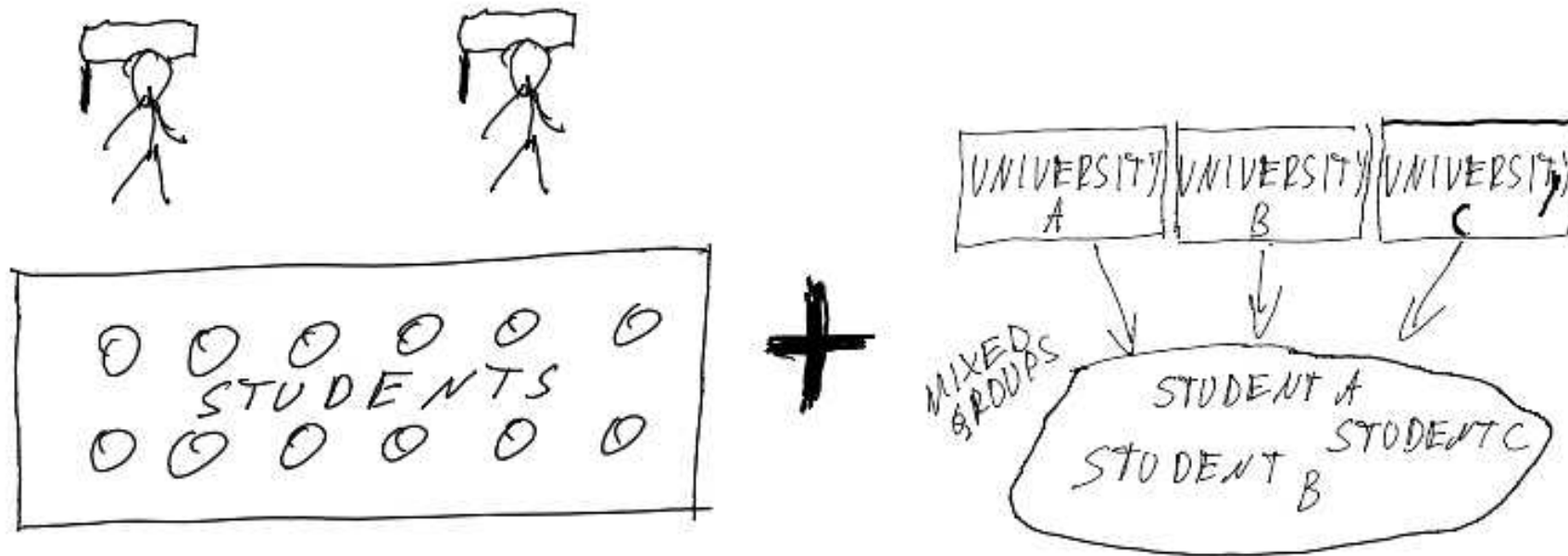
Co-Teaching Model B:

Two instructors conduct a class together focusing primarily on combining their fields of expertise for the benefit of the students. Model B is carried out in English, but the language aspect is only a secondary focus. Instead, Model B focusses on the added value of collaboration between instructors. Students benefit from this collaboration.

Models A and B are often mixed. Feedback from participating instructors as well as course evaluations have indicated the effectiveness of Co-Teaching at an initial level. More research is necessary.

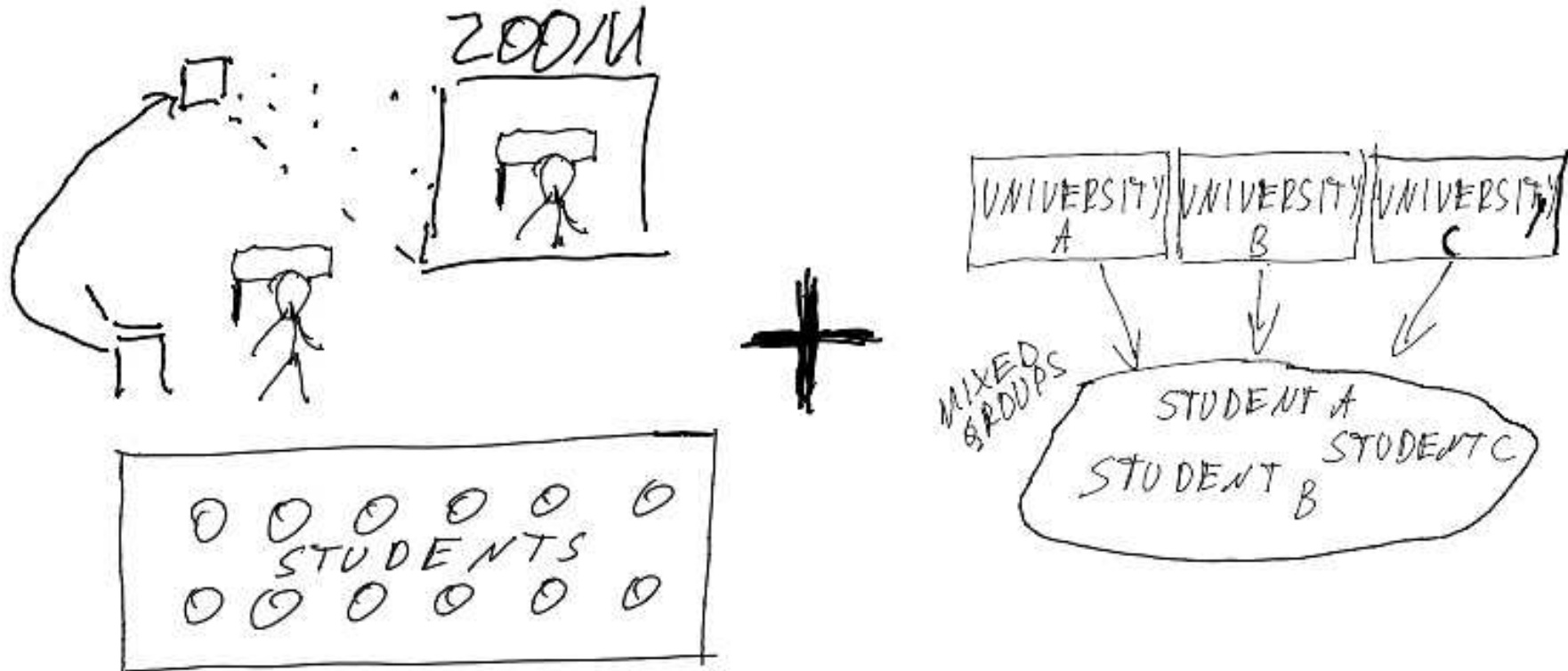
Capitalizing on the added value of collaboration on the level of students and instructors:

Combining a local Co-Teaching and a COIL - planned for the winter semester 2025-2026



Capitalizing on the added value of collaboration on the level of students and instructors:

Combining an international Co-Teaching and COILs - may be implemented in the summer semester 2026





Why are
Collaboartive
Learning Methods
(COILs, Co-Teaching)
effective?

**-create a critical
situation in a controlled
environment**

**-working in diverse
contexts is motivating**

**-significant learner
autonomy**



Works Consulted:

Sahar-Inbar, L., & Shaked, N.A. (2023). TLM (THREE LAYERS METHODOLOGY) MODEL FACING MULTIDISCIPLINARY EDUCATION. Education and New Developments.

Kurtz, Gila et al. (2024). Strategies for Integrating Generative AI into Higher Education: Navigating Challenges and Leveraging Opportunities. <https://www.mdpi.com/2227-7102/14/5/503>

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Shook, J. (2010). How to Change a Culture: Lessons From Nummi. MIT Sloan Management Review, 51(2), 61-69.
<https://www.lean.org/downloads/35.pdf>

Marquet, D. (2020). Leadership is Language: The Hidden Power of What You Say and You Don't. Penguin.

Schell, G., & Janicki, T. (2012). Online Course Pedagogy And The Constructivist Course Model. Journal of the Southern Association for Information Systems, 1(1), 26-36.
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<https://verkkolehdet.jamk.fi/language Teaching tomorrow/2019/05/10/life-long-language-learning-online-community-building-online-collaboration-and-online-resources/>

Thank you so much for your attention!

Do contact me if you wish to collaborate!



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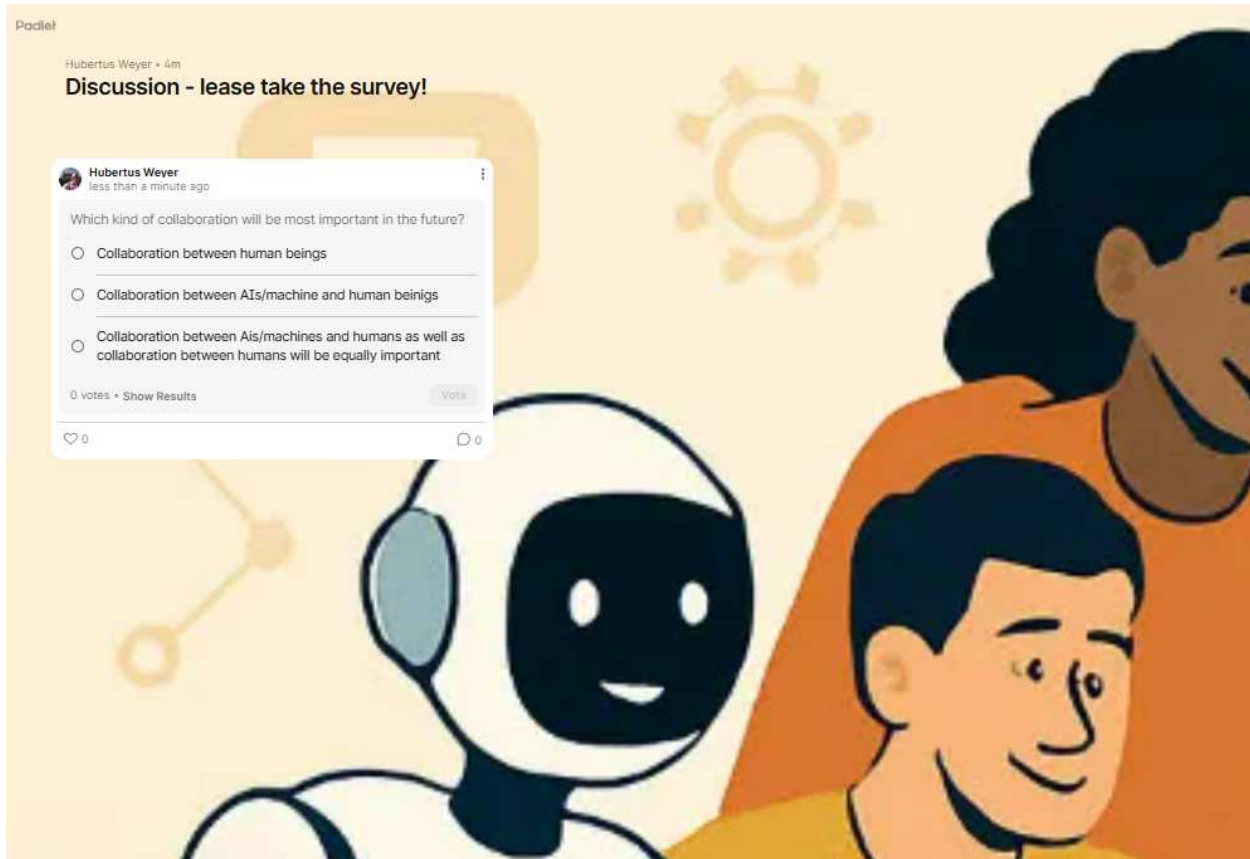
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Survey for Discussion



<https://padlet.com/hubertusweyer/discussion-lease-take-the-survey-53lgnlq7shcyi0kk>