

Best Practices

10 Tips for Teaching Practices in COIL Seminars

NIDIT-Task #2: International Teaching Training

Teaching Practices

Teaching practices in international digital scenarios such as COIL¹ are much more productive and sustainable if a learner-centered environment is created. Such environment requires students to take responsibility for their own learning in and out of the (digital) classroom. The project Network for Impactful Digital International Teaching Skills (NIDIT) offers the following best practices divided in three sections (student centeredness, international teaching, and digital teaching) for you to implement when conducting an international digital course in Higher Education. You can also consider these tips in any format you are teaching.



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Student-centeredness

1. **Implement student-centered environments** that consider students and their learning at the core of educational processes.
2. **Incorporate activities and tasks** that prompt your students **to work autonomously**. They should be able to organize, develop, and deepen their own learning strategies with your support. Have your students take responsibility for their own learning.
3. **Give responsibility to students** to assume control of the preparation and presentation of teaching sessions during your seminars. This brings several

¹ COIL stands for Collaborative Online International Learning, which is a teaching-learning model, that allows lecturers located in different geographical areas to create and teach an international digital curriculum for an online or digital course.

benefits such as increased engagement, creativity, empathy, and development of intercultural competencies.

4. **Have students create their own learning outcomes** for their tasks or final projects.
5. **Assume the role of a guide** rather than that of a simple lecturer. This means that you should be a facilitator, a learning resource, and a guide for your students.
6. **Design** with your students a **“capstone experience”** or **“culminating project”** where they could undertake an investigative task that culminates in an outcome such as a product, presentation, or performance. This implies enough preparation time during lessons so that students can understand not only differences in customs, cultural contexts and social interactions, but also differing forms of working and learning.



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International Teaching

7. **Work cooperatively with** local and international **lecturers**: share your lesson plans, innovate with new projects, and be open to give and receive meaningful formative feedback to your colleagues.
8. **Design an internationalization-oriented curriculum** by keeping in mind content on current international issues, multifarious teaching materials, multicultural perspectives, and different tasks and projects in your lessons.



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Digital Teaching

9. **In digital lecture formats**, be sure to **combine theory with practice** throughout your lessons. Introduce your classes with interactive activities using visual media such as short-video clips, headlines of newspapers, or photos. During lessons,

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create short discussions in breakout rooms so that they could discuss important topics you introduce. Try to set aside 15 minutes at the end of the class so that your students can conduct a short task with a measurable outcome.

10. **Use digital tools to provide ongoing and formative assessment and feedback** to your students. Involve them in peer-to-peer feedback.

Reflection time

The following questions aim at helping you on reflecting on your own teaching practices. Consider the content of this material, as well as your own experiences and ideas about digital and international scenarios.

- ✓ Have you already taught in international and digital scenarios such as COIL seminars? How was your experience?
- ✓ How can you support and improve student-centered learning in international digital environments?
- ✓ How can students benefit from student-centered learning in COIL scenarios?
- ✓ What are the challenges of implementing student-centered learning in cross-cultural online milieus?
- ✓ What qualities should a lecturer (seminar/workshop presenter, instructor, etc.) have when working with international students online?
- ✓ What teaching method(s) is/are most effective in an online mode? Why?

Your notes

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