

References

- 1 S. M. Oberhelman und C. A. Dunn, „Globally Networked Learning in a University Classroom: A Pilot Program“, *Athens Journal of Education*, Bd. 6, Nr. 1, S. 1–12, Feb. 2019.
- 2 C. Konegen-Grenier, Geifes, Stephan, und Steinmann, Marina, Die Bedeutung von Auslandserfahrung für den Karriereerfolg von Hochschulabsolventen auf dem deutschen Arbeitsmarkt“, DAAD-Wirkungsstudie, 2020.
- 3 Movetia, Movetia - Jahresbericht 2022“, 2023. Zugegriffen: 13. März 2024. [Online]. Verfügbar unter: <https://www.movetia.ch/news-events/grosse-unterschiede-bei-mobilitaetschancen-fuer-studierende-schweizer-hochschulen>
- 4 OECD, „International student mobility (indicator) 2013-2020“. 2024. doi: 10.1787/4bcf6fc3-en.
- 5 L. Jacobs u. a., „Adapting a Capacity-Development-in-Higher-Education Project: Doing, Being and Becoming Virtual Collaboration“, *Perspectives in Education*, Bd. 39, Nr. 1. University of the Free State Faculty of Education, S. 353-371, 2021. <https://doi.org/10.18820/2519593X/pie.v39.i1.22>
- 6 The Stevens Initiative, „Virtual Exchange Typology“, Virtual Exchange Program Framework, 2021. [Online]. Verfügbar unter: https://www.stevensinitiative.org/wp-content/uploads/2021/09/Stevens-Initiative-Virtual-Exchange-Typology_090121_singlepages.pdf
- 7 M. W. Barbosa und L. Ferreira-Lopes, „Emerging trends in telecollaboration and virtual exchange: a bibliometric study“, *Educational Review*, Bd. 75, Nr. 3, S. 558–586, Apr. 2021, doi: 10.1080/00131911.2021.1907314.
- 8 R. O'Dowd, „Introducing Virtual Student Exchange in international university education“, Deutscher Akademischer Austauschdienst (DAAD), Juli 2022. doi: 10.46685/DAADStudien.2022.09.
- 9 COIL Virtual Exchange Foundation, Inc., „Virtual Exchange Directory“. 2024. Zugegriffen: 13. März 2024. [Online]. Verfügbar unter: <https://coilconnect.org/>
- 10 P. G. Altbach und J. Knight, „The Internationalization of Higher Education: Motivations and Realities“, *Journal of Studies in International Education*, Bd. 11, Nr. 3–4, S. 290–305, Sep. 2007, doi: 10.1177/1028315307303542.
- 11 D. K. Deardorff, „Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization“, *Journal of Studies in International Education*, Bd. 10, Nr. 3, S. 241–266, Sep. 2006, doi: 10.1177/1028315306287002.
- 12 L. A. Ingram u. a., „Fostering Distance Education: Lessons From a United States-England Partnered Collaborative Online International Learning Approach“, *Frontiers in Education*, Bd. 6, 2021, Zugegriffen: 26. Juli 2023. [Online]. Verfügbar unter: <https://www.frontiersin.org/articles/10.3389/feduc.2021.782674>
- 13 J.-M. Romero-Rodríguez, M. S. Ramirez-Montoya, L. D. Glasserman-Morales, und N.-P. M. Ramos, „Collaborative online international learning between Spain and Mexico: a microlearning experience to enhance creativity in complexity“, *Education + Training*, Bd. 65, Nr. 2, S. 340–354, Jan. 2022, doi: 10.1108/ET-07-2022-0259.

- 14 L. L. Davis, P. Bhatarasakoon, J. Chaiard, E. M. Walters, J. Nance, und M. Mittal, „Use of Collaborative Online International Learning to Teach Evidence-Based Practice“, *The Journal for Nurse Practitioners*, Bd. 19, Nr. 5, S. 104498, Mai 2023, doi: 10.1016/j.nurpra.2022.11.008.
- 15 H. West, K. Goto, S. Alonso, S. Trechter, und S. Klobodu, „Evaluation of a Collaborative Online International Learning (COIL): A food product analysis and development project“, *Food, Culture & Society*, Nr. May, 2022, doi: <https://doi.org/10.1080/15528014.2022.2069441>.
- 16 EVOLVE Project Team, „The Impact of Virtual Exchange on Student Learning in Higher Education“, *EVOLVE Project publication*, 2020.
- 17 K. Kučerová, „Benefits and Challenges of Conducting a Collaborative Online International Learning Class (COIL)“, *International Journal on Studies in Education*, Bd. 5, Nr. 2, S. 193–212, 2023.
- 18 A. Vahed, „Factors enabling and constraining students’ collaborative online international learning experiences“, *Learning Environ Res*, Bd. 25, Nr. 3, S. 895–915, Okt. 2022, doi: 10.1007/s10984-021-09390-x.
- 19 A. Vahed und K. Rodriguez, „Enriching students’ engaged learning experiences through the collaborative online international learning project“, *Innovations in Education and Teaching International*, Bd. 58, Nr. 5, S. 596–605, Sep. 2021, doi: 10.1080/14703297.2020.1792331.
- 20 A. O. Asojo, Y. Kartoshkina, D. Amole, und B. Jaiyeoba, „Multicultural Learning and Experiences in Design through the Collaborative Online International Learning (COIL) Framework“, *Journal of Teaching and Learning with Technology*, Bd. 8, S. 5–16, Aug. 2019.
- 21 Y. Inada, „Collaborative Online International Learning Classes to Enhance Co-Creation in Canada and Japan“, *Journal of Education and Learning*, Bd. 11, Nr. 4, S. 15–30, 2022.
- 22 A. Anderson und J. Or, „Fostering Intercultural Effectiveness and Cultural Humility in Adult Learners Through Collaborative Online International Learning“, *Adult Learning*, June 2023, doi: 10.1177/10451595231182447.
- 23 J. M. Harris, M. Seo, und J. S. McKeown, „Global Competency Through Collaborative Online International Learning (COIL)“, in *7th International Conference on Higher Education Advances (HEAd’ 21)*. J. Domenech, P. Merello, und E. DeLaPoza, Hrsg., Valencia: Univ Politecnica Valencia, 2021, S. 1351–1358. Zugegriffen: 26. Juli 2023. [Online]. Verfügbar unter: <http://ocs.editorial.upv.es/index.php/HEAD/HEAD21/paper/view/13080>
- 24 M. Marzetti, „Cross-cultural perspectives on privacy law: Reflections after a Franco-American virtual education-collaborative online international learning experience“, *Southern Illinois University Law Journal*, Bd. 46, Nr. 113, 2021.
- 25 S. A. Kuzmina, Foo Sue F., Matvienko Olha V., und T. V. Glazunova, „Advancing internationalization agenda amidst the war in Ukraine: kindness and trauma-informed teaching project in teacher education“, gehalten auf der *9th International Conference on Higher Education Advances (HEAd’23)* Universitat Politecnica de Valencia, Valencia, 2023, 2023. [Online]. Verfügbar unter: <https://headconf.org/head23book/head23book.pdf>
- 26 D. Ben Malek, „Internationalisation at Home through Virtual Collaborative Learning“, *IJMKL*, Bd. 12, Juli 2023, doi: 10.53615/2232-5697.12.S79-87.

- 27 B. F. Gutiérrez, M. R. Glimäng, S. Sauro, und R. O'Dowd, „Preparing Students for Successful Online Intercultural Communication and Collaboration in Virtual Exchange“, *Journal of International Students*, Bd. 12, Nr. S3, Art. Nr. S3, Sep. 2022, doi: 10.32674/jis.v12iS3.4630.
- 28 S. Hackett, J. Janssen, P. Beach, M. Perreault, J. Beelen, und J. van Tartwijk, „The Effectiveness of Collaborative Online International Learning (COIL) on Intercultural Competence Development in Higher Education“, *International Journal of Educational Technology in Higher Education*, Bd. 20, Nr. 5, 2023, doi: <https://doi.org/10.1186/s41239-022-00373-3>.
- 29 A. Anderson, „Reflecting on Training to Facilitate Collaborative Online International Learning Courses“, *JSE*, Bd. 5, Nr. 2, S. 6–13, Nov. 2022, doi: 10.9743/JSE.2022.5.2.2.
- 30 C. Callahan, „Adding International Elements to a Social Studies Teacher Education Program“, *The Social Studies*, Bd. 113, Nr. 6, S. 271–282, Nov. 2022, doi: 10.1080/00377996.2022.2053831.
- 31 M. L. Forward, „Virtual Engagement--Real-World Impact: How Students Are Working with Communities across the Globe Despite the Pandemic“, *Liberal Education*, Bd. 107, Nr. 3, 2021. Zugegriffen: 26. Juli 2023. [Online]. Verfügbar unter: <https://www.aacu.org/liberaleducation/articles/virtual-engagement-real-world-impact>
- 32 J. Hautala und S. Schmidt, „Learning across distances: an international collaborative learning project between Berlin and Turku“, *Journal of Geography in Higher Education*, Bd. 43, Nr. 2, S. 181–200, Apr. 2019, doi: 10.1080/03098265.2019.1599331.
- 33 T. P. Mackey und S. M. Aird, „Integrating Metaliteracy into the Design of a Collaborative Online International Learning (COIL) Course in Digital Storytelling“, *Open Praxis*, Bd. 13, Nr. 4, S. 397–403, 2021.
- 34 Z. Jie und A. M. G. Pearlman, „Expanding Access to International Education through Technology Enhanced Collaborative Online International Learning (COIL) Courses“, *International Journal of Technology in Teaching and Learning*, Bd. 14, Nr. 1, S. 1–11, 2018.
- 35 B. T. Miller, S. Goeldi, und M. H. Lin, „Increasing student engagement with COIL Padlet“, in *9th International Conference on Higher Education Advances*, Valencia, Spain, 2023.
- 36 C. King Ramirez, „Influences of academic culture in Collaborative Online International Learning (COIL): Differences in Mexican and U.S. students' reported experiences“, *Foreign Language Annals*, Bd. 53, Nr. 3, S. 438–457, 2020, doi: 10.1111/flan.12485.
- 37 Y. Liu und T. Shirley, „Without Crossing a Border: Exploring the Impact of Shifting Study Abroad Online on Students' Learning and Intercultural Competence Development during the COVID-19 Pandemic“, *Online Learning*, Bd. 25, Nr. 1, S. 182–194, März 2021.
- 38 A. Kumi-Yeboah, „Designing Cross-Cultural Collaborative Online Learning Framework for Online Instructors“, *Online Learning*, Bd. 22, Nr. 4, Art. Nr. 4, 2018, doi: 10.24059/olj.v22i4.1520.
- 39 G. Furstenberg, S. Levet, K. English und K. Maillet, „Giving a Virtual Voice to the Silent Language of Culture: the Cultura Project“, *Language Learning*, 2001, [Online]. Verfügbar unter: <https://www.lltjournal.org/item/10125-25113/>
- 40 T. Nishio, C. Fujikake, und M. Osawa, „Language learning motivation in collaborative online international learning: An activity theory analysis.“, *Journal of Virtual Exchange*, Bd. 3, S. 27–47, 2020, doi: <https://doi.org/10.21827/jve.3.35780>.
- 41 R. O'Dowd, „Emerging Trends and New Directions in Telecollaborative Learning“, *CALICO*, Bd. 33, Nr. 3, Aug. 2016, doi: 10.1558/cj.v33i3.30747.

- 42 A. Naicker, „Sustaining opportunities and mutual partiality through Collaborative Online International Learning in South Africa“, *Policy Futures in Education*, S. 14782103231176359, Mai 2023, doi: 10.1177/14782103231176359.
- 43 A. DeWinter und R. Klamer, „Can COIL Be Effective in Using Diversity to Contribute to Equality? Experiences of iKudu, a European-South African Consortium Operating via a Decolonised Approach to Project Delivery“. Research-publishing.net. La Grange des Noyes, 25110 Voillans, France. e-mail: info@research-publishing.net; Web site: http://research-publishing.net, 2021.
- 44 H. De Wit, „Internationalization in Higher Education. A Critical Review“, Boston College, Center for International Higher Education, Dez. 2019. [Online]. Verfügbar unter: <https://journals.lib.sfu.ca/index.php/sfuier/article/view/1036/696>
- 45 A. Baroni u. a., „Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment“, Research-publishing.net, Voillans, France, März 2019. doi: 10.14705/rpnet.2019.29.9782490057337.
- 46 E. Nissen und M. Kurek, „The Impact of Virtual Exchange on Teachers' Pedagogical Competences and Pedagogical Approach in Higher Education“, Evolve Project Publication, 2020, <http://hdl.handle.net/11370/bb89998b-c08b-41f4-ae6-08faf1208433>
- 47 P. Chaudhury, „Asynchronous learning design—Lessons for the post-pandemic world of higher education“, *The Journal of Economic Education*, Bd. 54, Nr. 2, S. 214–233, 2023, doi: <https://doi.org/10.1080/00220485.2023.2174233>.
- 48 B. McCollum, L. Morsch, B. Shokoples, und D. Skagen, „Overcoming Barriers for Implementing International Online Collaborative Assignments in Chemistry“, *Canadian Journal for the Scholarship of Teaching and Learning*, Bd. 10, Nr. 1, Mai 2019, Zugegriffen: 24. Juli 2023. [Online]. Verfügbar unter: <https://eric.ed.gov/?id=EJ1218782>
- 49 E. Miller, H. Ceballos, B. Engelmann, A. Schiffler, R. Batres, und J. Schmitt, „Industry 4.0 and International Collaborative Online Learning in a Higher Education Course on Machine Learning“, in *2021 Machine Learning-Driven Digital Technologies for Educational Innovation Workshop*, Dez. 2021, S. 1–8. doi: 10.1109/IEEECONF53024.2021.9733776.
- 50 A. L. Medina und C. Hestler, „How a Challenge is also a Chance: Shaping Teacher Education through Collaborative Online International Learning.“, *Ludwigsburger Beiträge zur Medienpädagogik*, Bd. 21, S. 1–16, Nov. 2021, doi: 10.21240/lbzm/21/08.
- 51 J. Mundel, „International Virtual Collaboration in Advertising Courses: Building International and Intercultural Skills From Home“, *Journal of Advertising Education*, Bd. 24, Nr. 2, S. 112–132, Nov. 2020, doi: 10.1177/1098048220948522.
- 52 K. M. Murdoch-Kitt und D. J. Emans, „Making the virtual tangible: using visual thinking to enhance online transnational learning“, in *Virtual exchange: towards digital equity in internationalisation*, 1. Aufl., M. Satar, Hrsg., Research-publishing.net, 2021, S. 85–100. doi: 10.14705/rpnet.2021.53.1292.
- 53 E. D. Suarez und A. Michalska Haduch, „Teaching Business With Internationally Built Teams“, *Journal of Teaching in International Business*, Bd. 31, Nr. 4, S. 312–336, Okt. 2020, doi: 10.1080/08975930.2020.1851625.
- 54 JI. Г. Titarenko und K. Б. Little, „An Asynchronous University Distance Course as a Possible Model for International Online Collaboration“, *Мир Познаю*, Bd. 30, Nr. 1, Art. Nr. 1, März 2021, doi: 10.17323/1811-038X-2021-30-1-134-150.

- 55 A. Schultheis Moore und S. Simon, *Globally Networked Teaching in the Humanities Theories and Practices*. Routledge, 2015. [Online]. Verfügbar unter: <https://www.routledge.com/Globally-Networked-Teaching-in-the-Humanities-Theories-and-Practices/Moore-Simon/p/book/9781138084650>
- 56 J. Rubin und S. Guth, *The Guide to Coil Virtual Exchange*. Routledge, 2022.
- 57 C. Prior und S. Jager, „The Implementation and Sustainability of Coil at Research and Research-Aspiring Universities“, in *The Guide to Coil Virtual Exchange*, 2022.
- 58 D. Casanova und L. Price, „Moving Towards Sustainable Policy and Practice – A Five Level Framework for Online Learning Sustainability | Progresser vers des politiques et des pratiques durables : un cadre à cinq niveaux pour un apprentissage en ligne durable“, *CJLT / RCAT*, Bd. 44, Nr. 3, Dez. 2018, doi: 10.21432/cjlt27835.
- 59 J. Rubin, „Collaboration“, in *The Guide to Coil Virtual Exchange*, 2022.
- 60 J. Rubin, „Developing Effective International Institutional Partnerships for Coil Virtual Exchange“, in *The Guide to Coil Virtual Exchange*, 2022.
- 61 A. Adefila u. a., „Ecologized Collaborative Online International Learning: Tackling Wicked Sustainability Problems through Education for Sustainable Development“, *Journal of Teacher Education for Sustainability*, Bd. 23, Nr. 1, S. 41-57, 2021.
- 62 F. F. Guimarães und K. R. Finardi, „Global citizenship education (GCE) in internationalisation: COIL as alternative Thirdspace“, *Globalisation, Societies and Education*, Bd. 19, Nr. 5, S. 641–657, Okt. 2021, doi: 10.1080/14767724.2021.1875808.
- 63 T. Iyamu und O. Adelakun, „A global virtual team model to improve software development collaboration project“, *Inf Syst E-Bus Manage*, Bd. 19, Nr. 3, S. 937–956, Sep. 2021, doi: 10.1007/s10257-021-00530-7.
- 64 J. Salmon, E. B. Satoğlu, V. Ogutu, und P. Thurston, „Teaching International Business Skills across US and Kenya: A Model for International Collaboration“, *Journal of Teaching in International Business*, Bd. 33, Nr. 2–3, S. 127–148, 2022, doi: <https://doi.org/10.1080/08975930.2022.2123427>.
- 65 R. O’Dowd, „From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward“, *Journal of Virtual Exchange*, Bd. 1, Vol. 1, S. 1–23, Apr. 2018, doi: 10.14705/rpnet.2018.jve.1.
- 66 J. Beelen und E. Jones, „Redefining Internationalization at Home“, In: A. Curaj, L. Matei, R. Pricopie, J. Salmi und P. Scott (eds) *The European Higher Education Area*. Springer, S. 59-72, Jan. 2015, doi: 10.1007/978-3-319-20877-0_5.
- 67 E. Singh, A. Naicker, und T. van Genugten, „Collaborative Online International Learning (COIL): Preparedness and experiences of South African students“, *Innovations in Education and Teaching International*, Bd. 59, Nr. 5, S. 499–510, März 2021, doi: <https://doi.org/10.1080/14703297.2021.1895867>.
- 68 A. Kolm u. a., „International Online Collaboration Competencies in Higher Education Students: A Systematic Review“, *Journal of Studies in International Education*, Bd. 26, Nr. 2, S. 1–19, 2021, doi: <https://doi.org/10.1177/102831532110162>.

Appendix 1: Interview guide regarding the COIL typology

The interviewees were asked to comment on the matrix shown on the slide. As an introduction to the matrix the following was offered:

The x-axis shows either-or-categories: small, medium or large. A large COIL requires a lot of collaboration and learning in an international setting. A small COIL can take many forms from a single interactive lesson/discussion in a shared classroom to a shared Padlet by two coiling lectures. Medium COIL covers the middle ground.

The y-axis shows different modes of collaboration that are common in online learning and teaching such as the virtual classroom, the use of collaborative tools or working in intercultural pairs or teams. The modes/modalities of collaboration can stand alone or be combined.

COIL-Typology

Size (OR)	Small part of a course covering one or two interactive lessons or small assignments	Medium part of a course e.g. covering 3-7 weeks or up to half of the lessons/workload in a course	Large part of a course covering half of the lessons/workload of a course up to whole courses
Collaboration mode (AND)			
Interactive lesson/s in an international/intercultural virtual classroom (synchronous)			
Assignments for international/intercultural pairs (E-tandems) (synchronous/asynchronous)			
Assignments for Global virtual teams (GVTs) (synchronous/asynchronous)			
Working with collaborative tool/s such as Padlet, whiteboard, Miro, jam board etc. as an asynchronous extension of the international virtual classroom			

As follow up questions interviewees were asked:

- Do you think the typology shown is suitable for describing and sorting COIL?
If no, how do you/would you systematically describe and sort COIL?
- Do you think that **this** typology would be helpful to support lecturers in developing COIL?
If no, what would be helpful?
- Do you think that **this** typology would be helpful in communicating about COIL?
If no, what would be helpful?