

# USING COIL TO ADDRESS GLOBAL ECONOMIC CHALLENGES

*DEE 2023*

Heriot-Watt University, Edinburgh





Liliana Harding –  
University of East  
Anglia

*DEE2023 Presenter*



Bryan Buckley -  
University of Illinois  
Urbana Champaign



Isabel Rodriguez-Tejedo –  
University of Navarra

# OBJECTIVES



To position

COIL as a pedagogical tool in economics



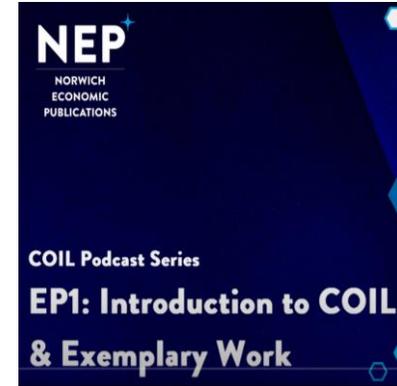
To contrast

International students' mobility with COIL



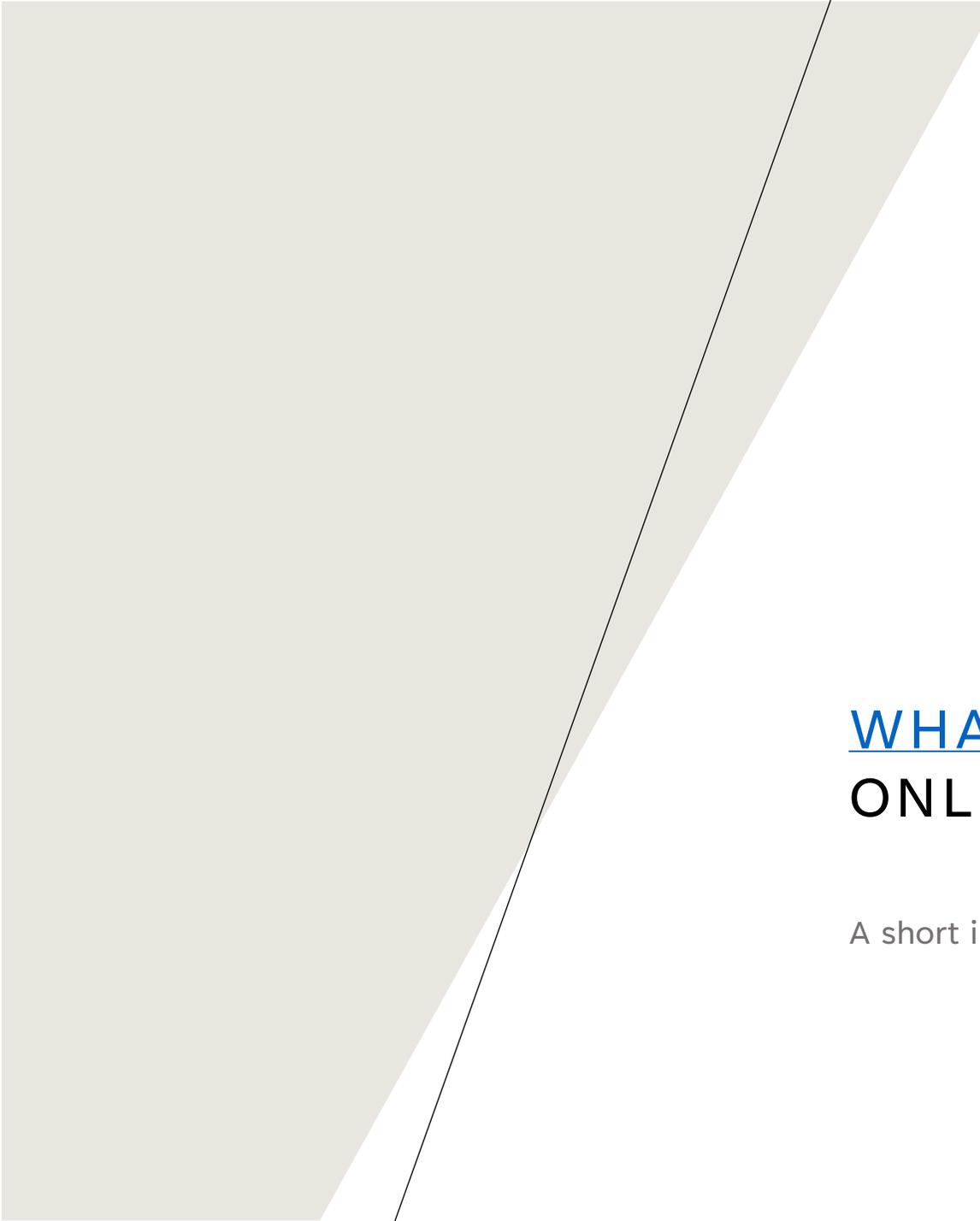
To evaluate

Opportunities and challenges in using COIL in the teaching of economics



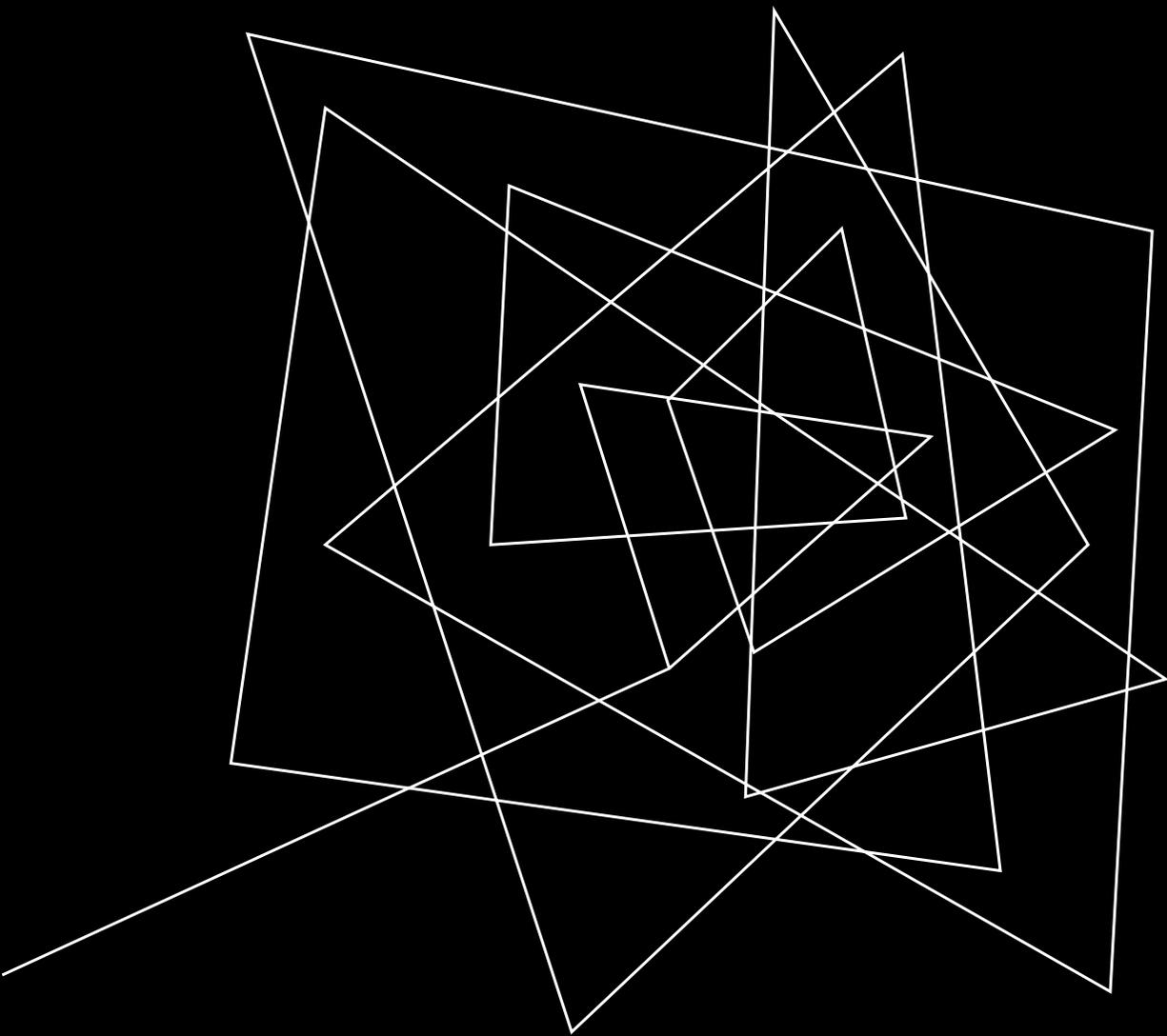
To reflect on

ways to encourage collaborative learning and outcomes



# WHAT IS 'COIL'? (COLLABORATIVE ONLINE LEARNING)

A short introduction/Reminder



# INTERNATIONAL MOBILITY AND LEARNING

- students' subject choices in an international perspective

# THE GROWTH OF INTERNATIONAL STUDENT NUMBERS



- Adding up to 6.4 million students globally in 2020

Source : ILO, 2022

# THE SHARE OF STUDENTS BY FIELD OF STUDY: UK & OECD

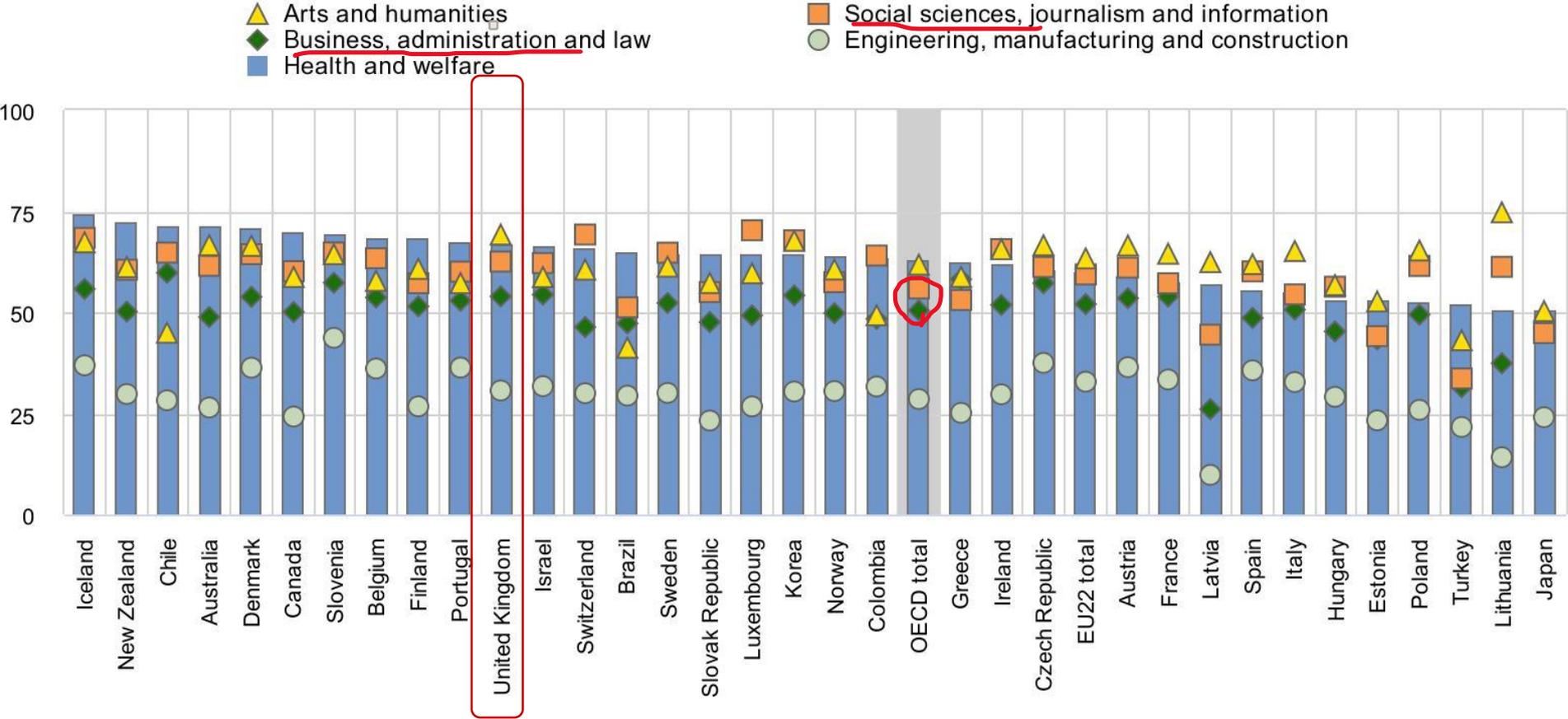
Share of students enrolled in selected broad fields of study, by mobility status

	Education		Arts and humanities		Social sciences, journalism and information		Business, administration and law		Natural sciences, mathematics and statistics		Engineering, manufacturing and construction		Health and welfare	
	International or foreign	National	International or foreign	National	International or foreign	National	International or foreign	National	International or foreign	National	International or foreign	National	International or foreign	National
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	International student													
<b>OECD Countries</b>														
Australia	3	11	6	12	3	9	47	23	4	7	12	8	9	24
Austria	6	14	14	9	16	7	20	25	11	8	16	17	9	9
Belgium	4	10	14	9	10	10	14	24	4	4	9	11	37	25
Canada	1	5	8	11	9	12	27	20	13	11	18	10	5	17
Chile	5	11	6	4	7	5	31	22	6	2	19	21	14	22
Denmark	2	9	10	10	9	9	28	23	7	5	21	11	8	25
Estonia	3	7	14	13	10	6	38	21	6	6	11	16	4	14
Finland	3	6	10	12	4	7	23	17	6	5	19	19	11	19
France	2	4	16	12	10	7	29	25	13	7	16	16	6	15
Germany	2	m	15	m	8	m	18	m	9	m	30	m	6	m
Hungary	m	14	m	8	m	8	m	25	m	3	m	15	m	8
Iceland	5	14	46	9	9	16	7	20	16	4	8	9	3	16
Ireland	1	7	11	15	7	6	21	22	9	10	11	11	24	16
Israel	8	20	16	8	19	18	18	14	11	6	10	19	12	8
Japan <sup>1</sup>	m	9 <sup>d</sup>	m	16 <sup>d</sup>	m	29 <sup>d</sup>	m	x(6)	m	3 <sup>d</sup>	m	17 <sup>d</sup>	m	18 <sup>d</sup>
Latvia	1	8	3	7	5	8	33	26	1	3	11	16	29	14
Lithuania	1	5	10	9	15	8	25	26	2	4	16	18	24	18
Luxembourg	5	18	7	14	13	10	39	24	10	6	8	10	3	12
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	m	m
New Zealand	4	9	8	14	8	13	35	19	9	9	12	9	7	18
Norway	5	17	19	10	11	11	16	19	15	5	12	10	11	18
Poland	1	10	11	10	16	11	27	22	3	4	9	16	17	13
Portugal	4	3	12	10	13	11	25	22	5	6	21	21	12	16
Slovenia	5	10	11	9	16	8	18	18	8	6	19	18	8	14
Spain	5	11	9	11	12	10	25	20	5	6	12	14	22	15
Sweden	3	14	14	13	13	11	12	14	14	5	26	17	11	19
Switzerland	5	11	14	8	12	8	19	27	17	7	18	15	8	18
United Kingdom	2	6	13	15	12	11	33	20	12	15	14	8	7	17
OECD total	3	8	13	11	11	9	28	26	8	5	17	16	9	13
EU22 total	3	8	15	12	10	9	21	22	9	7	19	16	12	13

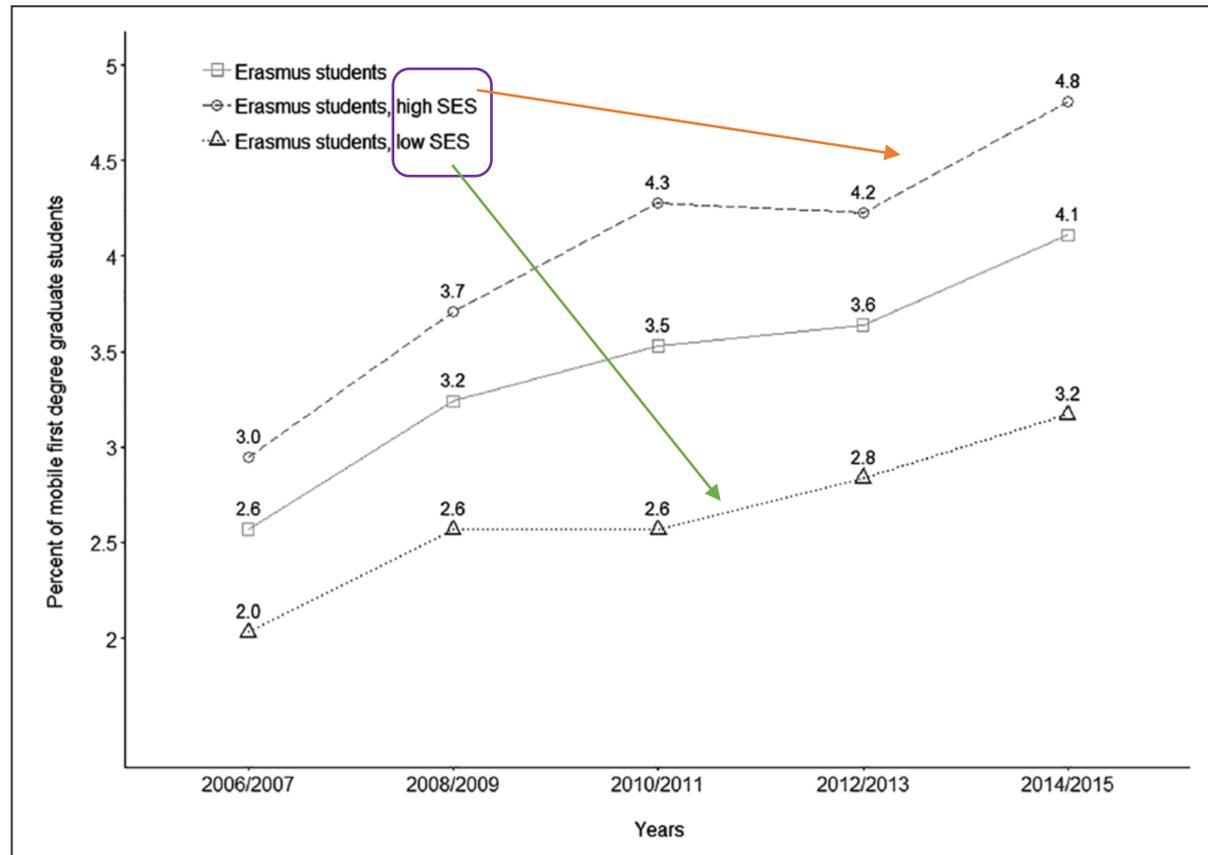
Source :  
OECD (2021)  
 and  
 calculations  
 own

# INTERNATIONAL STUDENTS, BY GENDER (OECD, 2021)

**Figure B6.4. Share of women among international or foreign students in selected fields of study (2019)**  
 All tertiary programmes, in per cent



# STUDENTS' MOBILITY BY SOCIO- ECONOMIC STATUS (SES)

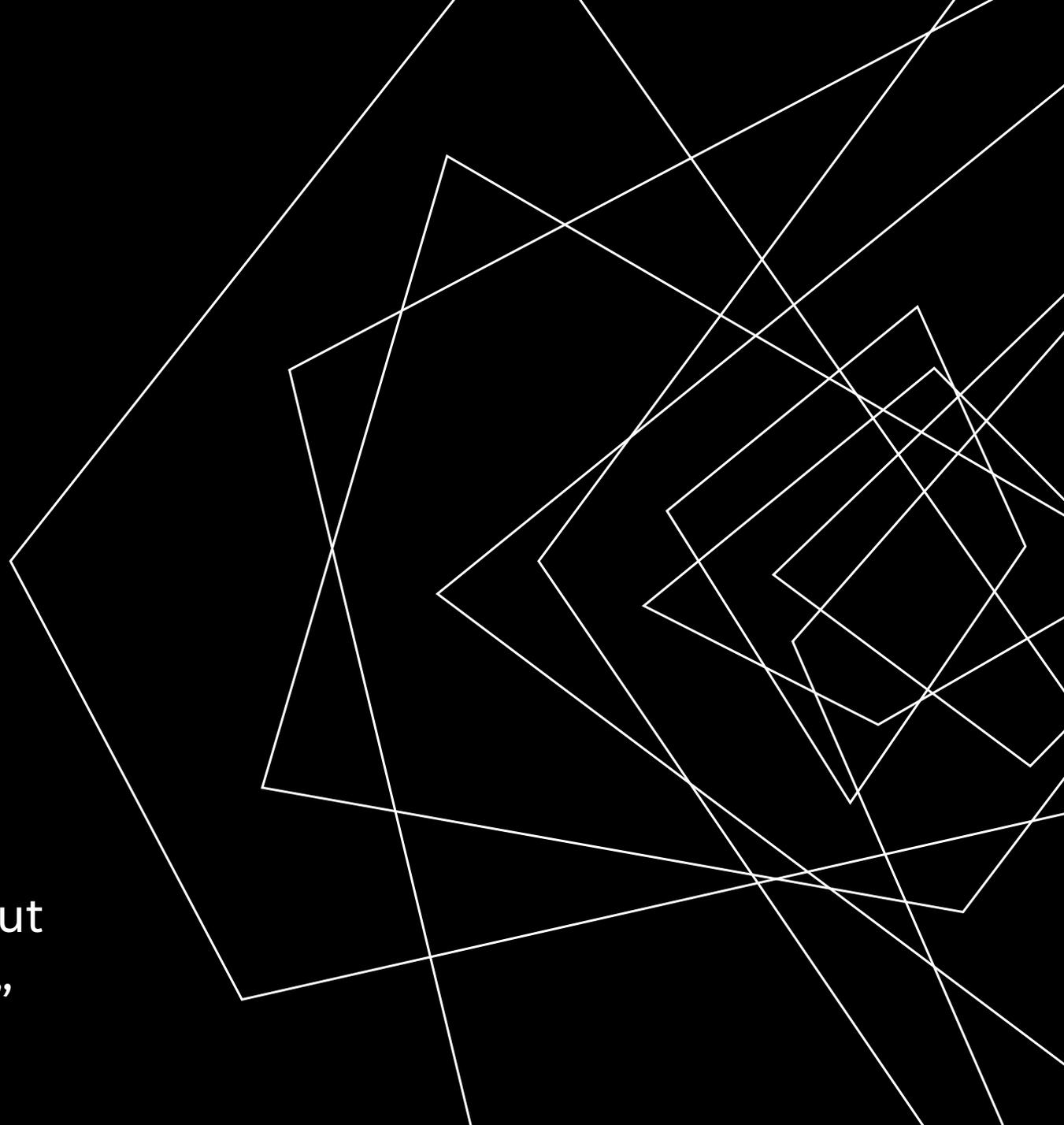


Source : [Schnepf & Colagrossi](#),  
2020 – p. 439

**Figure 1.** Percentage of Erasmus mobile students among all first-degree graduate students in the UK by year and socio-economic background.

BUILDING ON EARLIER COIL  
FEEDBACK - A 'EUROPEAN  
ECONOMY' EXPERIENCE  
(2018)

**“This is our only way to  
experience studying in an  
international perspective [...]. A  
less formal framework would be  
useful to encourage debate;  
initially we were too anxious about  
speaking in a different language.”**



# STUDENTS' SUGGESTIONS ON IMPROVING COIL (2018):

1 respondents (10%) answered **Maybe allocating** for this question.

lecturers smoother presentation active participants interaction between students  
helpful introduction in the session longer sesion Smaller groups  
platform personal question **Maybe allocating** collaborative session time  
conversation minutes the presentation break-out groups different topics  
presentation at best break-out rooms question for introduction

# WHY STUDENTS SEE COIL AS USEFUL:



5 respondents (17%) answered **jobs** for this question.



# FURTHER FEEDBACK (2022)

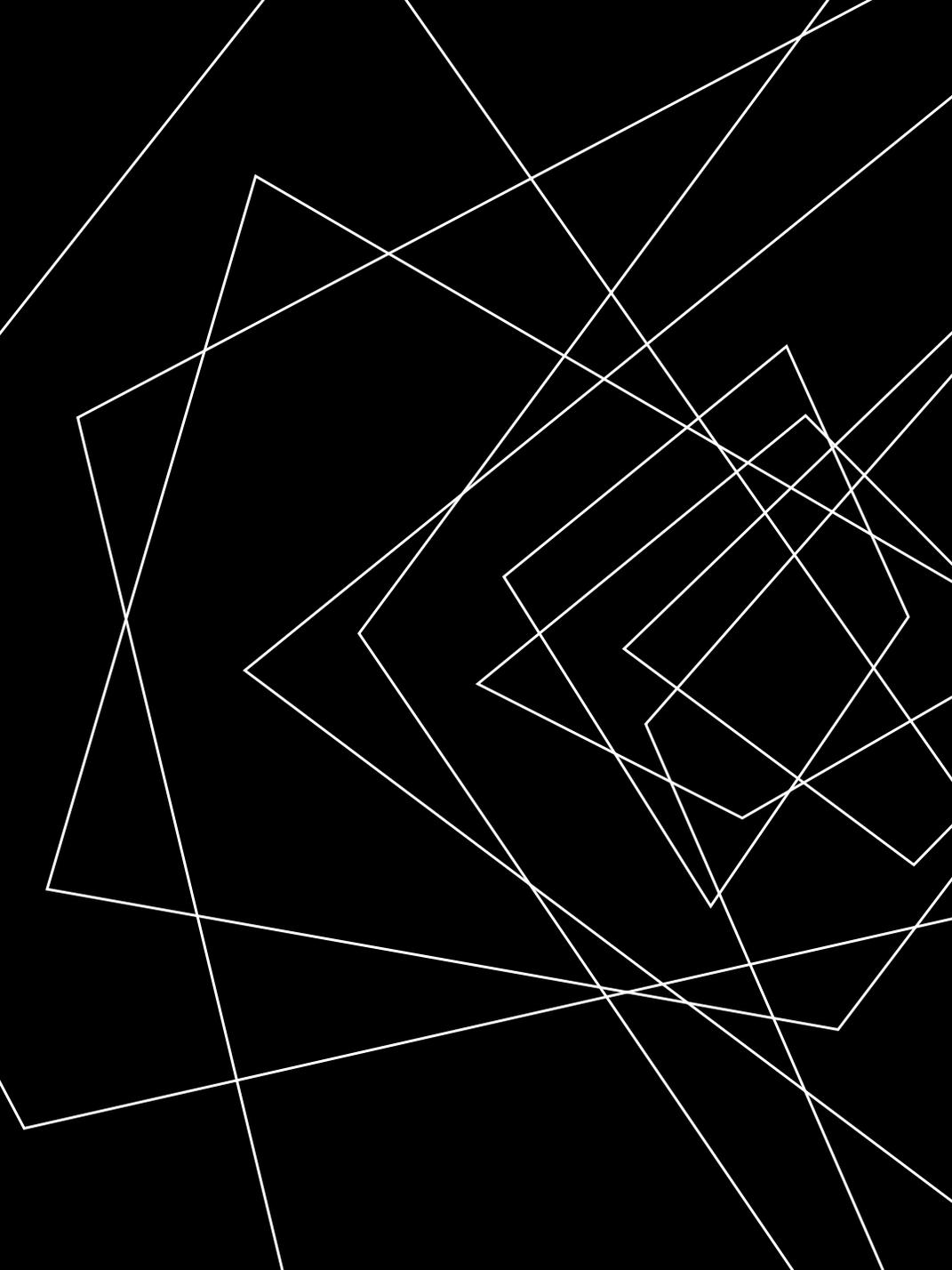
Benefits of 'European' COIL  
– as perceived by students

And their main points of  
interest:



## ADVANTAGES OF COIL NOTED IN THE HIGHER EDUCATION LITERATURE

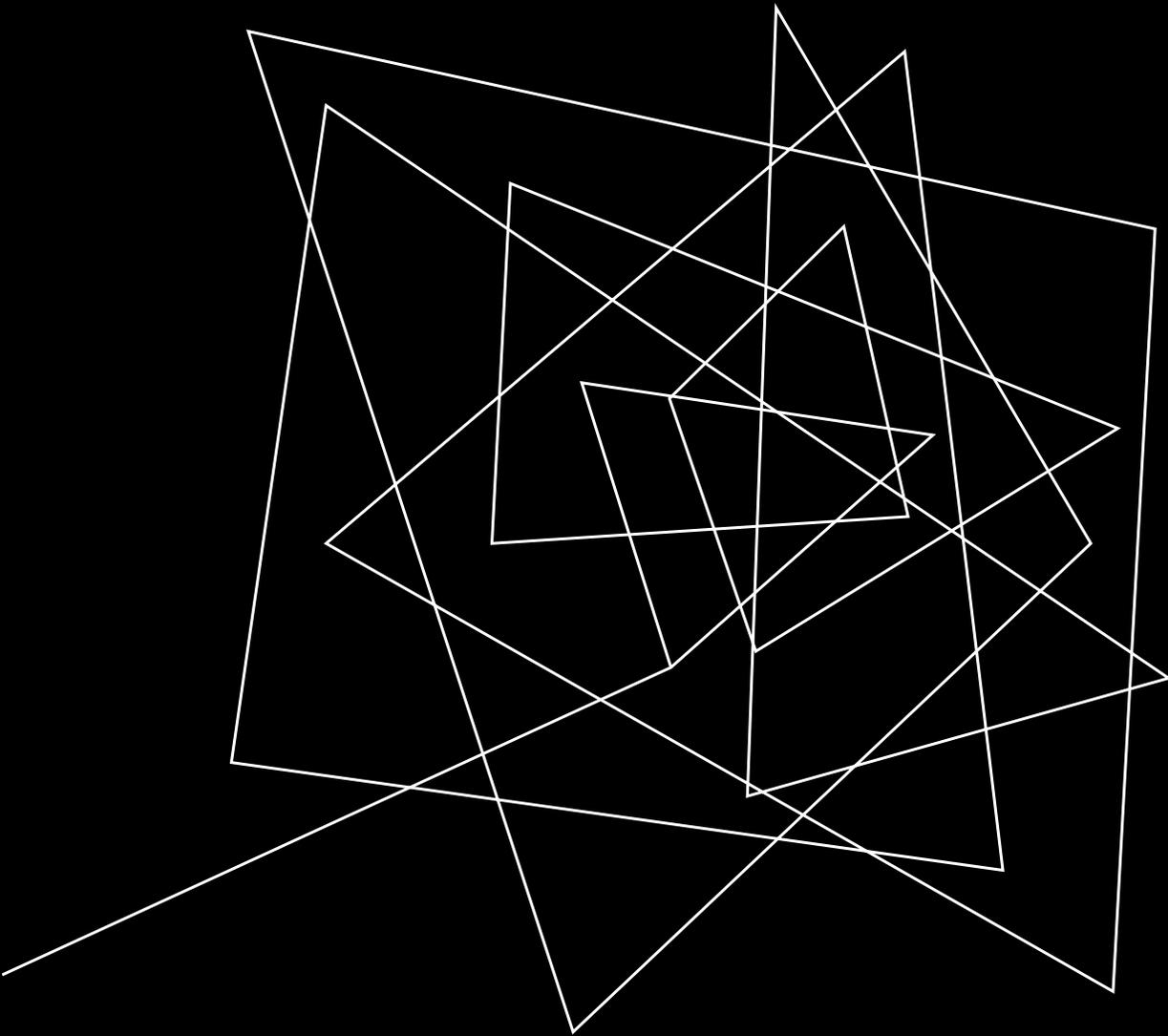
- Students are able to exchange knowledge and ideas without extra costs incurred in traditional study abroad settings (see also O'Dowd (2013)).



## FURTHER ADVANTAGES WE EMPHASISE:

- Personalised experience, drawing on *diverse economies, cultural backgrounds and education systems in the area of economics and business*
- Students develop subject-related *and* professional skills towards an *international career and as global citizens*





# OUR 'MIX & MATCH' CURRICULUM FOR AN ECONOMICS COIL

An example for students with intermediate skills in economics

Through cross-border dialogue with students in partner institutions students:

- acknowledge global problems
- explore data and
- seek global solutions.

## UIUC

Draws on 'Environmental Economics' module.

Elements on which COIL is building:

- applying economic analysis to topical issues such as pollution, climate change, and overpopulation

**COIL value-added:** by joining collaborative groups students research topics addressing environmental concerns with a variety of local effects and links to trade and international competition for technological advantage

## U Navarra

Draws on 'International political economy' module

Elements on which COIL is building:

- various dimensions of globalisation; discussing development, trade, and climate policy

**COIL value-added:** with sustainability as a unifying COIL theme; moving students from the focus on economic 'prosperity' to the "3Ps" framework of prosperity, planet, and people

## UEA

Draws on module on 'International Trade and Integration' (or Global Trade)

Elements on which COIL is building:

- global economic links; from the understanding of global flows of goods and factors to the understanding of their effects on society and the environment

**COIL value-added:** building environmental concerns and the concept of a circular economy into the discussion through COIL

# WHY IS COIL A SIGNIFICANT TOOL FOR STUDENTS IN *ECONOMICS*?



*COIL pedagogies* should be a normal extension to activities such as international research collaborations and the new, hybrid format of scientific events and communication in the subject area



COIL allows students to address *common economic problems* with a better understanding and communication of the local contexts for global challenges

E.g.:

Addressing SDGs are thus a good start for engaging economics students in the discussion of: environmental concerns, gender issues, social inclusion, but also for understanding conflict and negotiating solutions based on a common set of theories but diverse experiences

# COIL: UEA-UIUC-U NAVARRA (2023)



- identified common points of interest in the curricula



- aligned the COIL topics with global Sustainable Development Goals (SDGs)



- co-ordinated 3 synchronous sessions introducing COIL and sustainability in the global economy



- mixed student groups researched, presented and discussed selected topics

# TIMELINE:

**Weeks 1:** Introduction to topics and COIL

**Week 2:** Assigning teams by topic preference (COIL is optional)

**Week 3:** Formative assignment outlining presentation topic and roles allocation in teams

**Weeks 4-7:** Group undertake research and produce a video summary

**Week 8:** Submission/sharing of video via *BB* & *Piazza* discussion boards

**Week 9:** Questions & comments to peer groups' videos

**Week 10:** Answers to peer questions and final comments.

# JOINT PROJECTS TOPICS:

1. Cross-border environmental concerns

OR

2. Home market labour standards and trade

OR

3. The international race for technological advantage

OR

4. Global value chains and disruptions

OR

5. Gender implications of economic globalisation

# BENEFITS OF COIL ASSESSMENT SETTING



Students applying *economic concepts* & linking research to *real world issues*



Fostering engagement and *collaboration for learning*



*Global engagement* with issues of global concerns



Showing leadership and engagement by joining COIL team



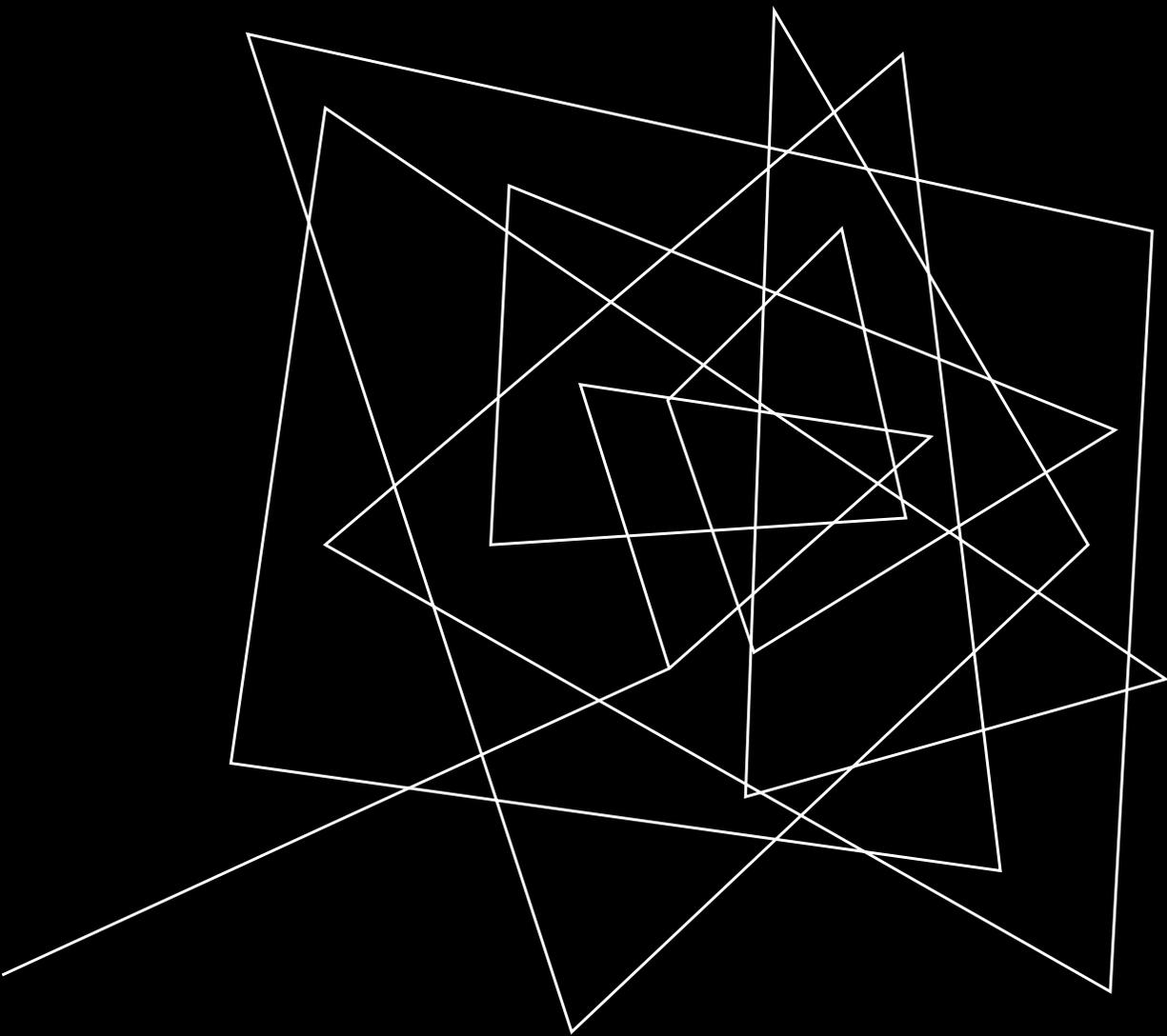
Engagement over *various weeks* to create community



Aligning and *refining assessment criteria* and feedback



Creating interest and accountability when working across borders



# REFLECTING ON PRACTICE

- Challenges vs Opportunities in our COIL setting

# COIL CHALLENGES – BEYOND CURRICULUM MATCHING

Co-ordinating *timetables* and differences in *hours* and *semester dates*



Setting up a *discussion platform* to engage 3 different universities

Requires collaborative tools to share material, allow peer review and feedback, along with consent from COIL participants

We used this time piazza.com to collaborate and discuss with COIL students; BB for non-COIL students



Aligning Marking Criteria

Joint project submissions involved students from 3 separate institutions, and *marking criteria were aligned*, checked and discussed by 3 tutors

Duplicating feedback to allow for *assessment recording* within different institutional platforms

# FURTHER CHALLENGES OF COLLABORATIVE SETTING:



- Assessment of *non-COIL* students, *group & individual* submissions
- Utilizing *group submission* point & monitoring *individual discussion board* contributions
- Facilitating asynchronous *communication and collaboration within COIL groups*
- Addressing *conflict* and identifying tutor in charge for mixed groups
- Rewarding *Collaborative work* vs allowing for non-COIL option
  - E.g. Selection of Exemplary work for NEP publication

# EXAMPLE OF OUTPUT

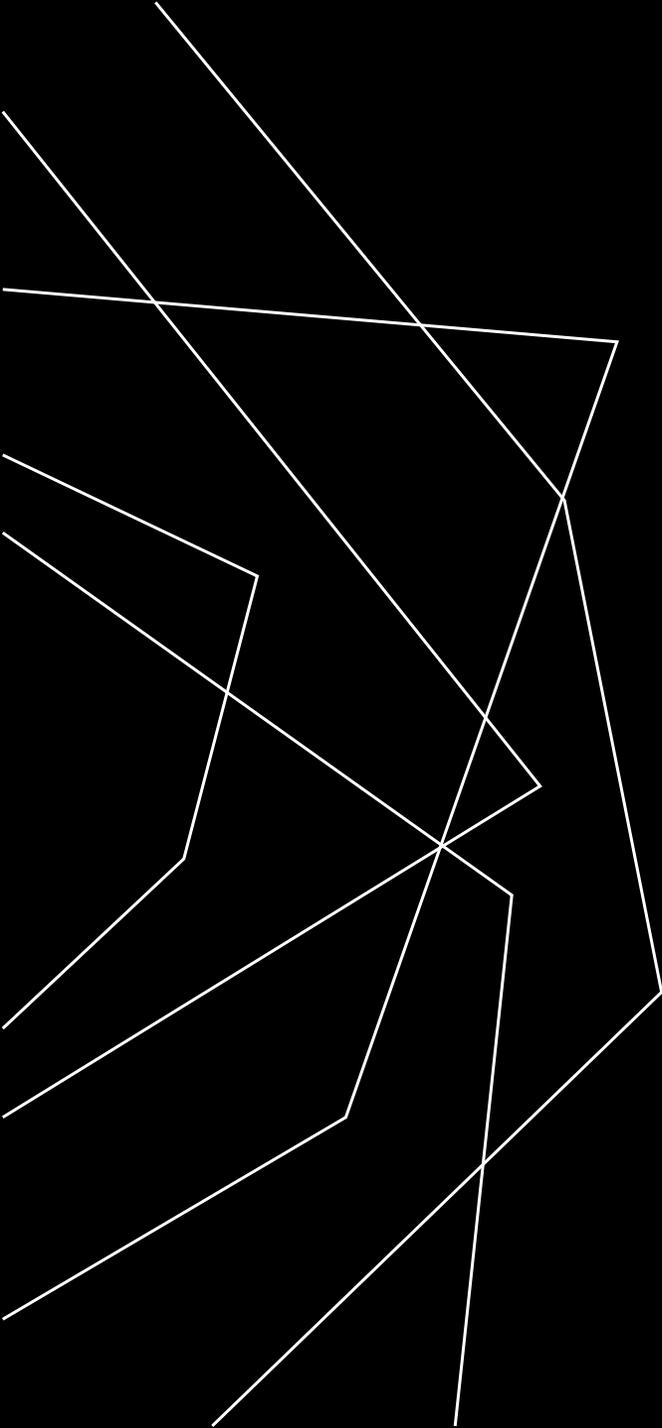
- Addressing Trade in electric vehicles & Global Environmental concerns along the value chain



The image shows a video player interface. The main video content displays a white electric car in a showroom setting. Overlaid on the car is the text: "ELECTRIC VEHICLES: NOT AS PERFECT AS WE THINK" in a large, serif font, and "COIL PRESENTATION" in a smaller, sans-serif font below it. The video player controls at the bottom show a progress bar at 1:12 / 20:37, along with play, volume, and other standard controls. On the right side, there is a vertical sidebar containing six small video thumbnails of participants in a meeting.

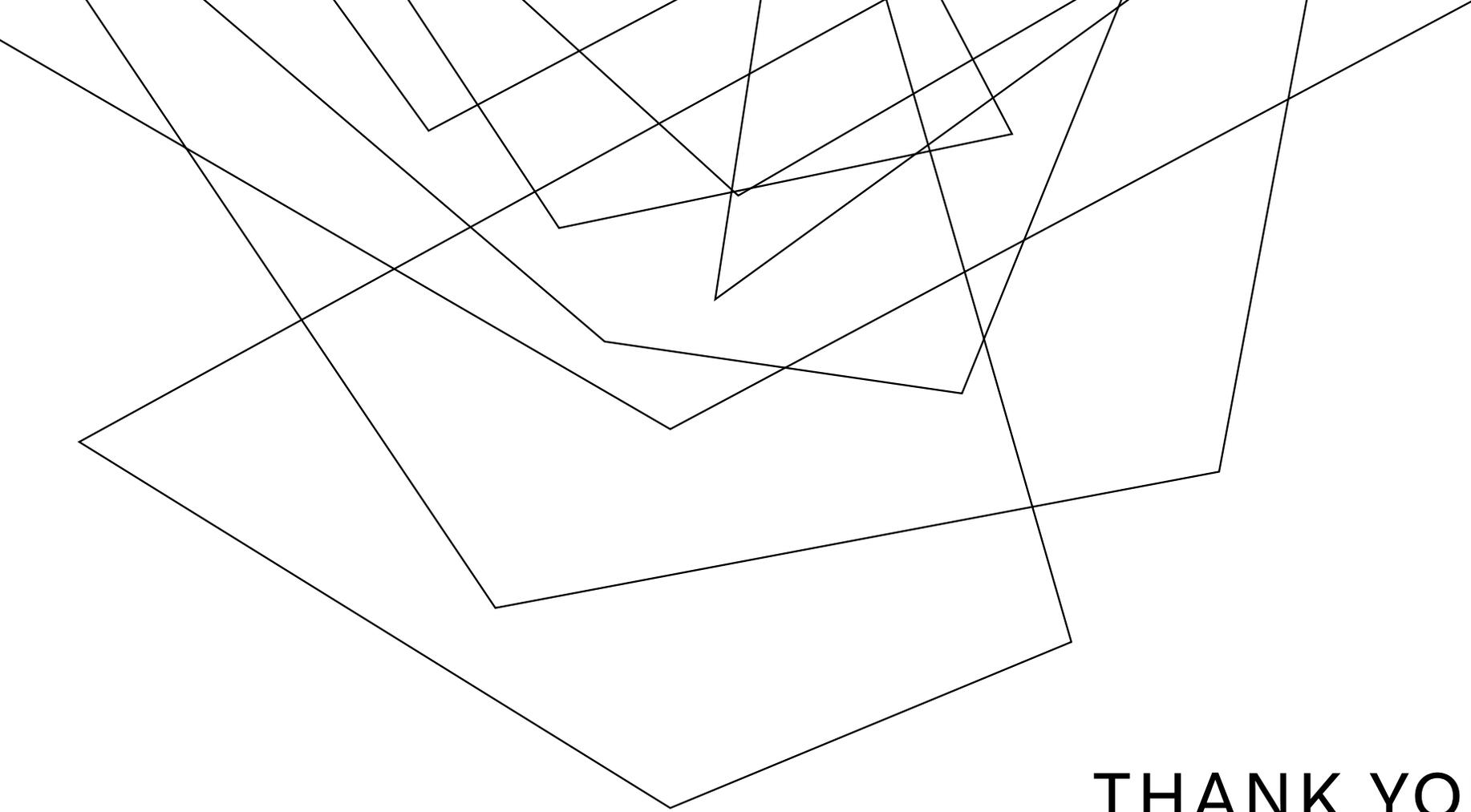
# GOING FORWARD

- We are looking into redesigning and extending COIL activities within our modules,
- Reflecting on the way in which AI enhances or limits the benefits of collaborative students' output,
- Encourage reflection on COIL as collaborative tool for teachers, students and administrators alike,
- Provide students with opportunities to disseminate their findings in Podcasts or joint papers (e.g. [Norwich Economic Papers](#))
- Extend collaborative learning and exchanges from the virtual to the real world.



# ANY FURTHER IDEAS ON USING COIL IN ECONOMICS?

Contact: [Liliana.Harding@uea.ac.uk](mailto:Liliana.Harding@uea.ac.uk)



**THANK YOU!**