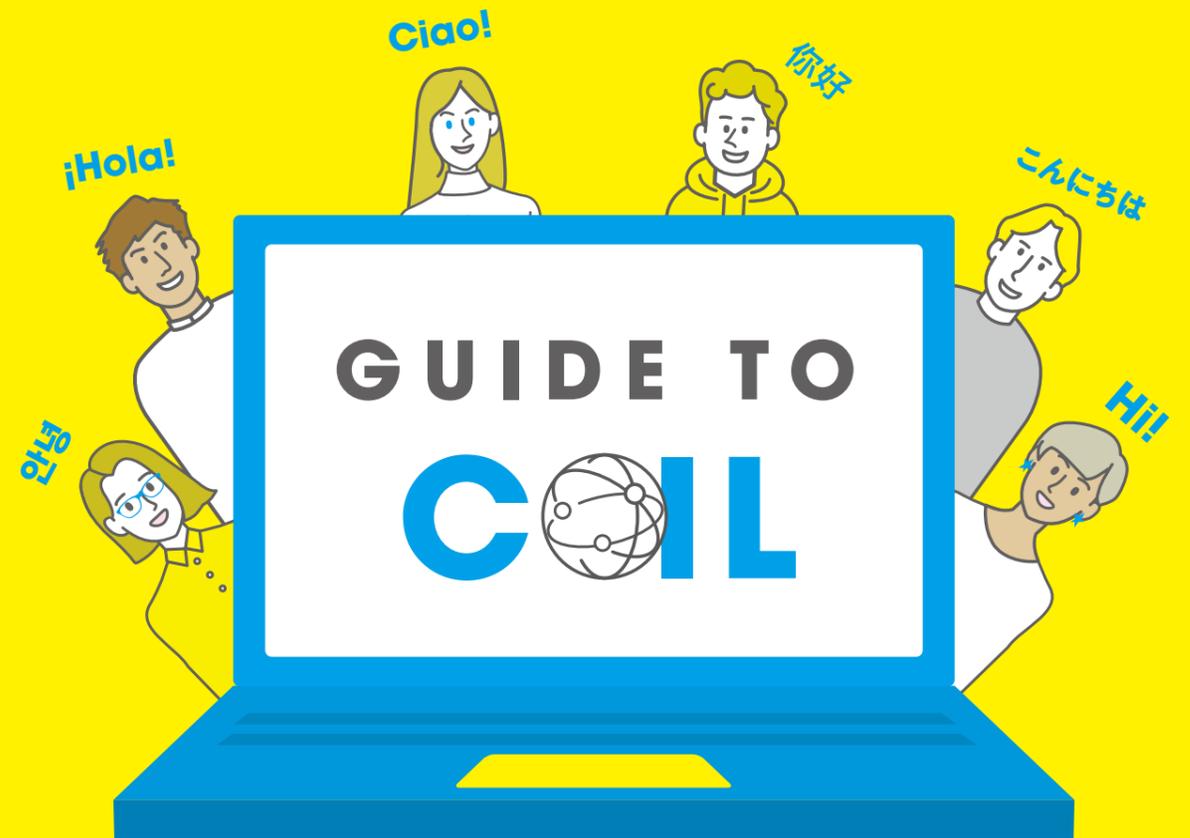




Collaborative Online International Learning

Sophia University, Ochanomizu University, and the University of Shizuoka
are selected institutions for the FY2018 "Inter-University Exchange Project:
Support for the Formation of Collaborative Programs with U.S. Universities using COIL-style Education."



**CONNECTING
ACROSS BORDERS
USING COIL**



Greetings



Sophia University

Professor Takashi Irohara

Vice President for Academic Affairs, Sophia University

It is an undeniable fact that COVID-19 has had many different adverse effects on the economy, society, and individual people. However, if there is a silver lining for education, it may be that online education has become more familiar. Moreover, this has occurred in a very short period of time worldwide.

The reality is that because of the COVID-19 pandemic, many universities around the world passively incorporated the internet into their classes. However, when they actually tried using it, they realized that online education has great appeal for increasing freedom of learning, both in terms of time and space. This advantage will not disappear even if COVID-19 completely winds down. In fact, we should actively leverage it.

Compared to studying abroad which involves physically moving to another location, Collaborative Online International Learning (COIL) greatly reduces time-related and financial burdens on students, and also appeals to students who are hesitant to go abroad due to security and other issues. Furthermore, unlike study abroad programs where students have exchanges limited to their stay in one particular country, COIL enables students to have exchanges with multiple countries at the same time. This allows them to experience diverse values by changing destinations according to class topics, such as the United States one week, Asia for the next week, Africa the week after that, and so on.

We hope that many people will utilize COIL, which has such a wide range of possibilities.



Ochanomizu University

Professor Masako Ishii-Kuntz

Trustee/Vice President, Ochanomizu University

I believe that with the Guidelines in your hand, many of you feel encouraged to introduce COIL in your teaching or improve your classes. At the same time, you may be uncertain about how to start COIL. It is important to note that COIL is a concept of online education that is flexible and diverse, not being bound by strict rules.

For example, you can start a COIL program by inviting international faculty and students to join your online class, the format which has been widely used amidst the COVID-19 pandemic.

Do you know any faculty members at overseas universities? Whatever nationality (even Japanese), and whatever language are welcome in COIL program. Why not communicating with them and embrace global perspectives in your regular class setting? If you have a 15-week course, you may assign one or more sessions for lectures by overseas faculty or for SNS-based discussions among participating students from both universities. There are many options that can be used in the COIL approach. The Guidelines contain many ideas and methods in the COIL for your consideration.

Since Ochanomizu University started with four COIL classes in 2018, the first year of the COIL initiative, the number of classes has been increasing to roughly 20 over the last four years.

Students are expected to gain skills for collaboration and competition on the global arena for their future as well as explore their paths by solving unforeseen challenges.

I would like to see as many faculty members as possible implementing COIL as an educational method.



University of Shizuoka

Professor Hisao Tomizawa

Vice President for International Exchange, University of Shizuoka

Since our participation in the COIL program in 2018, the University of Shizuoka has expanded its scope to include joint classes not only with collaborative universities in the United States, but also with other universities including our partner university in Thailand, Mongolia, and so on, to promote our overseas distance education. At COIL, if conditions permit, it seems effective to incorporate face-to-face education and on-site experience as appropriate. As part of COIL, we have organized and hosted field studies programs, having provided opportunities for international students and Japanese students from affiliated universities to visit Shizuoka's local industry together and experience different cultures *in situ*.

It can be said that the introduction of distance learning has accelerated at each university due to the COVID-19 pandemic, and many faculty members have learned anew a significant method of distance education in addition to face-to-face lessons, and the recognition of the possibility and effectiveness of COIL seems to have dramatically increased. The difference in class hours from overseas universities is a major obstacle in the program, but it could be solved to some extent by flexibly selecting on-demand classes and simultaneous interactive classes according to each situation. This technique might also be applied to recurrent education which is highly demanded by society. Furthermore, remote collaboration will hopefully be deepened and expanded by actively and cumulatively joining the internal and external education and research networks of each faculty member to the existing COIL network. The University of Shizuoka will certainly explore and develop the possibilities of this COIL project further with the collaborative universities.

Index

1 : Learn about COIL

What is COIL?	04
Courses and Partners	05
Keys for Finding Partners	05
Objectives and Learning Outcomes by Frequencies, Period ...	06
Model Cases: COIL Classes at Each University	08

2 : Once You Decide to Introduce COIL

Preparations	12
Format of Implementation and Examples of Tools and Apps* 13	
*Zoom, Flipgrid, Google Classroom, Padlet	
Syllabus (Information for Students)	14
Implementation	15
Evaluation	15

3: Useful Tips for COIL

Icebreaking and Team Building	16
Facilitation	17

4: FAQ about COIL

University Admin Office Support and More	18
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What is COIL?

COLLABORATIVE
ONLINE
INTERNATIONAL
LEARNING



What is COIL?

COIL stands for Collaborative Online International Learning.

Pedagogy to connect with overseas universities online and provide an interactive and collaborative learning environment in and outside class.

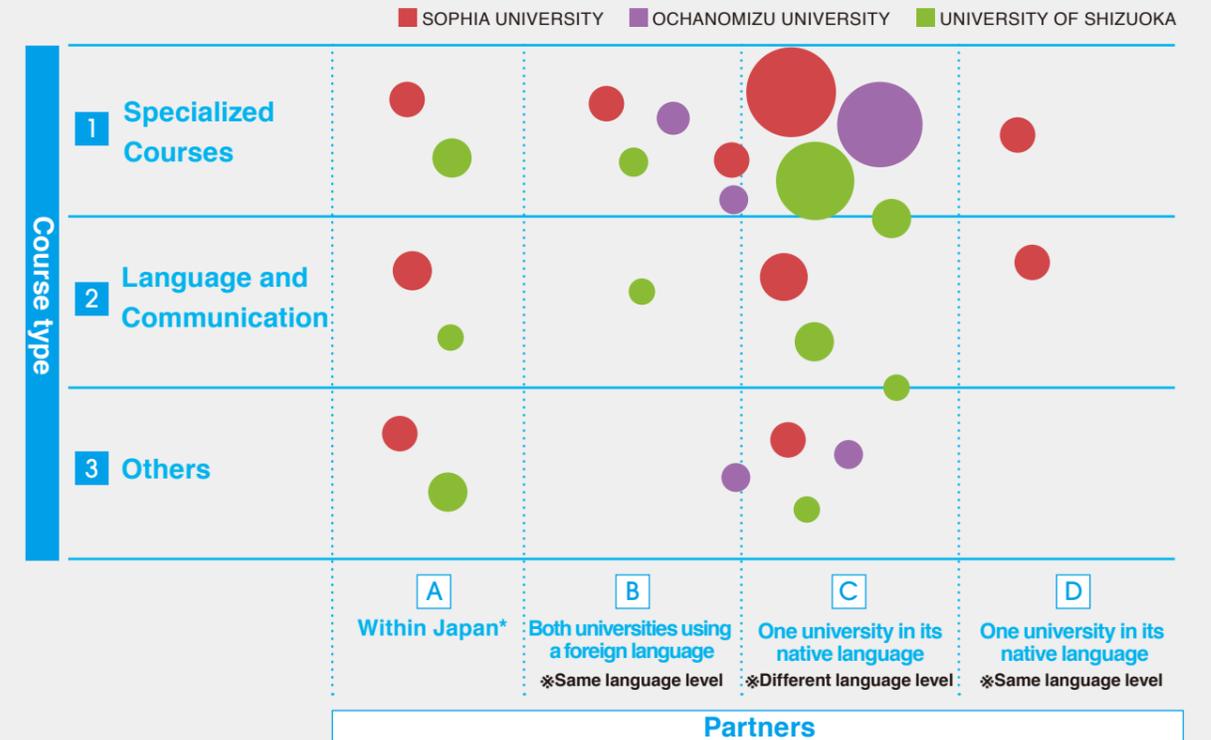
Benefits of COIL

- Enables collaborative and comparative learning between two or more countries.
- Improves students' leadership skills, project planning, management skills, and ICT literacy.
- Fosters networks among faculty members through collaboration in each course (potentially leading to joint research).
- Provides opportunities for international exchange for students who cannot study abroad with various constraints.
- Provides a new form of global education that combines virtual and in-person educational methods.

Examples of collaboration methods

- Synchronous connection using online video conference tools such as Zoom.
- Asynchronous discussions using messenger services and social media.
- Exchange of recordings of lectures and student presentations for feedback and Q&As in/outside class.

DISTRIBUTION OF NUMBER OF COURSES BY COIL TYPE



- A** Easy to implement COIL without considering the language used, time difference, etc. See B-D for foreign language use. *Including interaction with international students studying abroad in a Japanese university.
- B**
 - Although students must have a certain language level, an equivalent level of communication is possible.
 - With partners in Asian or Oceanic region, it is easier to connect due to having just a few hours or no time difference.
- C**
 - Although there will be a difference in the level of understanding between native speakers and non-native speakers, it is expected to create a stepping stone and learning outcomes for the non-native speakers to improve their language skills.
 - If the partner is in another region, consideration for the time difference and combination with asynchronous learning are also necessary.
- D**
 - Enables high-level international exchange and cross-cultural understanding at the equivalent level.
 - If the partner is in another region, consideration for the time difference and combination with asynchronous learning may be necessary, but collaboration and exchange among students outside of class can also be expected.

Factors Other than Language

- Academic Aspects: year of student and major
- Economic Aspects: developing or developed countries
- Cultural background
- Interest in Japanese culture and language

In addition to language, various factors of the participating students, depending on their cultural background (country/region), university and major, will affect the objectives and learning outcomes of COIL.

HOW TO FIND PARTNERS

- Networks of people who have conducted joint research or worked together
- University's admin office: search based on class objectives and requests for partners
- External information: "COIL Connect for VE"



Learning Outcomes Based on the Frequencies of COIL Implementation



Specialized Course



Language and Communication Course



Acquisition of specialized knowledge, as well as advanced international exchange and cross-cultural understanding

Gaining a first-hand experience of global education and connecting it to their studies

FREQUENCIES · PERIOD

OBJECTIVES

LEARNING OUTCOMES FOR STUDENTS

One-time

Inviting faculty members from other universities as guest speakers

COIL experience / pilot introduction

Incorporating COIL regardless of course content and student characteristics

Opening the eyes of students who were not particularly interested in the idea of "global" or "overseas"

Two to three times



• Fostering multifaceted perspectives by comparing different regions/countries



• Opportunities for direct exposure to different languages and cultures

Covering multiple topics

Basic COIL practices (synchronous/asynchronous)

Introducing global education



• Gaining a foothold to deepen understanding of foreign languages and cultures

Easier to maintain students' interest and motivation by setting moderate number of classes

Even students who are not actively learning foreign languages can experience global education and connect it to their studies

Long-term (more than one month*)



• Fostering multifaceted perspectives by comparing different countries/regions



• Improvement of level of practical skills



• Opportunities for direct exposure to different languages and cultures

• Gaining deeper understanding on the topic and skills to effectively share insights with others



• Deepening understanding of foreign languages and cultures

Covering multiple topics

Presentations, group works and discussions

Working on assignments that require a certain period of time, such as creating a video

Various COIL practices that combine synchronous/asynchronous learning

Experiencing more in-depth exchanges

Improving various learning approaches and skills that are not limited to regular classes

Acquiring educational outcomes similar to short-term study abroad or language training at a low cost without travel

*Most commonly over four-six weeks

Model Cases: COIL Classes at Each University

Course types

- 1 Specialized Course
- 2 Language and Communication
- 3 Others

Partner types

- A Within Japan
- B Both universities using a foreign language (same language level)
- C One university in its native language (with language level difference)
- D One university in its native language (same language level)

Sophia University

1 C Course: Global Media and Japan (Center for Global Education and Discovery)

Theme

Soft Power of Japan and the U.S.

Implementation method

- Two-step collaboration with two universities in the U.S. : asynchronous connection through video exchange and text, and synchronous connection through Zoom.

Learning outcomes

- Students in Japan and the U.S. worked together to deepen their understanding of the course's theme and different cultures.
- No major gaps in the syllabus and class times of the three universities made it possible to utilize regular class time.
- Smooth synchronous connection through icebreaking – progressing from video exchanges, text-based Q&A session, to exchanges via Zoom.
- Participation and motivation of the students grew over the course of collaboration.

1 B Course: Seminar in International Educational Development (Department of Education)

Theme

Impact of COVID-19 pandemic on migrant workers, the new economy, local economies/societies, and education

Implementation method

- Multiple synchronous connections with a university in Thailand combining online lectures and discussions.
- One-month collaborative research by mixed groups of students from both universities.
(Roles of Thai students: fieldwork, local interviews, etc.; Sophia students: document-based research).
- Guidance from faculty members of both universities via social media.
- Presentation of group final outcomes on the last day of the program.

Learning outcomes

- Meaningful collaboration fully utilizing various online learning methods allowed students from both universities to deepen their understanding from multiple perspectives.
- Local Thai students conducting and sharing the result of fieldwork provided opportunity for Sophia students to learn without the travel, which was difficult amidst COVID-19 pandemic.

1 D Course: Modern Japanese Art History (Faculty of Liberal Arts)

Theme

Collaborative learning based on the stage play *Madame Butterfly*

Implementation method

- Collaboration combining synchronous Zoom lectures and asynchronous group work with a U.S. university (Course topic for Sophia: art history; U.S. university: performing arts).
- Over the four weeks, the role of U.S. students was to create stage sets (costumes, large props, etc.), while the Sophia students critique the designs from a historical perspective. Discussions and group work were conducted in mixed groups of students from Japan and the U.S.

Learning outcomes

- Complementary learning for both group of students on the two sides of arts education – theory and practice.
- Opportunity to learn how people of Asia as well as modern Japan are most commonly portrayed in the U.S. by making international comparison.

1 D Course: Academic Communication 2 (Intermediate II) (Center for Language Education and Research)

Theme

Hospitality

Implementation method

- Asynchronous connection using free external website, creating a space for exchange with students from a U.S. university.
- Free-style opinion exchanges, including video uploads.

Learning outcomes

- Cultivating cross-cultural understanding and communication skills by exchanging opinions from different perspectives – an experience students are typically not able to gain within university classes.

2 C Course: Preparing to Study Abroad (Center for Global Education and Discovery)

Theme

Introduction to American culture

Implementation method

- Asynchronous connection where U.S. university students create a video about American culture, and Sophia students give feedback on the video via text.
- Multiple synchronous opinion exchanges via Zoom.

Learning outcomes

- Students were able to prepare for study abroad by deepening their understanding of a different culture as well as building English communication skills.

2 D Course: English Skills (Department of English Studies)

Theme

University life and education system in Japan

Implementation method

- Group presentations by Sophia students for Japanese language students at a U.S. university, followed by a Q&A session.
- Conducted synchronously via Zoom.

Learning outcomes

- As a mandatory class for the Department students, exchanges with U.S. students fostered cross-cultural understanding and improved their English communication skills.

Sophia University × University of Shizuoka

1 C [Sophia] Nursing Research for Graduation (Department of Nursing) [Shizuoka] Practice in Nursing Focus : Global Health Nursing (School of Nursing)

Theme

Health Promotion for Nursing Students

Implementation method

Student presentations through synchronous connection via Zoom and opinion exchange via Jamboard between two universities in Japan and three overseas universities (U.S., Mongolia and Thailand)

Learning outcomes

- Students from each country deepened their international understanding by getting chances to give student-led presentations in English and exchanging opinions on similarities and differences among their countries.
- Frequent and continuous collaboration lead to creating a more in-depth COIL planning. Faculty collaborated with each other to prepare pre- and post- questionnaires and certificates for participants of the five universities. COIL was done effectively, possibility leading to potential research collaboration in the future.

Model Cases: COIL Classes at Each University

Course types

- 1 Specialized Course
- 2 Language and Communication
- 3 Others

Partner types

- A Within Japan
- B Both universities using a foreign language (same language level)
- C One university in its native language (with language level difference)
- D One university in its native language (same language level)

Ochanomizu University

1 C Course: Globalization and Language Education I (Global Studies for Intercultural Cooperation)

Theme

Reconsidering peace education: Focusing on World War II and Japan-U.S. relations

Implementation method

Six synchronous joint classes with Vassar College in the U.S. via Zoom, four lectures, and a four-day seminar after preparation between Japanese and U.S. student buddies.

Learning outcomes

- Deepening knowledge of the theme through multiple connections and lectures.
- Fostering independence by allowing students to take the lead in planning.
- By giving presentations in each other's language, the students were able to teach each other, improve their language skills, and develop trust in each other.

1 D Course: Kinesiology (Performing Arts Dance and Dance Education)

Theme

Dance

Implementation method

Lectures and practical workshops by invited non-Japanese instructors.

Learning outcomes

- Successful practical skills exchange with overseas partner universities was done through online guidance by local instructors.
- The latest expertise in the field of kinesiology from overseas was shared.
- In addition to the lectures, students had exchanges by answering online quizzes about basic kinesiology-related science.

3 D Short-Term Training (Global Education Center)

Theme

International Communication, STEM

Implementation method

- Joint planning with a U.S. university.
- Synchronous classes via Zoom, asynchronous classes via a learning management system, and discussions with U.S. university students.

Learning outcomes

- Deepened knowledge of social and cultural trends, science, and technology in the U.S.
- Increased specialized English vocabulary.
- Strengthened literacy and discussion skills.
- Expanded knowledge of future career choices.

Sophia University × Ochanomizu University × University of Shizuoka × Gonzaga University (U.S.)

1 A C

Collaborative program with three Japanese universities + Gonzaga University (U.S.)

Theme

Gender issues, Diversity and Inclusive leadership

Implementation method

- A program combining domestic COIL by Sophia University, Ochanomizu University, and the University of Shizuoka, and COIL + virtual short-term study abroad with Gonzaga University in the U.S.
- Faculty members from the three domestic universities took turns giving three lectures and discussions on various issues of society and gender in Japan, South Korea, and Asia, and students jointly presented their learning outcomes.
- Synchronous participation in a lecture on gender, diversity, and leadership at Gonzaga University, and implementation of COIL by the four universities.
- During spring break, students attended Gonzaga University's online short-term study abroad program entitled "Inclusive Leadership: Creating Cultures of Innovation, Engagement, and Belonging" ; intensive study of an overview of U.S. society, gender, diversity, and inclusive leadership.

Learning outcomes

- Deepening understanding of diversity and gender issues in Japan and Asia through domestic COIL, and fostering of multidisciplinary perspectives including international approaches through COIL with the U.S.
- With prior learning from the COIL lectures, students were able to gain basic knowledge for participating in the short-term study abroad program, as well as a connection and approach to study with the U.S. university.

University of Shizuoka

1 C Course: Advanced Biometrics and Molecular Analysis/Advanced Medical Pharmacy (Graduate School of Integrated Pharmaceutical and Nutritional Sciences)

Theme

Biomedical simulation, etc.

Implementation method

- COIL in science fields in graduate school.
- Synchronous connection by inviting faculty members from overseas universities as guest speakers.

Learning outcomes

Ample opportunities to gain an impression of working overseas through the lecture by a Japanese researcher who is active on the global front lines of science, and to learn about studying and conducting research abroad in the Q&A session.

1 A Course: College Japanese A (School of International Relations)

Theme

Exchanges with classes for international students at Japanese universities

Implementation method

- Practice of "domestic COIL" and "Japanese language COIL," which is rare for COIL.
- Students from the University of Shizuoka commented on poster presentations with audio explanations, partnering with students who are studying abroad at universities in Japan.
- Students used only the Japanese language, without using any English at all.

Learning outcomes

- A stimulating and beneficial experience for students who do not have many opportunities to interact with a variety of international students in campus activities.

2 A Course: English Communication (Language and Communication Research Center)

Theme

Exchange of opinions in English among Japanese students studying in different fields

Implementation method

- Practice of "domestic COIL" by selecting a domestic university as a partner.
- Students uploaded video speeches in English to the video tool "Flipgrid," and received comments on-demand in English from group members at the partner university.

Learning outcomes

Providing opportunities for students to enhance their English communication skills and experience the excitement of communicating with others.

Preparations

Discussion with partners (faculty and admin staff of overseas university)

- Think about the benefits for the partner implementing COIL with a Japanese university.
- Confirm that you and your partner share common class objectives.
If not, share each other's goals and find a common ground for a smooth collaboration.
- Visualize the benefits of COIL implementation for each other.
- Discuss the possibility of collaboration other than COIL, such as joint research.

Key points to consider

- Semester schedule* and timetable
*Check each other's academic calendar.
- Number of times and the hours* COIL is conducted, online tools and apps
*60-90 minutes is common for synchronous COIL in consideration of timetables and students' concentration span.
- Number of students* participating in COIL, suitability of group work
*Number of students per group and how to divide the group, language to use, availability of TA or facilitator.

What to be confirmed by each university

- ICT environment of the classroom, regular class format (online only or Hy-flex)

COIL implementation format

01 Synchronous

During class hours, students connect with classes at overseas universities for joint lectures, group work, discussions, etc.
(e.g. Students listen to lectures given by faculty members of overseas universities and receive instruction through Q&A sessions, etc.)

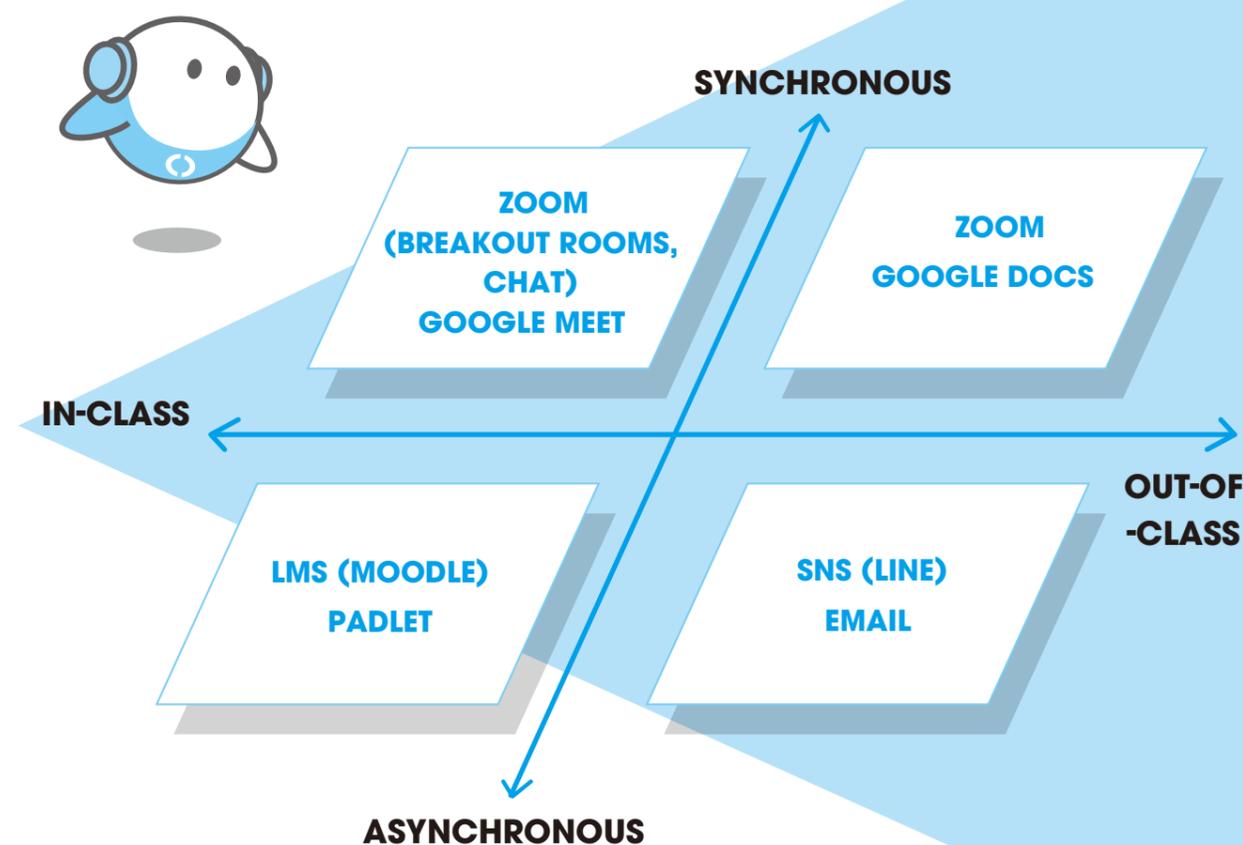
02 Asynchronous

Collaborating with courses at overseas universities such as by exchanging video lectures by each university's faculty member, exchanging student presentations, and interacting using social media and online chat tools.

01 + 02

Combination of synchronous and asynchronous formats.

Format of Implementation and Examples of Tools and Apps



EFFICIENT ONLINE TOOLS AND APPS BASED ON OBJECTIVES

Objectives	Uses in Classes	Tools and Apps
Interactive communication (may be between more than two places)	Synchronous collaboration through online video conference, chat, calls, etc.	Zoom, Skype, WebEx, Google Meet, social media (Facebook, LINE, etc.)
	Communication via online platform	Padlet, Canvas, Moodle Chatwork, Google Classroom, social media (Facebook, LINE, etc.)
Collaborative work	Sharing files online, creating blogs and websites	Google Docs, Dropbox, WordPress, social media
Video streaming	Streaming video content for classes, etc.	YouTube, Google Drive, EZvid

Syllabus (information for students)

- Share the syllabi with partner faculty to confirm each other's objectives for COIL implementation.
- Notify students of COIL implementation in the course before they register for the course.

*However, depending on the progress of the COIL planning, this may not apply to all the syllabi.

Sample note for syllabus



Japanese

一部の授業では、米国等の海外大学とのCOIL(オンライン上の非同期または同時双方型授業)を実施する(3-5回予定)。

米国〇〇〇大学とのオンライン上での交流のため、語学に自信の無い者は自分の関心分野の用語を中心に自習する必要がある。COILとしてICT機器を使ったアクティビティをオンライン上で多く行うため、PCやタブレットなどが活用できるよう準備し、各自グループワークなどに積極的に参加することが求められる。COIL内でのアクティビティは録画して海外大学に共有されることがある。

English

This course will attempt using Collaborative Online International Learning (COIL) based on real-time communication during the classes. Students' presentations will be recorded and send to partner universities and receive feedbacks on videos.

Students are required to attend the Zoom meetings and will be responsible for participating group discussions, virtual fieldworks, COIL and problem-solving exercises.



Implementation and Evaluation

Implementation

- If there is a difference in the language level of the students among the universities, it is recommended to utilize both synchronous and asynchronous connections, not limited to either one.
(e.g.) - Asynchronous COIL could be easier than synchronous for Japanese students whose native language is not English, to communicate with native speakers.
- Both universities should consider asynchronous connection if there is a time difference.

Before synchronous exchanges

- Both universities' students watch each other's introduction videos prepared in advance, using an online platform for asynchronous exchange.
- If students at overseas universities use their native language, provide opportunities to remind them of the existence of languages other than their native language (e.g. introducing Japanese to students in the United States).
- Encourage students in advance for out-of-class interaction.

During synchronous exchanges (also see P17)

- Assign a TA (preferably close age to the students) as a facilitator and supervisor for each group.
- For zoom, faculty members do not participate in the breakout rooms to provide a place where students can have free discussions without feeling pressured (teachers do not necessarily need to monitor the students).
- To communicate with students from the overseas university, use chat functions and other methods to share the text Japanese students write in Japanese using online translation apps like Google translation.

Evaluation

- Clearly quantify the evaluation weight of COIL within the course (e.g. 30% of the class evaluation, number of assignments related to the COIL classes, etc.) and notify students of this in advance.
- Evaluate students based on their reaction papers after experiencing COIL.
- COIL conducted multiple times over a long period of time enables better evaluation of students' acquisition of the learning outcomes, rather than being a one-time event in a class.

Useful Tips for COIL

□ Icebreaking

● When dividing into groups, Japanese students should have their own icebreaking in advance of COIL.

- Take time to allow students to get to know each other and break the boundaries for others and gain skills to speak up.
- Break down hierarchical relationships based on the year of students (e.g. calling by nickname).
- Have students speak as individuals instead of calling themselves as one group like “We Japanese are.”

● As a pre-lecture, give students in Japan and overseas the opportunities to learn about each other’s culture before implementing COIL.

- Understand the cultural background and characteristics.
- Learn cultural psychology and cross-cultural communication perspectives.

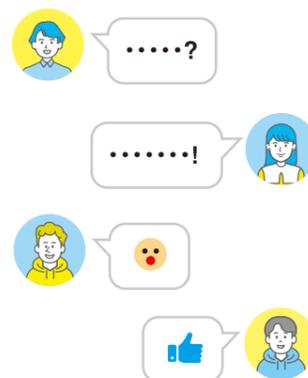
(e.g.) In the case of American universities:

- Students are trained to be assertive (to express what they feel without worrying about the opinions of others).
- They interpret silence as “no opinion.”
- Difference in humor (use jokes to soften the situation).



□ Team Building

- When dividing students into groups, consider department (major), year of student, gender, overseas experience, language ability, etc.
- Introduce an online platform for group work. (e.g. Google Drive, WhatsApp, LINE)
- When students are not cooperative in group work, there may be differences in learning outcomes among groups. Consider setting a common goal and assignments to avoid unfairness among students.



□ Facilitation

● For synchronous COIL, the class often proceeds in the following steps:

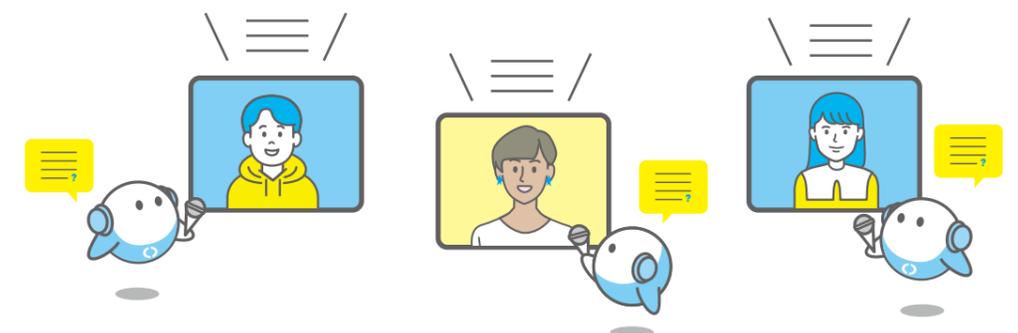
- 1) lecture by the faculty in charge of the class⇒
- 2) group work (breakout room for Zoom) ⇒
- 3) debriefing.

● A faculty member acts as a facilitator.

- As an observer during group work, or as an adviser in the main room, ask supporting questions to groups where the discussion is not going well.
- During debriefing, raise issues and allow as many students as possible to speak up with equal chances regardless of their group or university.
- Summarize the comments of the students to lead them to the learning objectives targeted by COIL.

● Assign a TA to each group as a facilitator and a supervisor.

● When students with COIL experiences are in the class, assign them to each group and have them act as a facilitator within the group.



01

Does COIL need to be synchronous?

Not necessarily. While there are learning experiences that can only be gained through synchronous (real-time) exchanges, there are also many asynchronous exchanges that are practiced due to time differences and other reasons.

The text-based exchange actually makes it easier for students who are not confident about their own language skills to interact smoothly.

[Examples of asynchronous exchanges]

- Sharing of pre-recorded videos.
- Exchanges using social media.
- Use of threads and bulletin boards such as Padlet, etc.

04

Are there any restrictions on faculties or departments?

There are no restrictions. Any academic field is welcome to incorporate COIL. The range of faculties and departments with COIL experiences is expanding every year. Please refer to this guidebook and consider conducting COIL.

FAQ



02

How can I find a COIL partner?

If there are faculty members at other universities with whom you already have a contact with, it is fine to directly consult with them. If you are unable to find a partner, please contact the admin office at each university. Assistance will be provided in matching with a faculty member at a partner university. Please consult the designated admin office in advance if you need to incur expenses for COIL implementation, such as honoraria for partners.

03

Are there any rules on the frequency of COIL implementation within a course?

No, there are no rules at all on the frequency or number of times COIL should be implemented. It is fine to start with one session during the semester if you are incorporating COIL in a course for the first time. Many faculty members implement it in one or two lectures first. After that, please consider increasing the number depending on the structure and objectives of the course.

05

Do the universities provide any support for implementing COIL?

Yes. The following support is mainly provided by the universities.
 For details, please contact the designated admin office at each university.

- Matching support for partners
- Funds for COIL implementation
- Lending equipments
- Financial support for on-campus and external training

If you have any other questions, please consult with the COIL administration office at each university.

COIL introduction video is also available here:

