

TRAINING COURSE "MANAGEMENT OF INTERNATIONALISATION AND GERMAN-UKRAINIAN ACADEMIC COOPERATION 2024"

PROJECT CHARTER

1. University:

State Higher Education Institution "Donbas State Pedagogical University"

2. Name and position of the project manager (course participant):

Tetiana Shulyk

Head of the Department of Monitoring of the Quality of Higher Education

3. General information on the project

3.1 Title of the project:

Internationalisation of Education through the Implementation of the COIL Course

3.2. Description and scope of the project:

- Short summary of the project:

The project involves the development and implementation of one COIL course in English for students of the Philological faculty of the university and students of the partner university. At the first stage, it is planned to search for a partner university, establish communication with the partner university, in particular, an English teacher and administration, regarding cooperation in this direction. At the second stage, teachers of both universities will discuss the topics of the course and develop the course, including those aimed at the development of intercultural awareness. At the third stage - there will be the introduction of one COIL course in the educational process of both educational institutions. Currently, the university is developing a Strategy of internationalisation, so the development and implementation of one COIL course will contribute to obtaining new experience by colleagues from the Philological and other faculties, as well as the development of such areas of internationalisation at the university as: improving language skills of teachers and students, increasing the level of international activity among students and teachers of DSPU for the preparation of applications and participation in other projects, the opportunity to gain international experience for non-mobile applicants for higher education (special care, employment, other restrictions on traveling abroad). In addition, in the conditions of martial law and, accordingly, distance learning in Ukraine, it is important to develop skills in the field of digital communications, in particular, focusing on virtual teamwork, intercultural communication, as well as the use of online tools such as Zoom, Google Meet, Microsoft Teams, Skype, BigBlueButton and effective work with other IT tools.

3.3. Project relevance:

- Why should this project take place? This section should specify the motivation or reason for your project and its relevance. Which are the benefits of this project?

At the university, international cooperation in the direction of scientific activity is sufficiently developed (joint scientific publications with colleagues from foreign universities, organization and holding of scientific conferences, implementation of joint projects), there is experience of international cooperation in the direction of innovation (creation on the basis of the university of the Regional Accelerator GCIP for Innovations, Technologies and Startups in the Donetsk Region with the support of the United Nations Industrial Development Organization (UNIDO), receiving a grant for the development of an innovative educational tool from UNIDO). However, international cooperation in the direction of educational activities is not sufficiently developed. Active work is currently underway to attract foreign students to the university, the first of

whom are already studying at the Philological faculty and the Faculty of Humanitarian and Economical Education. However, we believe that the internationalisation of educational activities should cover not only foreign students, but also Ukrainian students, so the introduction of COIL courses at the university will be a solid foundation for the gradual inclusion of all teachers and students in the processes of internationalisation at the university.

3.4. Project goals:

What are the goals/objectives of the project? Before writing the goals, please be aware that **each goal should be:**

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress. Which are the deliverable outputs and outcomes.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved. It has to be finished by the end of the training course (please, think about changes in context, challenges, etc. when setting the end of the project).

✓ search for a partner university, establishing communication with the partner university, in particular its English teacher and administration, regarding cooperation in this direction;
✓ development of the course, including the inclusion of topics aimed at the development of intercultural awareness;
✓ implementation of one COIL course in the educational process of both educational institutions.

3.5 Which are you expecting to be your deliverables (tangible results)?

✓ one developed COIL course;
✓ implementation of the COIL course from October 2024.

4. Stakeholders

Identify stakeholders (If you have already contacted any of them regarding your project ideas Explain their relevance and role in the project?)

✓ The administration of both universities is the development of one of the directions of internationalisation at the university, which in the future may have an impact on the contingent of future students, the place of the university in international and national rankings, etc.
✓ Units of international activities of both universities - will promote communication between university professors, provide the necessary advisory support on the organization and implementation of the COIL course.
✓ Educational and methodical department - will contribute to the optimization of educational programs and syllabuses of the COIL course.
✓ Students of both universities (course participants) - will participate in the offered COIL course.
✓ COIL course teachers - will develop and teach the proposed COIL course.
✓ Other teachers - if they wish, they will have the opportunity to join the developed COIL course as a listener or an active participant in order to develop and implement their own COIL course in future.
✓ Applicants - the presence of COIL courses at the university can be one of the aspects that will interest future applicants for enrollment to DSPU.

5. Resources: Budget and Cost/Benefit

- Please specify the resources that you need for the project to take place, if possible in quantitative and qualitative terms. Please be realistic.
- Specify the resources in terms of numbers (money, persons...)

	Available	Not available
Financial resources	Salary to the teacher, bonus for the first experience of implementing COIL course at the university	-
Human resources	1 university teacher, ready to teach COIL course, 2 employees of the Department of Monitoring of the Quality of Higher Education, ready to provide advisory support 1 technician willing to support the use of various IT tools 1 teacher of partner university, ready to teach COIL course	-
IT resources	Free limited subscription to a variety of IT tools (Mentimeter, MindMeister, Canva, Trello, etc.)	-
Marketing resources	University website, the university's Facebook page	-
Others	-	-

6. Challenges/ Risks

- Identify and enlist the challenges or risks that you face in the process and possible solutions/alternatives to each challenge.

Possible Risks	Likelihood	Mitigation
Difficulties with finding a partner university for further development and implementation of the COIL course	40%	The university has signed cooperation agreements with more than 20 potential partner universities, so, if necessary, negotiations with all higher education institutions will be gradually held
Difficulties for subject teachers in developing a joint COIL course	10%	If necessary, other subject teachers will be involved to establish effective communication and improve the COIL course
Life circumstances of teachers that will prevent the continuation of cooperation in the development and implementation of the COIL course (family circumstances, hostilities, etc.)	10%	Substitute for the teacher

7. Major activities: Time planning

Please fill in your time planning in 7.1 and 7.2 as much as is possible at this early stage. The more you think about your major activities, the more focused your project will become.

7.1 Milestones: Each milestone represents the end of a specifically determined time section with defined tasks. A milestone is an event of particular significance with planned project results and a planned date. They can only be passed once and are important points for evaluation and further planning.

1. FEBRUARY-APRIL 2024 – search for a partner university, establishing communication with the partner university, in particular, an English teacher and administration.
2. MAY-JUNE 2024 – discussion of the course topics by teachers of both universities, development of the course.
3. OCTOBER-DECEMBER 2024 – implementation of one COIL course in the educational process of both higher education institutions.

7.2 Further Activities (breakdown to achieve milestones)

- Please enlist activities of the project involved with title, stakeholders, timeline for each activity and expected outcomes for the activity.

Activity - Milestone 1			
Search for a partner university, establishing communication with the partner university, in particular, an English teacher and administration.			
Activity (enlist the activities to reach your milestone 1)	Stakeholders involved	Timeline	Expected outcomes of this activity
Communication with colleagues from the partner university to find an English teacher ready to take part in the development and implementation of the COIL course	University's administration Department of International Activities of the university University's students (course participants) University's lecturer of the COIL course	February-April 2024	1. Conducting 1-2 organizational meetings with colleagues from the partner university on the possibility of developing a joint COIL course and its further implementation. 2. Finding an English teacher willing to participate in the development and implementation of COIL course.
Milestone 2			
Discussion of the course topics by teachers of both universities, development of the course			
Activity (enlist the activities to reach your milestone 2)	Stakeholders involved	Timeline	Expected outcomes of this activity
Determination of student learning goals, duration of interaction, evaluation criteria, design of individual and joint activities, etc.	Administration of both universities Departments of International Activities of both universities Educational and Methodical	May-June 2024	Developed list of COIL course topics

	<p>departments of both universities</p> <p>Students of both universities (course participants)</p> <p>COIL course teachers</p> <p>Other teachers</p> <p>Applicants</p>		
Discussion and comparison of course topics, selection of the training material	<p>Educational and Methodical departments of both universities</p> <p>Students of both universities (course participants)</p> <p>COIL course teachers</p> <p>Other teachers</p>	May-June 2024	Developed educational program and syllabus COIL course
Selection of IT tools for effective communication and presentation of the educational material	<p>Students of both universities (course participants)</p> <p>COIL course teachers</p> <p>Other teachers</p>	June 2024	Developed list of IT tools for effective communication and presentation of the educational material
Milestone 3			
Implementation of one COIL course in the educational process of both higher education institutions			
Activity (enlist the activities to reach your milestone 2)	Stakeholders involved	Timeline	Expected outcomes of this activity
Approval of the schedule with the relevant faculties	<p>Administration of both universities</p> <p>Faculties where the COIL course will be taught</p> <p>Departments of International Activities of both universities</p> <p>Students of both universities (course participants)</p> <p>COIL course teachers</p> <p>Other teachers</p> <p>Applicants</p>	August 2024	Developed COIL course teaching schedule convenient for both teachers
Implementation of the COIL course in the educational process of both higher education institutions	<p>Administration of both universities</p> <p>Faculties where the COIL course will be taught</p> <p>Departments of International Activities of both universities</p> <p>Students of both universities (course participants)</p> <p>COIL course teachers</p> <p>Other teachers</p> <p>Applicants</p>	October-December 2024	The beginning of the implementation of COIL course

8. Evaluation and Monitoring

- Formulate the evaluation criteria and mechanisms to support the project success

The evaluation criteria:

- ✓ supporting the development of students' competencies – it is important to determine what skills and knowledge the course participants should receive;
- ✓ effectiveness of educational and cognitive activities that will be offered within the COIL course – it is important to determine the impact of the planned educational and cognitive activities on the successful completion of the course. This may include common tasks, discussions, projects, etc.;
- ✓ subjective success and satisfaction of students and teachers – it is important to determine impressions of students and teachers of the course, and also to find out whether they feel that they have benefited from cooperation and international experience;
- ✓ impact on virtual mobility – it is important to determine whether the course affects the ability of students to interact virtually with students and teachers from other countries;
- ✓ promotion and sustainability – it is important to determine the level of interest of the COIL course among other students and teachers, as well as its promotion and sustainability.

Mechanisms to support the project success:

- ✓ professional development: it is important to train teachers how to effectively develop and implement COIL courses;
- ✓ team support: cooperation between teachers and students from different countries requires a support (technical, financial, etc.);
- ✓ preparation of students: it is important to prepare students for cooperation with colleagues from other countries;
- ✓ awarding teachers for the first experience of implementing the COIL course at the university.

- List out the unexpected outcomes of the project which were revealed during the evaluation

- ✓ new approaches to learning – COIL courses can open new forms and ways of learning and cooperation. Interaction with students from other countries can lead to the discovery of new teaching methods and approaches to teaching;
- ✓ new opportunities for students – participation in COIL courses can open up new opportunities for students, such as the opportunity to collaborate with world experts, develop intercultural skills and gain new knowledge;
- ✓ possible conflicts – the difference in cultural approaches and perceptions can lead to conflicts among participants in the educational process. It is important to be able to solve such situations;
- ✓ cultural "shock" – collaboration with students from different cultures can lead to unexpected discoveries and understanding of different approaches to learning and life. This can enrich the experience of the participants.

9. Outlook and Sustainability

- Roadmap for the further development of the project

After the introduction of the first COIL course for students of the Philological faculty, it is planned to disseminate the gained experience and to develop other COIL courses, first at the Philological faculty, and then at other faculties with the involvement of various foreign partners.

- The mechanism (including personnel and budget) for the follow-up of the project

Control over the implementation of the project will be carried out by the Vice-rector of scientific and pedagogical work. At the same time, employees of the Department of monitoring of the quality of higher education and the Sector of international activities and work with foreign students will provide all possible support to scientific and pedagogical workers involved in the implementation of the project.