

Collaborative online international learning and biodiversity education across the Arctic Circle

Slide 1

ELINA This interactive session will present and invite discussion about the creation of two new, interconnected, thematic networks that are designed to promote Collaborative Online International Learning (COIL) and biodiversity across the Arctic Circle.

Slide 2

JUDY Within the context of the Arctic dialogue, this session has four key aims:

To promote and enable wider engagement with COIL as part of UArctic's future-focussed, globally connected, virtual learning strategy.

To highlight the importance of biodiversity for the well-being of the planet as well as for sustainable development.

To enhance student employability within the Arctic Circle through the promotion of future-focussed, interdisciplinary, transversal skill development using COIL.

To democratise student mobility and strengthen internationalisation at home through the expansion of COIL knowledge and opportunities across the Arctic Circle.

Slide 3

IZZY COIL, or Collaborative Online International Learning, is part of the growing field of globally networked learning and internationalisation at home.

Participating in COIL projects will provide students with skills and confidence to enter the global, multicultural, digitally competent workforce.

Using freely available online technology, COIL projects enable more students to take advantage of international collaborative learning opportunities, regardless of their geographic location.

In addition to enhancing employability, COIL has the potential to democratise mobility in remote areas and address issues of common concern such as biodiversity.

My own research involving a COIL project spanning four different countries, found that participants valued working in a multicultural team in a real scenario, finding solutions and solving problems; and they recognised meaningful changes in their own approach to other cultures (*Swartz, Barbosa, Crawford, 2019*).

Slide 4

[No notes]

Slide 5

Building on the recent experience of three UArctic members in Maine, Finland and Scotland, this session presents recommendations for a new COIL resource and biodiversity network that will include the following:

Virtual Workshop for UArctic Members proposing the adoption and promotion of COIL as a recognised teaching and learning approach across UArctic. This would allow more people to harness and contribute to the growing body of knowledge, expertise, networks, and pedagogical advantages that COIL offers to staff and students as we emerge from the pandemic.

COIL Web Page on the UArctic website explaining what COIL is, what the benefits are, and how prospective partners can connect with each other. It would also enable international partner institutions to identify and collaborate with UArctic staff and students in a structured, streamlined, and measurable way.

COIL Toolkit for faculty and students on the UArctic website including project start-up guidelines; best practice examples and case studies; COIL teaching, learning and assessment resources; digital skills support; internal and external training opportunities; peer support; and access to global COIL networks. This would enable staff to easily access the information and resources they need to design, deliver, and evaluate their own COIL projects.

Biodiversity education networks as an example will be provided to help illustrate how a successful COIL initiative works and to provide a ready-made network on the theme of biodiversity

Slides 6-7

[No notes]

Slide 8

This book (which I co-edited) includes a wide range of examples of COIL projects from around the world. Each chapter incorporates an extensive reading list providing a strong theoretical foundation and evidence base for the establishment of COIL within Higher Education globally.

Slide 9

Students who participate in COIL projects use real world scenarios and clients to learn how to research global issues. One of the most urgent is the rapid decline in biodiversity due to the unsustainable use of natural resources, climate change, the fragmentation of ecosystems, the spread of invasive species, the destruction of habitats, and other human activities.

An example of a successful COIL initiative will now be presented from Finland where The University of Eastern Finland, the University of Helsinki, the University of Oulu, the University of Turku, and the University of Jyväskylä have launched a joint project to develop a nationwide biodiversity education network. It will explore further opportunities for multi-disciplinary collaboration, including e.g., geographical, social, and economic, as well as perspectives from indigenous people. New research ideas will be developed and needs for biodiversity-related education will be identified.

Slide 10

[No notes]

Slide 11

Biodiversity Intactness Index: Blue = intact, Red = affected, % indicates how much natural species are left

Slides 12-16

[No notes]

Slide 17

<https://microcredential-sustainability.una-europa.eu/courses#3-biodiversity-now-2-ects>

Slides 18-27

[No notes]