



Graduation Internship – HZ Innovation Studio: The Garage

“Innovative educational strategies for the digital age”

International Business & Languages

Research Justification

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19/6/2023

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Date of publication

19.06.2023

Executive Summary

The related research justification paper looks into possible COIL implementation tactics that The Garage may use to encourage new students to take part in their initiative. To increase the number of new students, the organization must choose the best strategy. Based on the knowledge gaps already present, the following primary research questions were developed.

Main question: How can The Garage encourage incoming students to participate in interdisciplinary projects through COIL?

Sub-question 1: What specific features and tools can be integrated into COIL to increase accessibility and inclusivity for incoming students at The Garage?

Sub-question 2: How can partnerships with other universities be used to offer a wider range of courses and programs on the online learning platform, and what steps need to be taken to ensure consistency and quality across different institutions?

Sub-question 3: What are the motives for The Garage to include COIL in the HZ action plan?

Sub-question 4: What are incoming students looking for to participate in The Garage's projects?

These sub-questions were answered using desk research and field research throughout the study. Sub-question 1 and 2 involved two external interviews with COIL professors from The Hague University of Applied Sciences and Universidad de Monterrey, which are partner universities, as well as desk research. Sub-question 3 included an internal interview with The Garage's supervisor, desk research, and the author's observations as a new employee. Sub-question 4 included two interviews with exchange students at The Garage who are presently pursuing a minor, as well as the author's observations as an HZ student undertaking a graduation internship with the organization. Respectively, the interviews focused on the entire collaboration process as partners, motivation to use an online platform, and motivation to join The Garage as minor students.

The findings from the research were that the interviewed universities select and utilize appropriate online tools and platforms for successful network communication. The Garage can prioritize developing through mentorship provided to the students by their supervisors in their projects, refining the assessment process, and increasing professional connections. The Garage may provide a fascinating and meaningful COIL experience that appeals to a varied variety of new students and promotes active engagement in multidisciplinary projects.

Based on the findings, recommendations are presented at the end of this research justification on How The Garage can implement COIL. They are as following:

- 1) Designing the projects including cross-cultural interaction and international collaboration.
- 2) Partnering with existing partner institutions.
- 3) Using the existing tools such as MS-Teams, Outlook for collaboration.
- 4) Having a student ambassador for promoting The Garage.
- 5) Providing mentors with workshops and training.
- 6) Creating frequent student assessment forms.
- 7) Collaborating better with the International Office.

All of these recommendations can be implemented in the upcoming academic years. These recommendations can be looked into in more depth in future research. Two of the recommendations have already been used for further research by another fellow graduate student on having a student ambassador and collaborating better with the International Office. Applying these recommendations will help The Garage to implement COIL in a better way and make it easier for the students to select The Garage for their exchange programs.

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1 Introduction

The Garage and its products have been introduced in this chapter. The description of The Garage's problem was followed by information gaps and research questions that needed to be resolved. The project goal of the research is also covered in this chapter.

1.1 Company description

HZ Innovation Studio: The Garage is a working space for students who help the organization to improve business processes, creating circular business models mostly based in the Zeeland area. According to the organization's study guide for exchange students: "they search for purpose and create value accordingly into the sustainable development goals that are integrated into what they do as well as why they do it." (HZ Innovation Studio The Garage). Students can share their interests before starting and decide on which available projects they want to work on. The studio also provides different training and workshops for employees to improve their working style as well as get insightful knowledge of the different work ethics they will be using while doing their projects. The organization is assigned the projects mainly through HZ Nexus or HZ colleagues. The main objective shared by all employees in the organization is to boost Zeeland's economy by helping local businesses grow. In terms of organizational structure, the HZ Innovation Studio minor 'The Garage' is part of the **HZ domain Business, Vitality, and Hospitality**.

The Garage accepts one or two graduating students each semester who assist in growing and expanding their innovation studio. Students work, for instance, on enhancing the program for wellness, developing an arsenal of design thinking tools, coming up with multidisciplinary initiatives, and marketing. Also, students can receive assistance in overseeing certain projects from other HZ professors or researchers. The supervisors of the organization follow business policies about supervision and use their expertise, abilities, and resources so that they can help the students at The Garage.

The organization collaborates with international partner universities such as SAMK University of Applied Sciences and University of Tartu etc. The majority of the collaborations include offering various study courses to various institutions or vice versa. This aids businesses in gaining a greater understanding of various groups' working cultures outside of the Netherlands. This is also crucial for The Garage since it enables them to host more international students in their studio.

Real-world projects assist students to prepare for the future and also suggest that they are currently working in a sector that will be of interest to them in the years to come. The most integrated aspect of working at The Garage is meeting with stakeholders and further discussing the project. When the stakeholders are present at every stage of the journey, it is simpler for the students and project supervisor to obtain constructive criticism and thus monitor students' development.

The studio intends to build distance learning for students who are unable to be present in the Netherlands. This is done by including projects in the HZ action plan so that students can readily view them. The Garage intends to do this through current projects so that they may build a community and put the key concepts of their business—design thinking—into practice.

1.2 Problem analysis

Project Management is the main task on which The Garage focuses. The major goal of the studio is to assemble a multicultural, worldwide workforce that can collaborate on real-world projects both online and offline.

Maintaining a steady stream of international exchange students who choose the studio as their minor is the organization's current biggest challenge. According to The Garage, they are trying to find a way to entice students who are joining HZ to complete their minor by offering them the opportunity to complete a portion of their minor in The Garage through an online platform. Adding more international students to a project that is more local company-focused may bring with it the issue of the language barrier, which is another issue that The Garage addresses by creating a balance between international and Dutch students working together on a project without having to deal with the issue of the language barrier.

The organization's objective is to create a workplace where they can invite students from a wider range of backgrounds via online platforms or in person, but they still don't have a clear strategy on where to begin. The biggest concern is that students who select HZ are less likely to select The Garage as their minor since they are less familiar with The Garage's operations and the projects the firm handles. Students must be assured by the employer of The Garage that this is a useful learning environment for them to advance in their profession. Because of these factors, it is already challenging for the organization to work on its next step, which involves fostering a varied culture at work and allowing the students to manage or oversee their projects on their own.

As indicated before, The Garage wants to start using distance learning to exchange more knowledge and gain more knowledge by partnering with universities across the world. The problem they are having is bringing more international students to The Garage. The organization has already worked via online platforms during COVID. So, they want to find a way to attract more incoming students who will work via an online platform called COIL. This research will be used as advice for The Garage to find a way to bring in more students.

1.3 Research questions

Online platforms can boost organization performance. This research aims to help The Garage innovation studio by exploring the potential benefits of a virtual learning platform to help them upscale the number of students globally.

An online platform can boost organization effectiveness. By examining the possible advantages of a virtual learning environment, this research seeks to assist The Garage Innovation Studio in boosting its student body internationally.

To be more specific about the delivery of the final product, the main research question and sub-question are formulated;

Main question: How can The Garage encourage incoming students to participate in interdisciplinary projects through COIL?

Sub-question 1: What specific features and tools can be integrated into COIL to increase accessibility and inclusivity for incoming students at The Garage?

Sub-question 2: How can partnerships with other universities be used to offer a wider range of courses and programs on the online learning platform, and what steps need to be taken to ensure consistency and quality across different institutions?

Sub-question 3: What are the motives for The Garage to include COIL in the HZ action plan?

Sub-question 4: What are incoming students looking for to participate in The Garage's projects?

1.4 Project aim

The following professional product will be delivered in June of 2023. The major purpose of this project is to explore measures that may be used to increase the diversity of students entering The Garage and to investigate how a virtual online learning platform might contribute to doing so. To be more precise, The Garage wants to utilize COIL as a tool because COIL attracts students to participate in projects. COIL as an online platform makes educational activities more accessible to students. The Garage will benefit from looking into ways that collaboration with other universities may be used to offer a larger selection of courses and programs on the online learning platform while assuring consistency and maintaining good quality across multiple schools. The final result will be presented as a **guide** showing guidelines for COIL implementation to The Garage and HZ University of Applied Science. The Garage is advised to use this guide to look into the suggestion in more depth and see if they want to continue with the project.

This final delivery of the product will serve as proof of Swastika's competence in the IB program learning outcome of Marketing /Sales and Operations. The period of this project will take approximately 20 weeks.

2 Research approach

In this chapter, the strategy for addressing each research question will be described. Additionally, the method for gathering data and analyzing them. This is followed by explaining the validity and reliability of this research question. The last paragraph outlines the limitations of the research.

By combining desk research with field research, the four knowledge gaps were filled. The best way to obtain the information required to close information gaps was using this method.

2.1 Sub-question 1

What specific features and tools can be integrated into COIL to increase accessibility and inclusivity for incoming students at The Garage?

By gathering information on COIL, it was possible to close this knowledge gap and determine if using COIL is in the HZ UAS' and The Garage's best interests.

2.1.1 Review of relevant literature

According to Perry (2022), “An online learning platform enables students to access and absorb instructional information entirely digitally, in either group or individual settings. Online learning can take place live at defined times, or it might consist of pre-recorded classes that students can complete on their own time.” There are many ways students could learn from a virtual online learning platform. Such as video-based education and group learning.

The use of an eLearning platform generates a rich learning environment that simulates a classroom setting, including instructor-student interaction, Q&As, arguments, activities, team projects and tests. These critical learning environments are created by the tools and features of a learning platform, which provide the amount of interaction and engagement that students require. (Litmos, 2023)

According to SUNY COIL(2023), COIL Collaborations are created by collaborating academics from various universities who seek to improve their courses through student participation and collaborative learning. Professors collaborate to create and execute the COIL Collaboration, which allows COIL to be tailored to the needs of each class in any area. A successful COIL collaboration that benefits students, faculty, and institutions requires careful planning and design. Faculty and students at COIL share and link various approaches to common disciplinary and interdisciplinary goals, creating a mentality of constructive interdependence that advances knowledge creation in all areas of study, along with helping students learn about many cultures and academic disciplines, COILs may also help students solve real-world problems, benefiting society as a whole. (Florida International University, 2023).

2.1.2 Operationalisation of the variable(s) contained in the sub question

Concept Sub question 1	Variables	Indicators	Questions
Tools + Features of the COIL	Communication	Level of interactivity	How do you communicate with each other?
	Support+ tutorials	Availability from non to always Ease of use from non to very	What kind of support does COIL provide to Universities and how are the tutorials?
	Platform	Creating content: easiness Sharing multimedia content: easiness	What platform do you use for the course?
	Customization	Range of options available Easiness to adapt collaboration tools	Can students choose their own platform to communicate?
	Performance measurement tool during peak using times	Minimal latency or level of delay	Is there a problem with the platform if many students are joining at the same time?
	Testimonials, scholarships, certificates	Showcasing diversity	Do you provide scholarships or certificates to the students at the end of the program?
	Faculty staff recruitment	Required experience and qualifications Highlighting strong partnerships by showing staff involvement	How do you select the staff who are responsible for the COIL program?

2.1.3 Units of analysis

COIL Platform

Since the chosen online virtual learning platform is COIL, their official website and relevant sources were used to have a better understanding. They have surveys on their platform where they survey the institutions who join the COIL Connect and update it once in a while. COIL is an online platform that connects professors from around the world with students from various nations to work on collaborative projects.

2.1.4 Data collection & Data analysis

To answer this issue, a theoretical framework was constructed based on existing literature on how tools and features of COIL employed by other institutions assist them in conducting a proper COIL course. The framework has flexibility, appealing incentives, interactivity, and performance. This framework served as a guide for data collection and analysis.

Desk Research

General Desk Research

In addition to a research of the literature, general desk research was undertaken to obtain information on the policies, rules, and procedures that manage the use of COIL amongst institutions. This entailed analyzing COIL program features given by universities, tools they employ, and other relevant resources to identify best practices and areas for improvement.

Field Research

MS teams Interview

Interviewee 1

The COIL coordinator from Den Hague University (Reinout Klamer) was interviewed to learn more about how other top universities have conducted successful COIL in their study program for their institutions. He was selected for the interview because he was suggested by a professor from HZ University of Applied Sciences, R.I Brouwers who is working in the Tourism sector.

Interviewee 2

An instructor of COIL at Universidad de Monterrey from Mexico (Gretel Karina Werner Rodríguez) was interviewed. This choice was made since the University is doing a COIL program with a Dutch University: Den Hague University of Applied Sciences. She was selected for the interview through Reinout Klamer. They both have been carrying out a successful COIL project in the past few years.

MS teams interviews were conducted with professors/instructors who have been working on COIL for several years to gain a better understanding of the overall structure of COIL, how it operates, what specific features and tools they use, and how they run the program

with their partner universities. Given the circumstances, interviews with institutions that are presently collaborating to obtain good alternatives are presented. They presented vital information on how to operate COIL, as well as success stories and opportunities for improvement. Data was obtained by semi-structured interview. Due to the answers received, the interviews were processed with **narrative analysis**. The interview protocols can be found in [Appendix 1&2](#).

2.1.5 Expected limitations, reliability & validity

Desk research may have limitations in terms of completeness and accuracy as it is a new approach to teaching and learning, so there might be limited research available on application of COIL. Access to relevant data sources and interviews with experienced COIL instructors may be limited or difficult to obtain. The complexity and uniqueness of COIL may make it challenging to generalize the findings or draw conclusions that apply more broadly.

Time constraints

Due to a shortage of time to collect and evaluate data properly, short timelines for research projects may provide insufficient results. The general validity and reliability of the research findings may be impacted by this.

2.2 Sub-question 2

How can partnerships with other universities be used to offer a wider range of courses and programs on the online learning platform, and what steps need to be taken to ensure consistency and quality across different institutions?

2.2.1 Review of relevant literature

According to Blessinger and Cozza (2016), “University collaborations have evolved into effective vehicles for boosting civic and democratic involvement, worldwide economic growth, and teacher and school system improvement, among other goals.” A university partnership is a collaboration between a university and other organizations in which the partners agree to work together to achieve mutual goals.

International Partnerships helps universities/ organizations to collaborate and promote exchange programs involving both in-person and online, opportunities to study abroad, and joint research initiatives. This helps to increase innovation as it boosts the possibility of developing new ideas, products, and services through research and development activities.

Through partnerships, organizations can better utilize their scarce resources while reducing possible risks related to internationalization. Strategic alliances so frequently form an element of an institution's overall internationalization plan. (Blessinger and Coza, 2016).

2.2.2 Operationalisation of the variable(s) contained in the sub question

Concept Sub question 2	Variables	Indicators	Questions
Partnership analysis: analyze universities' partnerships with COIL	Course development & delivery	Course quality	How do you develop the course on COIL?
	Students PLOs	Alignment of assessment methods with PLOs	How do the courses align with students' PLOs?
	Course rating	Level of Engagement	How do you engage students in an online environment? Or is it a blended concept?
	level of faculty involvement (Course design)	Faculty engagement	Do you have teachers from many faculties or just one COIL coordinator looking after the program?
	Cooperative learning objectives	Collaboration, Intercultural communication	With how many partners do you work in the COIL? Are these other universities? Or also the work field?
	Frequency + quality of communication	Consistency and Responsiveness	How often and how do you communicate with students and partners?
	Cultural exchange course	Diverse perspectives on course materials and resources	Are the students joining the COIL from different study programs?

2.2.3 Units of analysis

Since the collaborations between institutions are being analyzed, just two universities that are working on COIL were used as the unit of analysis.

2.2.4 Data collection & Data analysis

Desk research

Carrying out broad desk research to gain a better understanding of how a partnership between two institutions functions. This also entailed reading through existing research on institutions for the COIL program and evaluating their methods, philosophies, objectives, and aspirations.

Interviews

It was possible to operationalize the variables mentioned in the above table, associated with effective partner-university relationships by conducting interviews with instructors who work in institutions with COIL. These were the same people interviewed for sub-question 1. As a result, it was easier to decide the actions that have to be performed by The Garage and the best way to carry them out effectively. The interview was semi-structured and the result was processed with narrative analysis. The interview protocol can be found in [Appendix 1&2](#).

2.2.5 Expected limitations, reliability & validity

Due to the small sample size, there might be limited generalizability. Another restriction is the representation of only a small number of experiences and viewpoints, which could not accurately represent the opinions of the general community.

Time constraints

Due to a shortage of time to collect and evaluate data properly, short timelines for research projects may provide insufficient results. The general validity and reliability of the research findings may be impacted by this.

2.3 Sub-question 3

What are the motives for The Garage to include COIL in the HZ action plan?

2.3.1 Review of relevant literature

A university needs a strategic plan because it gives a roadmap for accomplishing specific goals and objectives. A realistic estimate of how long the entire action plan will take may be made by listing all the actions that must be completed to reach a certain goal and determining how much resource is available for each activity. (Open Learn Create,2023)

According to uGlobally (2019), Over the past few years, the advantages of internationalization have been gradually increasing. In the current global economy, businesses of all kinds are setting up shops in other countries. Due to the quick development of communication, transportation, and other technology, relations between nations have become a major component of the global economy. Students benefit from internationalization by gaining the critical thinking abilities needed to compete in the global marketplace and contribute as global citizens.

2.3.2 Operationalisation of the variable(s) contained in the sub question

Concept Sub question 3	Variables	Indicators	Questions
Motivation for using an online platform	Targets aim to achieve	Goals & Objectives	What are the specific goals and objectives of The Garage in implementing COIL?
	Ability to work in a diverse team	Workshop available on diversity and inclusion	Do you have workshops that are available for cultural exchange among students?
	Intercultural skills improvement	Performance evaluation course	How do you measure the skills of students in regard to their intercultural competence?
	Expected Outcome	Advantages of The Garage	What outcomes are you looking for by including The Garage in the HZ COIL program?
	Feasibility	Available resources	Are there any resources that are provided to the students according to their projects?
	Joint research + Education projects	International collaborations	In what ways will COIL help to promote internationalization at The Garage?
	Number of faculty/staff (nationality)	Diversity	How diverse is The Garage? Do you want it to be more diverse?
	Level of international fluency	International exposure	How does The Garage help the students with international exposure?

2.3.3 Units of analysis

Since the motivation of the organization behind using the COIL platform to increase the students is being analyzed, The Garage has been used as the unit of analysis.

2.3.4 Data collection & Data analysis

Interview

The Coordinator of The Garage was interviewed. This choice has been made to know more about the organization's plan for implementing COIL.

Primary data-gathering techniques, including interviewing the coordinator, were conducted. This provided light on why The Garage decided to create an online platform. The interview had open questions.

Knowing the organization's objectives and present state also helped with determining what actions to follow while adopting COIL in the future. The interview was semi-structured. The interview protocol can be found in Appendix 3.

Observation

Observation of the workplace has been used for primary data collection, which involved researchers observing the workplace for five months to collect data on available workshops, resources, and diversity at the workplace.

Desk research

General desk research was undertaken to obtain information on guidelines through the organization's study guide for exchange students. This entailed reading through the manual and analyzing the information on student assessment, project information, and workshop information.

2.3.5 Expected limitations, reliability & validity

Limited resources or funding to support COIL programs can be a limitation for this question. Other limitations could be technical issues or barriers to international collaborations and the planning might have different outcomes than the expected one.

Time constraints

Due to a shortage of time to collect and evaluate data properly, short timelines for research projects may provide insufficient results. The general validity and reliability of the research findings may be impacted by this.

2.4 Sub-question 4

What are incoming students looking for to participate in The Garage's projects?

2.4.1 Review of relevant literature

According to Becton. (2022), Courses have been created to help students study at a completely new level. However, the major objective is to push them above their comfort zones so that they can improve both personally and academically. Exchange programs help the students to gain cultural knowledge and will help them to shape their future.

At The Garage, students may express their interests in advance and choose which projects are available to work on. Additionally, the studio offers a variety of seminars and training programs to help employees develop their working methods and get an in-depth understanding of the many tools they will need to complete their projects. (HZ Innovation Studio The Garage).

Studying abroad is not only a fantastic opportunity to broaden your horizons, but it may also increase your employability. More and more businesses are searching for students with foreign experience in a world that is becoming more and more globalized. (Lane, 2023)

2.4.2 Operationalisation of the variable(s) contained in the sub question

Concept Sub question 4	Variables	Indicators	Questions
motives for participation	Student's academic & career goals	Relevance	How important is the project that aligns with your academic and career goals?
	Range of project align with Student's Goals	Project Variety	Does the range of projects at The Garage align with your interest and goals?
	Supervisors availability	Mentorship Frequency	How important is it to you to have access to mentorship and guidance throughout your project and how do you find it here in The Garage?
	Feedback + advice	Frequency of interaction with supervisor	Do you usually get feedback and advice for your assignment and project at The Garage?
	Opportunities for professional development	Increase competence or skills	How have you developed professional connections and relationships after you joined The Garage?
	performance evaluation	Frequency of performance evaluation conducted	Are there any performance evaluations provided in the organization?
	Availability of training resources	Number of Training opportunities	What kind of resources and support do you feel are important to have access to during the course of The Garage project? (materials necessary for project completion)
	Professional connection & relationship	Number of cross-departmental collaborations	How did you find the work environment with your colleague?

2.4.3 Units of analysis

Since the motivation of the future incoming students joining The Garage is being analyzed. Therefore, incoming students were used as the unit of analysis.

2.4.4 Data collection & Data analysis

Interviews 1 & 2

As it's really hard to interview incoming students, Two students (Max and Cameron) who are currently doing their exchange program at The Garage were interviewed. This gave us insights on what motivated the incoming students, how is the overall structure for them, and what changes can be made to bring more students.

Interviews were used as the primary method of data collection for this inquiry because they provide The Garage with the necessary information to analyze how the university handled the application process for exchange students who joined the organization, why they joined in the first place, and what else needs to be done. The interview was semi-structured. The results from the interview are processed with **narrative analysis**. The interview protocol can be found in [Appendix 4&5](#).

Observation

Observation of the workplace has been used for primary data collection. Being an international student and doing a graduation internship at the organization helped the author to gather information by reviewing the overall structure of the workplace, the variety of projects available, guidance provided, and interaction with supervisors.

2.4.5 Expected limitations, reliability & validity

Due to the small sample size, responses may be skewed. Perhaps since they are presently employed there, students might be reluctant to voice their genuine opinions on the company. Another limitation is the data provided through observation may be biased as it is from the perspective of a new employee of the company.

The study sample may not be fully represented by general incoming students. It might be different from incoming students from other countries or universities.

3 Results

In this section of the report, the findings will be discussed regarding four sub-questions. External and internal interviews were conducted to have precise answers for each variable.

3.1 Regarding sub-question 1 the most important findings

Regarding sub-question 1, The main concept of this sub-question is to analyze tools and features of COIL, and based on the findings from the desk research and interviews. These are the insights. Transcripts of the interview can be found in [Appendix 6&7](#).

The main findings for the sub-question 1 are divided into two part;

Desk Research

General Tools and Features based on the COIL Connect official page

The main findings for sub-question 1 is about the tools and features of COIL; how it can be utilized by the organization and the University. Kansai University, a university collaborating on COIL, indicates that “The methods you use for a COIL Connect exchange will depend on the goals you have set for the course, such as whether you want to foster better student communication, develop their digital literacy, engage them in joint research, etc.” (KU-COIL,2023). There are many tools and features available that can be tested before the implementation of the COIL VE to have a suitable one that fits for everyone. In this context, the tools and features mean the app or computer tools that can be used by the students/instructors to join the COIL course and communicate with others.

On COIL's official website, there's a survey available which they update with new data when each university joins the COIL VE. After analyzing the whole survey answer; tools and features are taken into account for this part of the research. As we can see in (*figure 1*), it can be seen that the online tools used by the instructors for the course session are Zoom, followed by WhatsApp, Padlet, Google doc/Drive and MS Teams.



Field Research

Tools and features used by universities who are collaborating on COIL based on the two interviews conducted.

Communication/Online Platforms

Other insights regarding online tools came from the interview that was done with two COIL instructors from different universities. The thoughts that were shared in the context of online tools that were used by the students were that they use WhatsApp to connect. (*Transcript interview Gretel*). Also she mentioned that the instructors mostly use Mail to connect with each other and the course sessions were done through an online platform called Padlet. (*transcript can be found in Appendix 6*). They upload the videos of the session and students deliver their work on the website. Similar thoughts were shared by Reinout, COIL coordinator at The Hague University in MS-teams interview (*transcript can be found in Appendix 7*) (*Transcript interview Reinout*). He said “And as I mentioned, when it comes to how students collaborate, yeah, we can say whatever, but they will still use WhatsApp and before Facebook. So because it works better. So yeah, that's up to them.” Regarding online platforms he mentioned “ I use a Padlet quite a lot as a LMS. And Zooms for meetings.” (*Transcript interview Reinout*).

Assessment of Students

Other insights that are found in assessment of students based on the interview. As Gretel mentioned in the interview, “For example, in my evaluation, there are all activities from my course, the grades are for your final evaluation. Like all the points you get is the same one as a regular class.” (*Transcript interview Gretel*). She also mentioned that “...but they work a little bit more than a regular class of course, and they have to compromise.” (*Transcript interview Gretel*) Compromise in this context means that students who want to do it to gain intercultural competence have to agree on doing COIL without having extra credit. She also mentioned the process of supervising the students beforehand to have less dropout from the COIL course, “...but this is why I like to talk with the professor before we work. And I ask, I ask if COIL is mandatory or not or how they evaluate the students. To know how it's going to be because it is very important that the compromise it's on the evaluation, it's on the grades, if not, it will not work.” (*Transcript interview Gretel*).

Faculty Involvement

For faculty involvement, Gretel mentioned that (*transcript can be found in Appendix 6*). The COIL started from International Office faculty who were interested in it and in later years it grew to a team of four people who are improving the COIL. (*Transcript interview Gretel*). Whereas, Reinout said that “ but the International Office was not part of the involvement and still is not really”. (*Transcript interview Reinout*). He stated further, “ 14 or so academics are involved, and that just it's a kind of snowball effect, so it's not straight away, but after the project is done, people share the results they are interested in, they say, Oh yeah, maybe I want to join that.” (*Transcript interview Reinout*).

3.2 Regarding sub-question 2 the most important findings

In this section, findings regarding sub-question 2, “How can partnership with other universities be used to offer a wider range of courses and programs on the online learning platform, and what steps need to be taken to ensure consistency and quality across different institutions?” will be presented.

Regarding course **development**, Gretel mentioned that most of the students who join the COIL programs are to learn English before they choose to go aboard for their exchange programs. (*Transcript interview Gretel*). Reinout mentioned in his interview that “I think at the moment we don't have a set of criteria yet . Usually starts small. Have an online element in it and focus on the collaborative part and not travel.” (*Transcript interview Reinout*). He also stated that the intercultural aspect is always important which is why the students have to do activities that are related to culture and the course presented is a crossover between culture and topics. (*Transcript interview Reinout*). This is also presented for the student’s **learning outcomes** which heavily reflect that intercultural competences will be obtained. As for the **length of the course**, Gretel said “ Sometimes it is 3 months, sometimes it is almost four months. So it is, you know it depends on the program”. (*Transcript interview Gretel*). Reinout mentioned in the interview that COIL from THUAS is mostly four to six weeks.

Other findings regarding the **engagement** of the student on online platforms, Reinout said “ So you first start within an individual introduction and then you start with a one to one and then you only do something as a group”. (*Transcript interview Reinout*). He further stated that if instructors notice some students who are not participating, they talk with them to give them a push if required or else let them decide to leave the project. However, Gretel mentioned that “ Sometimes we have one ice-breaker, sometimes we have two. It depends on the number of students.” (*Transcript interview Gretel*). In regards to keeping the students engaged. She also stated in the interview that, if the class has a large number of students they split them into smaller groups and continue having the ice -breaker activities for one or one hour and twenty minutes. (*Transcript interview Gretel*). In [Appendix 11](#), you can see the picture of the COIL course UDEM had with THUAS. In the Ms-Teams interview, Gretel showed the ice-breaker activities they did with the students for the engagement.

As mentioned above in the findings for sub-question 1 faculty involvement, faculty engagement heavily depends upon who is interested in doing the project on COIL, internationalization for their department. Other findings in regards to a partnership both instructors mentioned in the interview (*transcript can be seen in Appendix 6*) that they partnered with existing partners to collaborate on COIL. They further explained that it’s easier to connect on COIL if the partner university is already interested or if the university has a strong impression on them while explaining the COIL concept to them.

3.3 Regarding sub-question 3 the most important findings

Regarding sub-question 3. The main concept of this sub-question is to analyze about the motivation for The Garage to use the online platform, and based on the interview these are the insights;

As explained by Jessica in the Interview, The **goal** of The Garage to implement COIL is “ so actually the main goal is to broaden our interdisciplinary way of working, even more, so

the scope is not only working with study programs of the age set but working with study programs, universities all over the world.” (*Transcript interview Jessica*). She further explained the organization is very flexible with working online since Covid. (*Interview transcript can be found in Appendix 8*).

As mentioned in the interview by Jessica in regards to the **workshops** available, there are some workshops provided for the students at the very beginning of the project, where they guide how to collaborate with the international community in regard to Project Management. It also includes ways of working with students from different cultural backgrounds. There is room for improvement in having workshops specifically based on International Collaboration to attract more students. She further stated “ But we don't have a workshop specified on only international collaboration (...) It can be the thing that we can look into whether or not we can provide a workshop or focus on only international collaboration or cultural differences in how to overcome that.” (*Transcript interview Jessica*)

Regarding the **Learning outcomes** of the students, *in the interview. she said* “ There are some learning outcomes in the portfolio that they have to make because besides working on projects for the entrepreneurs”. (*Transcript interview Jessica*). She further explained there are learning outcomes based on International collaboration and leadership skills. Students have to reflect on their learning outcomes on the portfolio they provide to The Garage. There is no specific grading on these learning outcomes as it is hard to rate the skills but in the end, the overall portfolio will have an end grade.

As mentioned in the interview regarding **support and resources** provided to students, “ We give a workshop design thinking at the beginning of the semester as well and explain all design thinking methods”. (*Transcript interview Jessica*). She further explained regular update meetings are done each week with the students. There's a small library provided for the students which includes books from different study courses as well as Design Thinking tools. They also provide workshops on design thinking very at the beginning of the semester. Apart from that, they use MS Teams to share literature.

Another important finding from the interview regarding promoting **internationalization is that she stated that** “I think we can maybe stimulate international students even more than what's already happening at the age set.” (*Transcript interview Jessica*). She further explained promoting on social media will also help The Garage to invite more incoming students at The Garage. Based on the interview findings, The Garage wants to be more **diverse** and is looking forward to having COIL as it will help them to stimulate more students at The Garage.

Jessica stated in regards to The Garage's **plan to have their COIL program on the HZ action plan**, “ looking for long-term collaboration with international students well, maybe in the 1st place with universities'. (*Transcript interview Jessica*). She mentioned it's important for knowledge exchange within the universities and it could be a good idea to learn from each other.

Desk Research

The organization's study **guide** provided to exchange students from The Garage indicates that students have to develop and will be tested on five competences which they call learning responsibility. The five competences are Design thinking, Applied Research, Co-creation, Critical Reflection, and Conceptual thinking. (HZ Innovation Studio The Garage). It is written that students have to reflect on these learning outcomes in their portfolio in addition

to project outcomes to obtain the first 15 EC. Furthermore, it states that “In the second 15 EC, the written assessment is replaced by a criterion-based interview where students prepare for the interview by outlining at least six learning outcomes in major areas ahead of time.” (*HZ Innovation Studio The Garage*).

Observation

Based on the author's observation, the support, and resources provided to students were similar to the findings from the interview. There were workshops provided at the beginning of the semester for the students about design thinking by supervisors and graduation interns. The supervisor provides help and guidance to the students with weekly meetings in regard to the project. Based on the author's observation, interest and motivation in the project's insights into the interest and motivation of the supervisor therefore they were very responsive and ready to give feedback. The Garage tends to mix up the students for the project, including different nationalities in the group, to make it more diverse.

3.3 Regarding sub-question 4 the most important findings

Regarding sub-question 4. The main concept of this sub-question is to analyze about the motivation for the students to join The Garage, and based on the interview with international students at The Garage these are the insights;

According to Max in the interview(*transcript can be found in Appendix 9*), in regards to his **career goals and range of projects available at The Garage**, He likes the fact that he has been working with real clients and has real experience. (*Transcript interview Max*).

He further stated “ I think that's the best part about it. Having that actual connection with real businesses.” Whereas Cameron, another international student who was interviewed shared his thoughts in regards to how it is doing the project at The Garage; the difference between how teamwork worked in the US and how it is for him at The Garage. (*transcript can be found in Appendix 10*). He also mentioned that I wanted to do The garage program because it seemed like I wanted to do what I wanted to do.” (*Transcript interview Cameron*) in regards to what **motivated** him to join The Garage.

When asked about **mentorship and guidance**, Max stated that “ I think it is really important, especially since I'm not used to any of this” (*Transcript interview Max*). He further shared that he didn't get mentorship at The Garage since one of the supervisors stopped coming to The Garage. Cameron shared similar thoughts regarding this, “ I mean, I do now with Lucas (new coach at The Garage), but like yeah, with Charlotte gone, we didn't know what to do”. (*Transcript interview Cameron*). He further explained, if there's no supervision available it's easier to fall behind with the projects.

In regards to **performance evaluation**, Cameron explained that they have weekly meetings with the supervisor, Timo, Jessica, and Lucas, where they say how they are doing with their project. Apart from that he stated, “ Nobody's talked to me about my portfolio though”. (*Transcript interview Cameron*). Max had similar thoughts, “ Charlotte did that for the first learning outcome, but nobody else really did that”. (*Transcript interview Max*). Addition to this, in regards to **resources** Max mentioned, it would be helpful for the students if The Garage would provide them with portfolio examples which they have to deliver at the end of the project.

Other valuable findings are in regard to how students perceive the **workshops** that are available at The Garage. Max said, “I like the workshop but yeah, it’s kind of hard to figure out for yourself”. (*Transcript interview Max*). Students seemed to be confused about the product they have to deliver at the end. Through the project, students mentioned that they developed soft skills. But in regards to **professional connections**, Cameron said “I feel like I’m a lot more social, like it’s easier to work in a team”. (*Transcript interview Cameron*). *Max’s thoughts on this were,* “I don’t see any business connections here”. (*Transcript interview Max*). He further explained that he is getting to know more general skills like communication with clients.

In regards to how students find the working environment at The Garage, as both of them had similar reactions. It seemed Max liked going to The Garage as it helps him to get more work done. He further said, “(...) but your team also has to be here”. (*Transcript interview Max*). Cameron had a different perspective on this, he reacted more on how he had to trust his colleague for being the contact person. He further said, “It’s been pretty good with my projects.” (*Transcript interview Cameron*).

In general, findings regarding this sub-question 4, from the interview were, they were giving more suggestions on The Garage could change how they function internally. It’s more related to information related to Portfolios, deadlines and feedback sessions.

Observation

Based on the **observation**, the finding for the overall structure at the workplace is that there are a variety of projects available to the students through which students can obtain the learning outcomes as mentioned in the findings for sub-question 3. The most important skills that are obtained are soft skills such as working together in a team, leadership skills, and communication. The support and resources provided are meetings, supervision, and a library with related books. Being a graduation intern at The Garage, there’s no portfolio recruitment to obtain credit.

4. Conclusions

In this section, the conclusion has been presented based on the findings from each sub-questions.

4.1 Conclusion Sub-question 1

The answers to this sub-question offer us an indication of the features and tools that The Garage may employ when putting COIL into practice. The results provide light on faculty participation in COIL programs, communication processes, assessment procedures, and the usage of online tools and platforms. First and foremost, it’s crucial to comprehend how important it is to take the COIL courses’ aims and objectives into account while choosing and employing online tools and features.

Collaboration and engagement among students are facilitated through efficient communication via platforms like Padlet and Zoom, coupled with technologies like WhatsApp and email. The evaluation procedure in COIL courses is similar to that in ordinary classrooms, with a focus on intercultural skills and active participation.

The International Office is first the source of faculty participation, but it gradually grows as more academics show interest as a result of the favorable experiences shared by their colleagues. These observations help to clarify the practical facets of COIL implementation and point out areas that should be further researched and developed to improve the COIL learning experience.

The institution offers assistance and materials to instructors so they may research and use the best methods for promoting digital literacy and enabling group projects. By promoting multidirectional engagement in this way, teachers may enhance the COIL VE experience and provide students access to a rich and interesting virtual learning environment.

4.2 Conclusion Sub-question 2

The results from sub-question 2 provide insight on the actions necessary to maintain uniformity and quality across different institutions as well as how collaborations with other universities may be used to offer a greater selection of courses and programs into the COIL.

Initially, the collaboration component is frequently prioritized over actual travel. To promote intercultural competency, intercultural factors play a prominent role, and activities relating to culture are included in the course. Individual introductions, one-on-one encounters, and group activities are just a few of the tactics used to promote optimal engagement among students.

Concerning faculty participation, it depends on how interested they are in departmental internationalization. It was found that when the partner university is already interested in COIL, connecting with them is simpler. The variety of courses and programs provided on online learning platforms is expanded by collaborations with other institutions through COIL initiatives.

The interview also emphasized how crucial it is to take students' needs and goals into account while creating COIL courses. It seems to be essential to define clear objectives and communicate effectively with students and teachers to achieve consistency and quality across various colleges. By doing this, the institutions' COIL programs may continue to uphold their high standards of quality while providing a greater selection of COIL-related courses and programs.

4.3 Conclusion Sub-question 3

The results of sub-question 3 include information about the motivations of The Garage, how COIL is implemented, and the methods they use to promote global collaboration and student learning outcomes. By introducing COIL, The Garage hopes to enhance its interdisciplinary approach to work and to spread its reach beyond regional study programs to engage with institutions throughout the world. Students that take part in The Garage initiatives learn about leadership and international teamwork. In their portfolios, which are assessed as part of the overall marking process, students are asked to reflect on these learning outcomes. This provides proof of the growth and accomplishments of the students. The organization provides this information in their manual for the exchange students where they emphasize the development of competencies.

The observation of The Garage suggests that the support and resources offered to exchange students are comprehensive and effective in assisting them to attain the targeted

learning goals. Through workshops, they provide students with a variety of resources and support, encourage collaboration across borders, and support the above-mentioned learning goals. The Garage seeks to improve diversity and knowledge exchange inside their business and with partner colleges by encouraging internalization and looking for long-term partnerships.

4.4 Conclusion Sub-question 4

The answers to sub-question 4 shed light on the goals and experiences of foreign students at The Garage, as well as their opinions on workshops, professional relationships, performance reviews, mentoring, and the workplace atmosphere.

The students' desire to join The Garage was due to the chance to work with actual clients and earn useful experience for their professional ambitions. The students valued mentorship and direction, particularly given that they were unfamiliar with The Garage's workplace. However, there have been cases where mentorship was inadequate because supervisors were not present, which led to challenges and might have had a detrimental impact on project development. While the students recognized the improvement of soft skills, opinions on the creation of professional relationships were conflicting.

According to observations of the workplace, there are a variety of projects available for students to do to accomplish the intended learning goals, with a focus on building soft skills such as cooperation, leadership, and communication.

The students suggested better information on portfolios, deadlines, and feedback sessions as ways to enhance internal operations. Despite suggestions for improvement, the working environment was viewed favorably in terms of productivity and trust.

4.5 Overall conclusion/answer to the main research question.

The findings highlight important considerations for implementing COIL, such as selecting and utilizing effective online tools and platforms for communication and collaboration, ensuring faculty involvement and support and establishing partnerships with other universities to expand the range of courses and programs offered.

To encourage incoming students to participate in interdisciplinary projects through COIL, The Garage should focus on enhancing communication and collaboration tools, providing comprehensive mentorship and guidance, improving the evaluation process, and strengthening professional connections. By addressing these aspects, The Garage can offer a compelling and enriching COIL experience that appeals to a diverse range of incoming students and encourages their active participation in interdisciplinary projects.

4.6 Limitations

Regarding limitations, time was quite limited. Even though the interview was done in regards to the related sub-question. There could have been more thorough interviews with potential people but due to lack of time, the author couldn't get in touch with them. Since the interview was done with only two universities who are collaborating, the researcher is aware that the findings may be a generalization of just these two universities. This could be the other

limitation, as it does not give us a bigger perspective on how other universities are collaborating on COIL. Due to this reason and time restrictions, no additional interviews could be conducted. As a result, the range and significance of this analysis can be considerably expanded in future research. Overall, The sources used were reliable. The results might vary for The Garage while implementing it, given the fact that it's a new strategy and different place, different working environment.

5. Recommendations

In these recommendations, two main suggestions are presented. They are supported by SAFe analysis. For each recommendation details about SAFe aspects are included in the Professional Product. All of the recommendations were given to the supervisor at The Garage and were highly valued. All of the recommendations can be implemented in the following academic years, but doing so all at once will take time because it is dependent on elements such as time, effort, and more employees.

5.1 Recommendations 1

The Garage can start by designing a comprehensive COIL program framework that includes ;

Designing of the Projects

Create a wide selection of multidisciplinary projects for the COIL program that is in line with the interests and career goals of incoming students. Making sure that projects are planned to include **cross-cultural interaction and international collaboration**, which will accommodate many academic fields and enable students to meaningfully contribute their knowledge and experience. It is further recommended to add ice-breaker activities while designing the course content such as showing one artifact that is important in your culture or completing a Kahoot) to have students get to know each other.

This advice is **suitable** since it emphasizes how crucial it is to The Garage to match projects with the interests and career goals of prospective students, which increases their enthusiasm to engage. Because it recognizes the need to provide a choice of projects that take into account various academic areas and student preferences, it is **acceptable**. This recommendation has been presented to the supervisor at The Garage through the author's professional product and she agreed that this will help The Garage to set a specific set of course content in favor of the student's academic choices. Since this does not involve requiring funding and The Garage already has resources for the projects, it is **feasible**.

Partner Identification and Collaboration

Develop a method for identifying and forming partnerships with existing or new universities across the world. This involves selecting appropriate partners (who are enthusiastic about the COIL program), negotiating project details, and creating efficient communication channels for teamwork. It is recommended to The Garage to find institutions where they already have connections or colleagues through their academic institutions or discipline groups. It can be done in seminars where the organization attends with other institutions.

It is **suitable** since it aligns with the research findings and emphasizes how crucial international cooperation is for The Garage to foster cross-cultural dialogue and a diversity of viewpoints. Since it acknowledges the necessity of The Garage to develop excellent communication, discuss project specifics, and secure mutual benefit, it is **acceptable**. This recommendation has been presented to The stakeholder which is The Garage, and it has been agreed that doing so will help the organization to negotiate with partner universities. It is **feasible** since the organization already has resources which are the existing partners in order to start the selecting process.

Improve Collaboration and Communication Tools

It is recommended to use skilled online tools and platforms which are already developed at the Garage (such as Ms-teams and Outlook) to let students from different places communicate and collaborate. Providing students with dependable communication channels, project management tools, and collaboration areas to facilitate seamless contact and teamwork.

This advice is **suitable** since it coincides with the study findings and advises The Garage to use online collaboration and communication technologies to improve engagement and cooperation among COIL project participants. It is **acceptable** because it recognizes the significance of employing technology to facilitate successful communication and cooperation. The already developed collaboration tool for COIL has been presented to the supervisor at the garage and she agreed to do so since it will be easy for the mentors and students to use these platforms. It is **feasible** since the channels are already being in use which means there is no requirement for time to find a suitable one.

Recruitment and Preparation of Students

Identify and implement methods for recruiting and preparing students to participate in COIL projects. Provide information sessions or seminars to familiarize students with the program's benefits, requirements, and expectations. Promote the COIL program through multiple channels. It is recommended to create a voice for The Garage(*ambassador*) at the Student success center at the HZ who will help to promote The Garage and COIL projects the organization has to prospective incoming students.

It is **suitable** as it highlights the significance of promoting the program through a dedicated ambassador, raising student awareness, and giving them the knowledge they need to make educated decisions. It is **acceptable** because it benefits The Garage by having designated ambassadors to increase exposure and interaction with potential participants. The recommendation of having a student ambassador has been presented to the stakeholder (The Garage) and has been approved. This recommendation has been already used by another fellow graduate intern for further research to implement it. It is **feasible** because it does not involve the process of finding new channels and resources to promote The Garage.

5.2 Recommendations 2

Provide mentorship and Guidance

Create a thorough mentorship program to assist new students with their COIL projects. It is recommended to assign mentors who can guide students, provide feedback, and handle

any issues or concerns they may have during the assignment. It is also recommended to find a mentor keeping in mind all these factors and provide them with COIL training /workshops beforehand.

This idea is **suitable** because it addresses the need of The Garage for mentoring and advice to assist new students with their COIL projects and create a great learning experience. It is **acceptable** because it recognizes the need of offering guidance and support to students who are unfamiliar with the COIL project environment. This recommendation has been presented to the stakeholder and it has been approved upon and will be looked at further by the organization to provide the workshops. It is **feasible** to provide training and workshops to the mentors since The Garage has the resources for it. These resources are further explained on the author's professional product.

Performance Evaluation of Students

Create a project implementation structure that includes channels for communication, goal tracking, and frequent progress review of the students. Implement systems for student feedback and reflection, to ensure that learning outcomes are measured and documented. There should be awareness of different methods used by partner universities while assessing students. To do so, there should be instructions provided to the students from both sides to make them more clear about the differences. It is recommended to have an evaluation form including goal tracking, an expected outcome of the project, final progress, and reflection on it. This evaluation form can be given to the student at the beginning of the project, mid-term, and towards the end.

It is **suitable** because it allows for the organization to have effective communication, progress monitoring, and evaluation of learning outcomes. It is **acceptable** since it contributes to the overall success of COIL initiatives through the reflective part of the assessment. This has been accepted by The Garage and will be looked at further to implement the assessment forms from upcoming semesters. It is **feasible** because current platforms and technologies may be used to assist student assessment which means there is no requirement for time and resources.

International Office

Improve the **connections with The International Office** to gain more assistance for international collaboration and COIL initiatives. Collaboration with the International Office is **suitable** since it can provide essential assistance and resources for COIL activities. Providing The International Office with an improved guide which will contain a simpler/visual explanation of the organization and provide simple information on student deliveries and evaluation is recommended since this will make the recruitment process easier for the International Office. It is **acceptable** because, by collaborating, both The Garage and the International Office can utilize their respective skills and networks to help the COIL initiative succeed. Collaborating with the International Office in order to get more students and contact partner universities has been presented to the stakeholders (The Garage and the International Office) and has been agreed upon since this will help in the overall performance of the HZ University of Applied Sciences. It is **feasible** since it does not require any additional resources.

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Appendix

Appendix 1 Interview protocol Gretel

Interview Protocols

Project - Graduation Internship

Description of the Interview - To analyze partnership within universities who are collaborating on COIL and to know the features/tools of COIL.

Time - 16:00-17:00

Date- 11/6/2023

Place- Ms-Teams

Interviewer- Gretel Karina Werner Rodríguez

Interviewee- Swastika Regmi and Hanisha Mission

This interview's recording and storage information - The interview findings will be used for The Garage research project " Innovative educational strategies for the digital age". The results will be uploaded in the final report.

Introduction

Name _____

The interview's goal _____

Request permission to record the interview _____

Question

Would you like to introduce yourself?

- 1) Could you please give us some background information about the current coils you have, how many, where, with whom, and what projects you work on?
- 2) Do you have a criteria of what projects you work on with COIL? If yes, what criteria do you use?
- 3) How did you implement COIL?
- 4) How long does the COIL application take to be approved? And do you have any advice on what to do to increase the case of our COIL being approved?
- 5) If you don't mind answering, how do you use the funding received from COIL? For example do you use it to pay teachers, training or pay for staff and student exchange?
- 6) How long are your COILS? Eg 5 weeks, 12 weeks and what is the planning during these projects on COIL?
- 7) How do you communicate with each other?
- 8) What kind of support does COIL provide to Universities and how are the tutorials?
- 9) What platform do you use for the course?
- 10) Can students choose their own platform to communicate?
- 11) Is there a problem with the platform if there are many students joining at the same time?
- 12) Do you provide scholarships or certificates to the students at the end of the program?
- 13) How do you select the staff who are responsible for the COIL program?
- 14) How do you develop the course on COIL?
- 15) How do the courses align with students' PLOs?
- 16) How do you engage students in an online environment? Or is it a blended concept?
- 17) Do you have teachers from many faculties or just one COIL coordinator looking after the program?

Appendix 2 Interview protocol Reinout

Interview Protocols

Project - Graduation Internship

Description of the Interview - To analyze partnership within universities who are collaborating on COIL and to know the features/tools of COIL.

Time - 13:00-14:00

Date- 24/4/2023

Place- Ms-Teams

Interviewer- Reinout Klamer

Interviewee- Swastika Regmi and Hanisha Mission

This Interview's recording and storage information - The interview findings will be used for The Garage research project " Innovative educational strategies for the digital age". The results will be uploaded in the final report.

Introduction

Name _____

The interview's goal _____

Request permission to record the interview _____

Question

Would you like to introduce yourself?

- 1) Could you please give us some background information about the current coils you have, how many, where, with whom, and what projects you work on?
- 2) Do you have a criteria of what projects you work on with COIL? If yes, what criteria do you use?
- 3) How did you implement COIL?
- 4) How long does the COIL application take to be approved? And do you have any advice on what to do to increase the case of our COIL being approved?
- 5) If you don't mind answering, how do you use the funding received from COIL? For example do you use it to pay teachers, training or pay for staff and student exchange?
- 6) How long are your COILS? Eg 5 weeks, 12 weeks and what is the planning during these projects on COIL?
- 7) How do you communicate with each other?
- 8) What kind of support does COIL provide to Universities and how are the tutorials?
- 9) What platform do you use for the course?
- 10) Can students choose their own platform to communicate?
- 11) Is there a problem with the platform if there are many students joining at the same time?
- 12) Do you provide scholarships or certificates to the students at the end of the program?
- 13) How do you select the staff who are responsible for the COIL program?
- 14) How do you develop the course on COIL?
- 15) How do the courses align with students' PLOs?
- 16) How do you engage students in an online environment? Or is it a blended concept?
- 17) Do you have teachers from many faculties or just one COIL coordinator looking after the program?

Appendix 3 Interview protocol Jessica

Interview Protocols

Project - Graduation Internship

Description of the Interview - To analyze the motivation of the Garage to use an Online platform (COIL).

Time - 10:30-11:00

Date- 1/6/2023

Place-MS-Teams

Interviewer- Jessica Borgs-Rongen

Interviewee- Swastika Regmi

This Interview's recording and storage information - The interview findings will be used for The Garage research project " Innovative educational strategies for the digital age". The results will be uploaded in the final report.

Introduction

Name _____

The interview's goal _____

Request permission to record the interview _____

Question

1. What are the specific goals and objectives of The Garage in implementing COIL?
2. Do you have workshops which are available for cultural exchange within students?
3. How do you measure the skills of students in regards to their intercultural competence?
4. What outcomes are you looking for by including The Garage in HZ COIL program?
5. Are there any resources and support that are provided to the students according to their project?
6. In what ways will COIL help to promote internationalization at The Garage?
7. How diverse is The Garage? Do you want it to be more diverse?
8. How does The Garage help the students with international exposure?
9. How will it help The Garage having their COIL program on HZ action plan?

Appendix 4 Interview protocol Max

Interview Protocols

Project - Graduation Internship

Description of the Interview - To analyze the motivation of the incoming students who choose The Garage for their exchange programs.

Time - 11-11:30

Date- 15/5/2023

Place- Garage Innovation Studio

Interviewer- Max Rodriguez

Interviewee- Swastika Regmi and Hanisha Mission

This Interview's recording and storage information - The interview findings will be used for The Garage research project " Innovative educational strategies for the digital age". The results will be uploaded in the final report.

Introduction

Name _____

The interview's goal _____

Request permission to record the interview _____

Question

- 1) Would you like to introduce yourself and what are you doing currently in The Netherlands?
- 2) What type of projects are you interested in?
- 3) How important is the project that aligns with your academic and career goals?
- 4) Prior to joining The Garage, How did you find out about the organization?
- 5) Do you know what was offered to you while joining the HZ University for example: minor at The Garage? Is it also offered to other students at your University?
- 6) How did the International office support you guys with your exchange application? Who was involved in this process from your University?
- 7) What motivated you to participate in The Garage projects?
- 8) Does the range of projects at the Garage align with your interest and goals?
- 9) How important is it to you to have access to mentorship and guidance throughout your project and how do you find it here in The Garage?
- 10) Are there any performance evaluations provided in the organization?
- 11) Do you usually get feedback and advice for your assignment and project at The Garage?
- 12) How do you find the workshops available for your project?
- 13) How have you developed professional connections and relationships after you joined the Garage?
- 14) What kind of resources and support do you feel are important to have access to during the course of the Garage project? (materials necessary for project completion)
- 15) How did you find the work environment with your colleague?
- 16) What do you think about following the course online for cultural exchange with international students?
- 17) Would you like to mention any feedback that you can provide us for your whole journey?
- 18) Is there something you would have done differently or information that you should have already known before joining the Garage?

Appendix 5 Interview protocol Cameron

Interview Protocols

Project - Graduation Internship

Description of the Interview - To analyze the motivation of the incoming students who choose The Garage for their exchange programs.

Time - 11:30-12:00

Date- 15/5/2023

Place- Garage Innovation Studio

Interviewer- Cameron Poliquin

Interviewee- Swastika Regmi and Hanisha Mission

This Interview's recording and storage information - The interview findings will be used for The Garage research project " Innovative educational strategies for the digital age". The results will be uploaded in the final report.

Introduction

Name _____

The interview's goal _____

Request permission to record the interview _____

Question

- 1) Would you like to introduce yourself and what are you doing currently in The Netherlands?
- 2) What type of projects are you interested in?
- 3) How important is the project that aligns with your academic and career goals?
- 4) Prior to joining The garage, How did you find out about the organization?
- 5) Do you know what was offered to you while joining the HZ University for example: minor at The Garage? Is it also offered to other students at your University?
- 6) How did the International office support you guys with your exchange application? Who was involved in this process from your University?
- 7) What motivated you to participate in The Garage projects?
- 8) Does the range of projects at the Garage align with your interest and goals?
- 9) How important is it to you to have access to mentorship and guidance throughout your project and how do you find it here in The Garage?
- 10) Are there any performance evaluations provided in the organization?
- 11) Do you usually get feedback and advice for your assignment and project at The Garage?
- 12) How do you find the workshops available for your project?
- 13) How have you developed professional connections and relationships after you joined the Garage?
- 14) What kind of resources and support do you feel are important to have access to during the course of the Garage project? (materials necessary for project completion)
- 15) How did you find the work environment with your colleague?
- 16) What do you think about following the course online for cultural exchange with international students?
- 17) Would you like to mention any feedback that you can provide us for your whole journey?
- 18) Is there something you would have done differently or information that you should have already known before joining the Garage?

Appendix 6 Transcript Interview Gretel

The interview has been coded. The key-words are colored in a theme and the same colors are used to identify the themes.

Evaluation

Online tools/platform

Faculty involvement

Course development

Engagement

Partnership

Interviewee

Would you like to introduce yourself?

Gretel Karina Werner Rodríguez

Yeah. OK. Well, I'm Gretel Werner. I work here in Monterrey in Mexico. Then this is North Mexico. I'm very close to the border with the United States. So, yeah. Then you have a location on your mind right now. So, yeah. And OK, I've been working here since 2005. Long time ago, I started working in the International Office as an advisor for the business schools and then I switched into the international projects in the university. (....)

Interviewee

Could you please give us some background information about the current coils you have, how many, where, with whom, and what projects you work on?

Gretel Karina Werner Rodríguez

OK. Yeah, sure. OK. So well, I've been coiling. I've been working mostly in my course. Of course it is in intercultural competence and this course basically is for the students that are going abroad. So if you are not, I mean, if you want to go around then you must pass my course 1st and then you can keep doing your process of going to a new university. So, Since our class is

international. We wanted to make our students have the first. The first approach with international students is by doing coil, you know before they leave the country. So this is the first time they have been intercultural. Umm. Interaction. (....) Well, the main course is that they wanted to coil first. It was English for advanced English, but it was much more for conversational English. So we were not heard about to coil with those kinds of you know courses because they wanted to learn English with the Mexican students. So we said maybe that's not a good idea, but let's try to make it work with the intercultural, you know. Uh, topics. You know where the cultural topics are, so that was a good idea. So we started with that. So right now. I can tell you I'm COILING with the universities in Switzerland and the applied science applied Science school in Zurich. And uh, right now also well, working with THUAS with the Den Hauge.

Interviewee

Do you have a criteria of what projects you work on with COIL? If yes, what criteria do you use and how long are the projects?

Gretel Karina Werner Rodríguez

A program that we made every year, so we always work in the spring because this is where my schedule and their schedules are. So there are, you know, very alike because this is one of the most important things that you must know about coils that you have to do your, I mean your school season has to be the same one as your partners. (....) We have some topics for both countries, but they have to tell us how. How are the differences between for example? Umm, I don't know. So sustainability for example, how do you say Netherlands and how it is in Mexico? So our students work in groups and in groups of four or well, 4 Mexicans and four. People from the Dutch and they do the coil from 123. Sometimes it is 3 months, sometimes it is almost four months. So it is, you know it depends on the program, but mostly there are six to now six more. It is 7 to 8 weeks sometimes you know and also on the between there is the.

Interviewee

How did you implement COIL?

Gretel Karina Werner Rodríguez

Well. It started from the International office.

Interviewee
How did you implement COIL?

Gretel Karina Werner Rodríguez
Well, It started from the International office.

Interviewee
What platform do you use for the course? And How do you communicate with each other?

Gretel Karina Werner Rodríguez
We use a padlet and can just see the logo here. OK. It is very friendly. Uh, application? I mean, it is very friendly. Lots of form. It's an educational platform. But let me show you another way because I have a lot to do here. OK, so maybe you can see there are columns. And in each column we do, you know, an activity of course, but we have a. Activities where we met each other and other ones that you can make it, you know another time another. Another time to have the program. But let me go back to this one. Mostly yes. When we work together with Netherlands and Switzerland we when we were with Germany also. We mostly work with tablets

when we work in the United States, sometimes they have their own. (...) **But now that we are much more free and flexible and everything we can use the padlet for both I mean and it's better and it's free also I mean for our students they don't have to pay for it.**

Interviewee
Can students choose their own platform to communicate?

Gretel Karina Werner Rodríguez
Through Padlet

Interviewee
Do you provide scholarships or certificates to the students at the end of the program?

Gretel Karina Werner Rodríguez
We don't give extra credits for doing COIL, we don't (...) **For example, in my evaluation, there's all activities from my course, the grades are for your final evaluation. Like all the points you get is the same one as a regular class. (...) but they work a little bit more than a regular class of course, and they have to compromise.** When we started COIL, we must have. Umm we gave to the students a letter, you know print it later and they have to sign on that they will have the compromise to work with students and international students at the other university. This is when we started and then things changed and they wanted to do it without the you know a letter or without the compromise was there and. (...) Uh, we see that kind of dropping things that are OK. The student didn't show up or the group was made of, I don't know, eight people. And now they were. We have 5, for example. And we make it work, you know, on the way on the process and yeah, but this is I like to talk with the professor before we work. And I ask, I ask if COIL is mandatory or not or how do they evaluate the students. To know how it's gonna be because it is very important that the compromise it's on the evaluation, it's on the grades, if not, it will not work.

Interviewee
How do the courses align with students' PLOs?

Gretel Karina Werner Rodríguez
Umm yeah, design programs. Everyone that wants to go abroad. I mean, it's. Yeah, it's a small

Interviewee

How do the courses align with students' PLOs?

Gretel Karina Werner Rodríguez

Umm yeah, design programs. Everyone that wants to go abroad. I mean, it's. Yeah, it's a small team, you know. And for the other side mostly they are from the for example when I work with the two as they are from facility management. But what they are improving is their English.(...)

Interviewee

How do you engage students in an online environment? Is there a problem with the platform if there are many students joining at the same time?

Gretel Karina Werner Rodríguez

For example, in the program of THAUS we do exercise of first one, when was the first one is it is the Ice Breakers. Sometimes we have one ice breaker, sometimes we have two. It depends on the number of students. If we have a large classroom, for example, imagine 60 people. I mean and we have maybe sometimes divide the team the teams on you know half and 1/2 just because it's gonna be, you know, a long session with 60 people in Mexico, 60 people in Netherlands. So it would never end if we split the classroom in two and sometimes when we have, I mean most of the time they have a class of 30 students so this is not a problem because there are always the same amount of students on the other side. I mean, so we can work well with the same amount of students and what we do first is ask them to put some. Cultural icon, of course. Show your face 1st and put some cultural artifact or put some cultural stuff or food or whatever that means something for you. That means, yeah, it can be that it means something for you because it's just full or maybe it means something for you because it's emotional. (...) It is like one hour or one hour and 20 minutes sort of to make the ice break or the first ice breaker.

emotional. (...) . It is like one hour or one hour and 20 minutes sort of to make the ice break or the first ice breaker.

Interviewee

Do you have teachers from many faculties or just one COIL coordinator looking after the program? How do you select the staff who are responsible for the COIL program?

Gretel Karina Werner Rodríguez

The idea of the coil came from the International office. So the International office started to coordinate coils to all the academic areas. Umm. So there is one person. Yes, he was one person and now they have a team of four people that are improving on the coil. (...)

So the idea came from the International office, because other universities were working on coil and in Latin America there was none. I mean, we were the first ones in Mexico for example, and then other universities in Mexico started to work on coil and.

Interviewee

With how many partners do you work in the COIL? Are these other universities? Or also the work field?

Gretel Karina Werner Rodríguez

Both sides we have an, we know our already partners that we have an agreement sign and everything and sometimes they want it to coil sometimes not, but sometimes we met people as friends, you know when we go to or when we go to this. You know, when you go to events, international events to meet people and just said, OK, you know I'm doing coil, what about you? Are you doing something? No, not not, not me. But I want to start some. Can I start with you for example, just like a friend's school, you know, just because the professors were friends and they started to coil like themselves and and, you know, one thing comes to another.

Interviewee

How often and how do you communicate with students and partners?

Gretel Karina Werner Rodríguez

And we were, you know, we always set a date and a time for everyone to be connected on the zoom session and it mostly.

Interviewee

Are the students from the same program and you give, for example, for the criminal justice system you need to have an idea or is it like they are studying law so they are doing the project in that particular subject or is it just like research like they just choose their own?

Gretel Karina Werner Rodríguez

That, yeah, the second one, they have to do the research on the topic. It doesn't matter where you came from or where you were your, what's your main, your main core or your major at your bachelor? It doesn't matter. Yeah. Because I will tell you about my students in my class, they come from everywhere. (...)

Appendix 7 Transcript Interview Reinout

Online tools/platform	Faculty involvement
Course Development	Engagement
Partnership	

Interviewee

Could you please give us some background information about the current coils you have, how many, where, with whom, and what projects you work on?

Reinout Klamer

Yeah, sometimes. Yeah. No. So at the moment in The Hague University of Applied Sciences, we have about 40 coil projects annually. So each year the coil project basically for The Hague is usually around 30 or so students with one or two lecturers involved. And then on the other side, depending on the partner, it can also be 2030 or 40 students, but they are quite diverse. So we have some that are very small. And some that are quite large. We have one that is, for example, 130 students and the Dutch side. But then usually what you do is you break it down into classes and then each class has a teacher. And then in those classes you also break it down again

because in the end, the goal of coil is of course collaboration. So the 1st letter of the coil and we try to in The Hague, focus on the collaborative aspects. And that is also what separated us from other forms of virtual exchange, because you can follow a course online somewhere else or you can. Do a kind of mooc. Or you can just do a coil, but most of the time work only with your own students in your physical surroundings and only exchange information. But the goal is really to work towards this collaborative part, which means that you try to design the activities in such a way that students become interdependent of each other and that is a process that is not something that every coil achieves. Uh, because you cannot really claim that after working four weeks with the students somewhere else that you then know. How do you collaborate with them? Because it's difficult enough to collaborate with the people already at your own university sometimes. So for me that C part is very important. Of course it's online.

And then it's of course international. So the intercultural aspect is always present. And what we usually do is that the first one or two activities are strongly related to culture and sometimes a crossover between culture and topics. So if the topic is, we had one last time that was about sustainability related to food. So the title was sustainable food and. Every student had to first share their favorite dish, for example, and by doing that only in the small group. So you have a separate page where only six people do that from from three countries, you quickly get a connection between the students, so that that helps. Umm, so the cultural parts very important, but international is not only about the culture, it's also about. The different, different international perspectives on the subject. UM, which are always there, and it's also about managing time zones and managing schedules. So the virtual collaboration part is more difficult. And then in the end you have the L that's for learning. So, so we try to work with internationalized learning outcomes, which means that you asked the lecturers to beforehand before they start doing this coil to meet together and to talk together about the learning outcomes they want to achieve. And and to try to form shared learning outcomes and that can also just be limited to one or two because not everything is the same. So it's that people always have their own perspective as well, but as long as you agree to the main part of the coil, then I think you can get the most out of it. So that's a little bit what I think coil means. (.....)

Interviewee

Do you have a criteria of what projects you work on with COIL and how do you develop the course? If yes, what criteria do you use?

Reinout Klamer

I think at the moment we don't have a set of criteria yet .Usually starts small. Have an online element in it and focus on the collaborative part and not on the travel. If there is travel involved, it should be. You know, not not obliged because they knew going into a different form of collaboration. So we do have some criteria, but we are working on a process where. We try to continuously develop coil projects and we do this now within one pair culty. And what we do there is that we involve the teachers, we involve the educational advisors, we involve a coach, we involve experts and research, and then we look at several coil projects and do interviews with different people, also students and also teachers and. And then to kind of make it better for

the next year. So to try to. Also, in a way, it's a way of measuring, but it's more a qualitative approach than a quantitative approach, yeah.

Interviewee

How do you communicate with each other and What platform do you use for the course?

Reinout Klamer

No, we use it well in the university. We use Blackboard and teams et cetera. But often we find that in the core projects, the university platforms don't always work that well. So for example, I use a padlet quite a lot as a LMS. And Zooms for meetings. Especially with larger groups, but it

can also be other platforms. It depends a bit on the partner. The tools are not the main obstacle anymore, they are still an obstacle, but you have to agree on something.

Interviewee

Can students choose their own platform to communicate?

Reinout Klamer And as I mentioned, when it comes to how students collaborate, yeah, we can say whatever, but they will still use WhatsApp and before Facebook. So because it works better. So yeah, that's up to them.

Reinout Klamer

Yeah, it's usually good to start with the people that want to do something, so that's what we asked. So we ask each program to say, OK, we have this new thing and who wants to start up and then usually there are a few people usually more interested in internationalization, who start with that and then it spreads quite well. Not quite fast, but year on year. Other lectures are then involved. So it is at a facility management program where I also. 14 or so academics are involved, and that just it's a kind of snowball effect, so it's not straight away, but after the project is done, people share the results they are interested in, they say, Oh yeah, maybe I want to join that. And then you continue with that. Yeah. It's a very motivating aspect and that's a bit less emphasized, but it's very motivating for academics as well because you get to know a colleague. (.....)

Interviewee

How do you engage students in an online environment? Or is it a blended concept?

Reinout Klamer

Yeah, it depends a bit. Usually there are some supporting lectures for the home students on each side, so abroad and also here. But I've also had some coils where that's not the case where it's actually more just online. Those are usually when I've seen that it was more senior students as well, so they don't need to manage the classroom. Let's say you need to just then make sure they do the work and how we try to help their collaboration is to break down the activities. So you first start within an individual introduction and then you start with a one to one and then you only do something as a group for example or you start when you start with the group, you first have a discussion on how you're going to work as a group. When are you going to meet each other and which tools are you going to use? Then you know, this kind of collaborative document and that document you then sent to the both teachers on both sides so that it's clear that it has been agreed.

And then you quickly notice if there are students not participating so that you reach out to those students and you see what's going on and if needed, you remove them from the project. And if they just need a push, then you give them a push.

Interviewee

Do you have teachers from many faculties or just one COIL coordinator looking after the program and with how many partners do you work with in the COIL?

Reinout Klamer

I think most of the coils were created through existing partnerships, so there was an exchange, but you know in The Hague the strategy for internationalization was in the past more bottom up. So every faculty and every program has their own partners. So it's not as though one university has all the partners kind of.

Interviewee

Do you have a coil for a particular study program? Is the Coil embedded in the curriculum?

Reinout Klamer

Yeah. So normally we started, we started as an optional course. That's how you would usually start. But we worked towards making it part of the curriculum and now most of them are part of the curriculum, some are situated in minors, especially if they are small and specialized, I would say, but some are also in the majors and then we try to take the theory from internationalization at home. (...) Which basically says we'll make it very purposeful and make it available for all students. So then you also get the students who actually don't want to do this. Yeah, they say, well, why do I need to talk to some people on the other side of the world? And why do I need to speak English? Because I'm Dutch and all this kind of, yeah, argument. And then when they do it, yeah, I would say that some of them then get over this hurdle and they say, oh, this is actually quite nice and some stay a bit stuck in it. They say no, it's still. Yeah, not for me or something. Yeah.

at home. (...) Which basically says we'll make it very purposeful and make it available for all students. So then you also get the students who actually don't want to do this. Yeah, they say, well, why do I need to talk to some people on the other side of the world? And why do I need to speak English? Because I'm Dutch and all this kind of, yeah, argument. And then when they do it, yeah, I would say that some of them then get over this hurdle and they say, oh, this is actually quite nice and some stay a bit stuck in it. They say no, it's still. Yeah, not for me or something. Yeah.

Interviewee

Do you get support from the International Office or other services to set up the COIL?

Reinout Klamer

Well, it started at the program level. So at some programs and I think the programs I can say I got support from my manager to say, OK, I want to spend some time on this and I want to do this, but it was not really an official support. (...) but the International office was not part of the involvement and still is not really. But that's to do more with our international office that folks are on the international students that are here and the programs are more responsible for the content of the, of the courses etcetera. And now I think that we have a bit more support available because we have a bit of a bit bigger.

Appendix 8 Transcript Interview Jessica

Goal	workshop	Learning outcomes	Divers e
Planning	Support and resources	internationalization	

Swastika Regmi

What are the specific goals and objectives of The Garage in implementing COIL?

Jessica Borgs-Rongen

We are thriving here for an interdisciplinary way of working, meaning that students of every study program can come here and work on several projects with real entrepreneurs here in the region. And of course, the A chat has a number of study programs. A had it that that we offer here, but it would be uh even. Better addition is if we can attract international students from other countries, other universities with other study programs who can learn their skills here. Uh, so actually the main goal is to broaden our interdisciplinary way of working, even more so the scope is not only working with study programs of the age set, but working with study programs, universities all over the world.

Swastika Regmi

So when you said, like working with other universities, you mean like you want to do the project that you have been doing with these students right now with the like. I don't know, like students from US or something. Would that be like possible way to do the project? Like online?

Jessica Borgs-Rongen

Like online like we do now.

Swastika Regmi

Yeah.

Jessica Borgs-Rongen

We prefer physically, but after COVID the like, people are way more flexible when it comes to meeting. So if you look at online presence, I think there is a possibility to also collaborate and do projects in an online environment because we can all have a camera. We could we all have teams and we know how to communicate these days to uh video calling. So yeah, it's an option. Umm, we haven't. We don't have any experience with it yet, so it will be a trial. It will be something to look into and to dive into. Whether it is a possibility to do it online as well.

Swastika Regmi

Do you have workshops which are available for cultural exchange within students?

Jessica Borgs-Rongen

We do have workshops we offer at the beginning of the semester and it's called the Workshop Project management and in Project management. We briefly also discuss the uh, the international environment we have here and the way of working that international students differ in working than the Dutch students. Ohh, we explain. We will explain a bit about it. We explain about how they can overcome it or how they can tackle this and make them aware that there are a lot of cultural backgrounds here and that it can be an obstacle, but it can also be something good, like an additional thing that you can learn. But we don't have a workshop specified on only international collaboration. But maybe this. Yeah, we attract more international students here like exchange student. It can be the thing that we can look into whether or not we can provide a workshop or focus on only international collaboration or cultural differences in how to overcome that. And because I know there's loads of information and loads of workshops and

people giving workshops about that. So we do have it, but like in a really short part of the project management workshop.

Swastika Regmi

How do you measure the skills of students in regards to their intercultural competence?

Jessica Borgs-Rongen

Umm, there are some learning outcomes in the portfolio that they have to make because besides working on projects for the entrepreneurs, the students also have to make a portfolio and those portfolios. I think guidelines like the learning outcomes I think. Well, I'm not sure, but one is about international collaboration and about leadership skills. So if you. Talking about measuring that, there's not a great thing to be given like, OK you, you got an A for international collaboration. But we do want the students to have a failure rate on that part of collaboration, like how did you tackle that and how? About working with other backgrounds and cultural differences, and of course the portfolio. In the end it is graded though. But it's, uh, like the part and the learning outcome of working with other cultures is just a tick. Like, did you do that? Is it in your portfolio and did you really evaluate it and that's the way it is assessed, you can say?

Swastika Regmi

Are there any resources and support that are provided to the students according to their project?

Jessica Borgs-Rongen

Ohh for the design thinking, yeah. Well, resources. Yeah, we do have a whole library here with all sorts of resources with books, studies. So yeah, we've loads of them and few see the workshop as a resource. Yeah, I think it is right. We give a workshop design thinking at the beginning of the semester as well and explain all design thinking methods that are the way of where we stimulate the work here. And besides that, literature is also distributed via teams, of course, via teams is our communication channel with all the students that work here. And so literature is being shared there and ohh other information that is and necessary to have or to read. So yeah, we do have loads of resources. (....) Regular update meetings. This discusses progress and uh, yeah, true.

Swastika Regmi

In what ways will COIL help to promote internationalization at The Garage?

Jessica Borgs-Rongen

In what way?

Jessica Borgs-Rongen

That's a good question because the coil is like an online platform, right?

Swastika Regmi

Yeah.

Jessica Borgs-Rongen

And what way? Well, I think then you have to look at it from a marketing perspective because if we are actually going to collaborate or or start with the whole coil program and then. My job is to put it out there, like put it on LinkedIn, put it on Instagram and take pictures, and I don't know what to do. There are loads of opportunities here at the Hz shed where we use the garage, can present ourselves, and if, besides the things that we all do right now, if we can say, but we also have a collaboration program and it's called coil and we work together with the international students from all over the world. They participate in our programs and if you distribute that knowledge that we do that here. Uh, I think we can maybe stimulate international students even more than what's already happening at the age set. (...) Or incoming students. If we promote it, yeah, I think social media is the way to go. We promoted really well on social media and besides that maybe we, uh, working with the International Office as well because I think a whole coil program cannot work without us working together with the International office.

But that's a you, uh, you and hanisha have been busy working with and how to do that and which way to go, but that can promote internationalization (...).

Swastika Regmi

How diverse is The Garage? Do you want it to be more diverse?

Jessica Borgs-Rongen

We want it to be diverse. I think we already are a bit, but we can be more diverse and and I think with the coil program if that's like an continuous collaboration like I don't know four or five year contract or whatsoever if that's a possibility I don't know then you will always have the certainty of and umm certain amount of students who will join the garage so. You can always have that certain view and at the moment we don't have that. Right now we are actually dependent upon the students coming to us.

Swastika Regmi

How does The Garage help the students with international exposure?

Jessica Borgs-Rongen

Uh development, you mean, I think by coming here there is like a the the chances are really big that you are put together in the project group with at least two or three different cultural backgrounds and that's what you also. Experienced and I think if you choose a minor, just a regular minor here at the Hz, the chances are did your enough full Dutch group. And because we stimulate internationalization and we expect the entrepreneurs that we work with to communicate to our students in English, because that's one of our main goals, then I think you

can, we can say as a garage that we offer students an international interdisciplinary way of working. So also for their own personal development. Uh, I think in addition, if you come here to us. Correct me if I'm wrong, but at least that's what I think.

Swastika Regmi

How will it help The Garage having their COIL program on HZ action plan?

Jessica Borgs-Rongen

Well, I'm looking for long term collaboration with international students well, maybe in the 1st place with universities and. Also knowledge exchange I think can be a good one as well, because maybe some universities say well we don't necessarily have students right now this semester this year, but maybe next year. But can we learn from each other. Because we like the way you work and maybe like some knowledge exchange that can also be. (.....)

Appendix 9 Transcript Interview Max

Career goals	Performance evaluation/ Resources
Mentorship/Guidance	Working environment
Professional connection	Workshops / Feedback

Question

Interviewee

Would you like to introduce yourself and what are you doing currently in The Netherlands?

Max Rodriguez

My name is Max. I'm from the United States of America, South Carolina, and over there I'm at USC B I'm an art major, and I came over here. To the innovation studio for a semester.

Interviewee

What type of projects are you interested in?

Max Rodriguez

So right now I'm working on one of them. Is the da Vinci cinema. That was like, so we all picked like we rated which one we want, right. That was my new launch. And I was just interested in it because it

seemed cool, you know? But we're just, like, working with a movie theater. And trying to get them more business to business., I guess.

Interviewee

How important is the project that aligns with your academic and career goals?

Max Rodriguez

Yeah, I like the fact that you get to work like real people and have real experience. I think that's the best part about it. Having that actual connection with real businesses.

Interviewee

Prior to joining The garage, How did you find out about the organization?

Max Rodriguez

Cam. Which he found out is through our school because we're partnered with the schools.(....) they were like, Oh yeah, these are the courses that are available. You can be doing this and this. And this course.

Interviewee

Do you know what was offered to you while joining the HZ University for example: minor at The Garage? Is it also offered to other students at your University?

Max Rodriguez

The only thing we got was the. Like the portfolio thing And then you can garage manual.

Interviewee

How did the International office support you guys with your exchange application? Who was involved in this process from your University?

Max Rodriguez

They just told us what to do. They pretty much just sent us the documents so like, oh, you could do this. You do this and we just did it.

Interviewee

What motivated you to participate in The Garage projects?

Max Rodriguez

So basically they told us to choose one of these exchange programs from the headset or whatever. And I read through all of them and this one sounded like the most interesting to me from what I read.

Interviewee

Does the range of projects at the Garage align with your interest and goals?

Max Rodriguez

Yeah, I would say, yeah. I mean, it's pretty big. I feel like they have. You know, yeah, so, I think just the actual experience with the businesses will help. Like, yeah, just like I think it would help with anyone honestly. Like having that real experience with clients and stuff like that. And being accountable for yourself.

Interviewee

Max Rodriguez

I think it is really important, especially since I'm not used to any of this. Well, because Charlotte left after the first week. Jessica, but she doesn't really like. For guidance really, she would recommend some stuff, but she didn't at the end.

Interviewee

Are there any performance evaluations provided in the organization and Do you usually get feedback and advice for your assignment and project at The Garage?

Max Rodriguez

I mean, Charlotte did that for the first learning outcome, but nobody else really did that.

Interviewee

How do you find the workshops available for your project?

Max Rodriguez

They did everything just like ohh yeah, you figure by yourself. I like the workshop. But yeah, it's kind of hard to figure out for yourself. I feel like they expected that. I knew what it was like. Like I even talked to Jessica one time. Should be like. Ohh yeah, it's just your reflections like she acted like I knew what reflections were, but America would never do that on any of our work. I just, I need to also just help understand the overall. What the Dutch education system is like. And what they expect you to deliver

Interviewee

How have you developed professional connections and relationships after you joined the Garage?

Max Rodriguez

Just me. Mm-hmm. I don't know, I guess. I'm reflecting I guess. I mean I try my best to get to know, like pretty much everyone here felt like. I don't really see any business connections here (...) just like general communication skills with clients, stuff like that.

Interviewee

What kind of resources and support do you feel are important to have access to during the course of the Garage project? (materials necessary for project completion)

Max Rodriguez

The best thing would just be an example of what it should be like. That would help a lot. Even if it's like an online thing or yeah. Yeah, just an example, maybe someone's former portfolio.

Interviewee

How did you find the work environment with your colleague?

Max Rodriguez

It depends who the people are. I think it really just depends on the individuals, because I find that some, yeah, they'll, they'll want to work like, oh, we should do this, like, oh, yeah, let's do it. And sometimes it's not like that. It's just like a bunch of. Chatterboxes, you know, chatting away. But generally, I think being here will help. More work done. But your team also has to be here. That's important. That's not always the case.

Interviewee

What do you think about following the course online for cultural exchange with international students?

Max Rodriguez

I think it'd be cool to have the option, yeah.

Interviewee

Would you like to mention any feedback that you can provide us for your whole journey?

Max Rodriguez

(....), Maybe just more like feedback sessions, stuff like that.

Appendix 10 Transcript Interview Cameron

Career goals	Working environment
Motivation	Professional connection
Mentorship/Guidance	Feedback

Question

Interviewee

Would you like to introduce yourself and what are you doing currently in The Netherlands?

Cameron Poliquin

My name is Cameron. I came from America, as came from University of South Carolina Beaufort studying business and international business here. I'm just doing this semester here.

Interviewee

What type of projects are you interested in and How important is the project that aligns with your academic and career goals?

Cameron Poliquin

Um, I like the Marina project that I'm in. That was pretty cool. It's just, it's not very structured here. I feel like because back home, we're used to like, like, if we're in a group, they're gonna be like, alright, this person, is this person, this person is this person. Here, it's like, do you just two people figure out what

Cameron Poliquin

I mean, I do now with Lucas, but like, yeah, with Charlotte gone. (...) We didn't know what to do. Nobody was really talking to us. When we met with Jessica. We were just like, you know, it's just excuses when you talk to them, because you don't want to tell them or the group doesn't want to tell your supervisor that we haven't done anything in like two weeks. Yeah. But yeah, other than that, it's a pretty good program. But just like falling behind, you can fall behind easily. Yeah

Interviewee

Are there any performance evaluations provided in the organization and Do you usually get feedback and advice for your assignment and project at The Garage?

Cameron Poliquin

I'm working in a rush. I don't know. Like if for example, like Jessica Timo or like Lucas, or like anyone would say like, you guys are doing good with your project for like weekly meetings or something for doing

good. (...) Nobody's talked to me about my portfolio though. I got my grade, but nobody told me how to do it. Nobody told me what to do. Yeah. Other than like the one meeting team have had just to leave everything for you to do and figure it out.

Interviewee

How have you developed professional connections and relationships after you joined the Garage?

Cameron Poliquin

I feel like this is a lot more social. Like it's easier to work in a team. It's definitely gotten me into good habits

Cameron Poliquin

I feel like I'm a lot more social, like it's easier to work in a team. It's definitely gotten me into good habits like, you know, just morning. Like a morning routine coming here working.

What kind of resources and support do you feel are important to have access to during the course of the Garage project? (materials necessary for project completion)

Cameron Poliquin

I'm not good with the Internet. So I usually just use pen and paper. So I don't really know all these like web applications with a question that I just thought about identified.

Interviewee

How did you find the work environment with your colleague?

Cameron Poliquin

I think it's been good, but like, just like, like putting all the trust in one person for like, as a contact person, that they can easily mess up the whole project by not doing anything. So like that kind of kind of will ruin everything. But I mean, it's been pretty good with my projects.

Interviewee

Would you like to mention any feedback that you can provide us for your whole journey?

Cameron Poliquin

Like, I mean, it's pretty cool now like with Lucas, I think he really helps out a lot. Yeah, just knowing the dates of when stuff like main important stuff, like portfolios, and when the course ends. And the hour thing is crazy to like. I don't know, it just seems like because I come over here to do school nine to five every single day. Because back home, we do three classes a day. And that's probably like, two hours. If that. And here it's working eight hours a day, like it's a job. Yeah.

Interviewee

Is there something you would have done differently or information that you should have already known before joining the Garage?

Cameron Poliquin

More about the projects they offer? Because like, I'm not taking the sustainability home, they're gonna

good. (...) Nobody's talked to me about my portfolio though. I got my grade, but nobody told me how to do it. Nobody told me what to do. Yeah. Other than like the one meeting team have had just to leave everything for you to do and figure it out.

Interviewee

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Cameron Poliquin

I feel like I'm a lot more social, like it's easier to work in a team. It's definitely gotten me into good habits like, you know, just morning. Like a morning routine coming here working.

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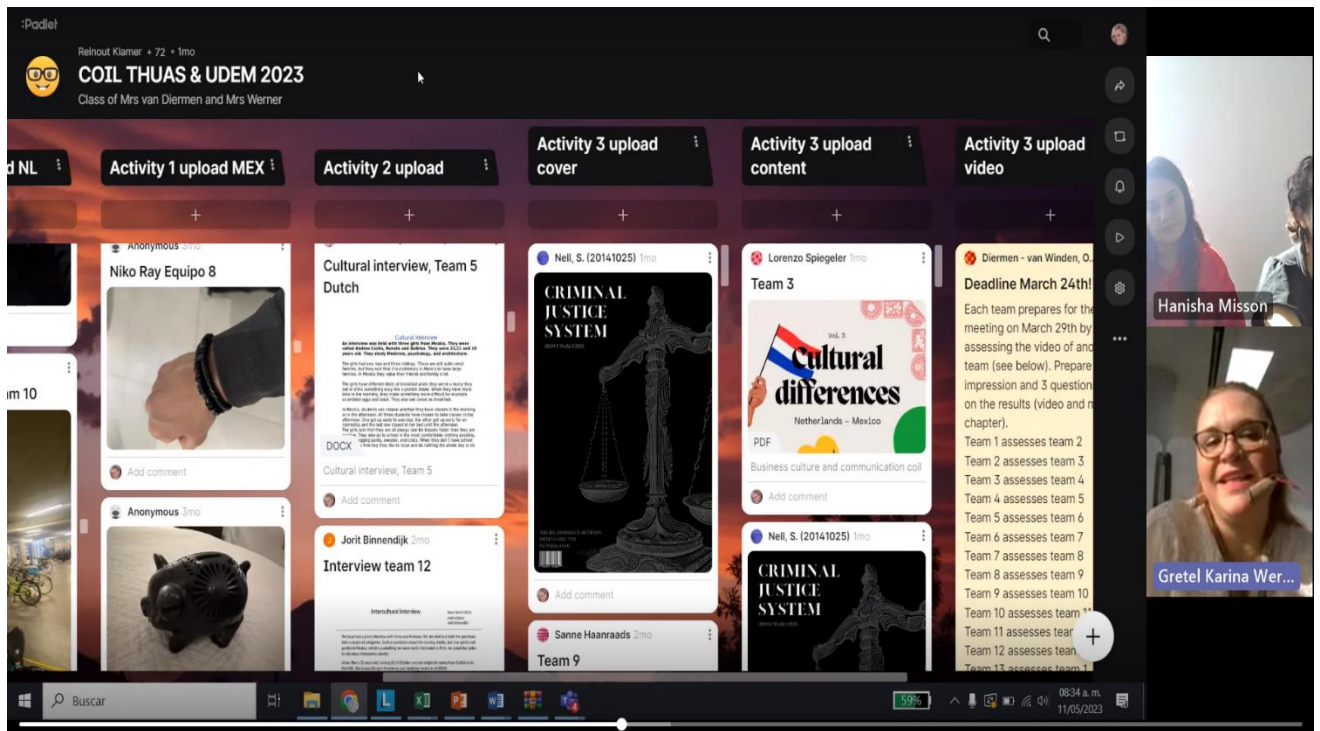
Interviewee

Is there something you would have done differently or information that you should have already known before joining the Garage?

Cameron Poliquin

More about the projects they offer? Because like, I'm not taking the sustainability home, they're gonna laugh at me.

Appendix 11 Interview Gretel



Source- Gretel, Ms-teams, Interview, (2023)