



valencia

26-28 OCTOBER

IVEC  
2022

# COILogues

*Updated on October 11, 2022*

## DESCRIPTION

Standby for a new “COIL” term! We introduce the “COILogue”, courtesy of Stephanie Doscher (FIU) – many thanks, Stephanie! As you may have already appreciated, a COILogue represents the crossroads between “COIL” and “dialogue.” We share and combine the valuable experience of two guest speakers from **differing** backgrounds and world regions who, via a moderator-led dialogue, explore specific selected themes. The twist is that the dialogue will be structured like a COIL; there will be an icebreaker portion, a collaboration portion, and then a reflection. We hope that this session will facilitate the exploration of a topic from multiple perspectives, requiring audience participation during the session. This will hopefully lead to a meaningful exchange and discussion of the topic, leading to a co-worked series of conclusions in which all participants are collaborators.

**Duration per session:** 60 min



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## FORMAT

### Presentation of the COILogue (3 min)

### Icebreaker (10 min)

- In your opinion, what are the three most important cultural competences that we should try to promote in virtual education?

### Presentation/Debate Involving Expert Panel (25 min)

- The discussants will be challenged to narrow down the proposed cultural competences from the icebreaker to just 3
- Audience will be asked to note down similarities and unbridgeable differences between positions taken by the discussants
- Audience will be encouraged to share these with the moderator via a dedicated Twitter hashtag, to facilitate their participation in the debate

### Re-combine with main group and reflection (25 min)

- The objective of the final reflection will be to discuss ways in which the three competences identified in the previous section may be connected in the most productive manner possible. Questions to be answered may include:
  - Could we examine these competences using existing tools? Which one(s)?
  - Will new tools have to be developed to test these competences? If so, what could/should the assessment criteria be? How could we ensure integrity, fairness and reproducibility in assessment considering educational cultural differences between participating regions/institutions?
  - Is it possible that discipline-specific models or mechanisms may need to be developed to ensure a comprehensive measure of the cultural competences? What form should these discipline-specific mechanisms take?