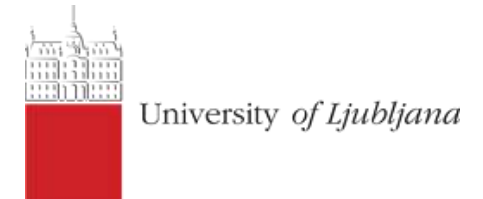


Sustainable Competences
in Higher Education.

‘SustainComp Curriculum’



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COIL

(Collaborative online international learning)

Gender and gender issues across localities and cultures

Zdeněk Janík, Masaryk University

Stages of COIL and COIL Timeline

STAGE	WHAT WILL YOU DO	WHEN and HOW OFTEN
1.	Individually observe and record how you spend your day and create a timeline	1 st week
2.	Get together with your teammates at your university group and share your findings on 'how you spend your day'	2 nd week
3.	Online meetings and group work in international COIL teams	3 rd and 4 th week, at least 2 synchronous online meetings, 60-90 minutes each
4.	COIL teams' presentations to all students	5 th week, synchronous online session/videoconference, 120 minutes (depending on # COIL teams)

Stage 1: Observe and record your day (individual work)

- Start at the beginning of your day and record how you spend your time, moving through the day from the time you wake up to the time you go to bed.
- Create a timeline focusing on: your study/work obligations, do you prefer to study alone or with someone? how you spend time in between classes/lessons? how you spend your free time? who are the people you meet and interact with? In what contexts and situations do you interact with them? Do you accomplish (manage to do) all what you've set to do during the day? Why yes? Why not?

Stage 2: Get together and share your findings. Create a university group's presentation

- Share your findings and observations, identify the differences and similarities between your lives as women and men (or girls and boys) and together create a presentation. Upload the presentation in your COIL TEAM file according to the teacher's instructions.
- *Use the following questions as a guideline for your discussion and for preparing the presentation:*
 - Discuss 'free-time' – is there any? What do girls/boys or women/men do in their free time? What would they like to do in their time? How do you think their time-use will change when they get older?
 - How do workloads/study loads and how people spend free time vary between the sexes and what about the mobility they have?
 - Do you see any differences between females and males? What do you think are the reasons for the differences? What are the underlying causes for these differences? Are there issues you think should be addressed? What needs to change?

Stage 3: Online meetings and group work in international COIL teams

- Your task is to share your university presentation from stage 2 with your partners from the other university in the COIL team. Make sure you reserve enough time in the meeting for 1) sharing presentations, 2) discussion, and 3) note taking.
- After both universities' presentation, discussion follows. Choose two persons who will take notes as a basis for your COIL team presentation. The notes should focus on differences and similarities across cultures, countries, and localities.

Stage 3 (continued)

- *Use the following questions as a guideline for your discussion and for preparation of your COIL team presentation:*
- Did you observe any issues of gender (in)equality in your or other localities? How do you think they should be addressed? What are the most important things that should change for girls/women in the cultures and localities you have learnt about (e.g. in relation to decision making/choices, access to services, mobility)? What can be the barriers to change? Which of these barriers are important to address and how?
- Is any of the targets in SDG # 5 (Targets of gender equality in lesson 2 applicable to what you have learnt in the COIL team discussion? Do you observe any connection between the facts & figures in lesson 2 and the stories (including facts and experiences) you have heard from the partners in the COIL team?
- Prepare max. 10 min presentation as a poster. Upload the presentation in the in your COIL TEAM according to the teacher's instructions.
- Tip on how to create a poster from ppt: from https://www.youtube.com/watch?v=WnholbfcoM&fbclid=IwAR1NoZTarPclaigqsapbNEDf8WuNfWWvgBpGfl_T9eQ0GFctMETyXVRd_k

Stage 4: COIL teams presentations at the videoconference

- COIL teams are split into two groups and present the posters of their COIL group work and discussion outcomes from stage 3. All team members should be involved in presenting.
- All students identify three themes or ideas they have learnt from doing this activity and write them down in three sentences and share with others following the teacher's instructions.
- **END**

THANK YOU



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