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Design and Development of a COIL course

*International collaborative training framework
for the prevention of violent radicalization
in environmental activism*

RESPONSIBLE PARTNER

Complutense University of Madrid
(Spain)

July 2026



Acknowledgment

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Report – WP4.3 –

Design and Development of a COIL Course

Project Name:	ELCRA. Environmental Literacy in Higher Education Context for Preventing Radicalization in Climate Activism
WP 4:	Development of a community of practice on environmental literacy and prevention of radicalized environmental activism
Activity 4.3:	Design and Development of a COIL course: <i>International collaborative training framework for the prevention of violent radicalization in environmental activism.</i>
Partner:	Complutense University of Madrid

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1. Introduction

The Collaborative Online International Learning (COIL) model is a well-established strategy for internationalizing curricula in higher education, enabling the development of intercultural competencies through collaborative and interactive virtual environments (Aili, 2024). The COIL design for a community of practice, as outlined in WP4.3 of the ELCRA project, is titled: *Environmental Literacy and Collective Action in Europe: A Collaborative Online International Learning Experience*. It was designed as an international collaborative experience among the five participating partner universities, focused on environmental literacy and sustainability. Its objective is to promote the development of skills in environmental literacy (Elcra, 2023), sustainability (Campoy-Cubillo & Jimenez -Estrada, 2025), climate change (Petrucchi, 2021), critical and systemic thinking (Rahdar et al., 2023), circular economy, climate activism (Agnese Macaluso, 2016), and intercultural cooperation through online activities structured in phases of presentation, analysis, co-design, and dissemination of results. In this context, the implementation of WP4.3 (Design and Development of a COIL course), coordinated and led by the partner at the Complutense University of Madrid, had the specific objectives of designing training activities to be delivered virtually using the COIL methodology (SUNY COIL Center, 2026) to foster collaborative learning among students from different partners of the ELCRA project. Therefore, the activity required the design, development, and implementation of a collaborative online course. The expected outcomes encompassed the treatment of topics including Environmental Sustainability (Stoeber et al., 2025), Climate Change, Circular Economy, Prevention of Violent Radicalization (Koehler, 2021), and Systemic Change as an in-depth study of the MOOC (Elcra, 2025). The shared technology for visualizing the final product is the Genially platform (2025).

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This COIL is part of the development of the ELCRA project (Environmental Literacy in Higher Education Context for Preventing Violent Radicalization in Climate Activism). In accordance with the ELCRA project's guidelines, the design, development, and implementation of a multilateral COIL with multiple institutions, as proposed, introduces a high level of organizational and pedagogical complexity, requiring specific mechanisms for coordination, standardization, and supervision. In this sense, the design and implementation of the COIL align with the project's objectives of internationalization, interdisciplinary collaboration, and pedagogical transfer.

This report analyzes the COIL with the participation of five European universities, with the aim of identifying key elements for the optimization of this type of initiative.

2. The COIL. Definition and characteristics

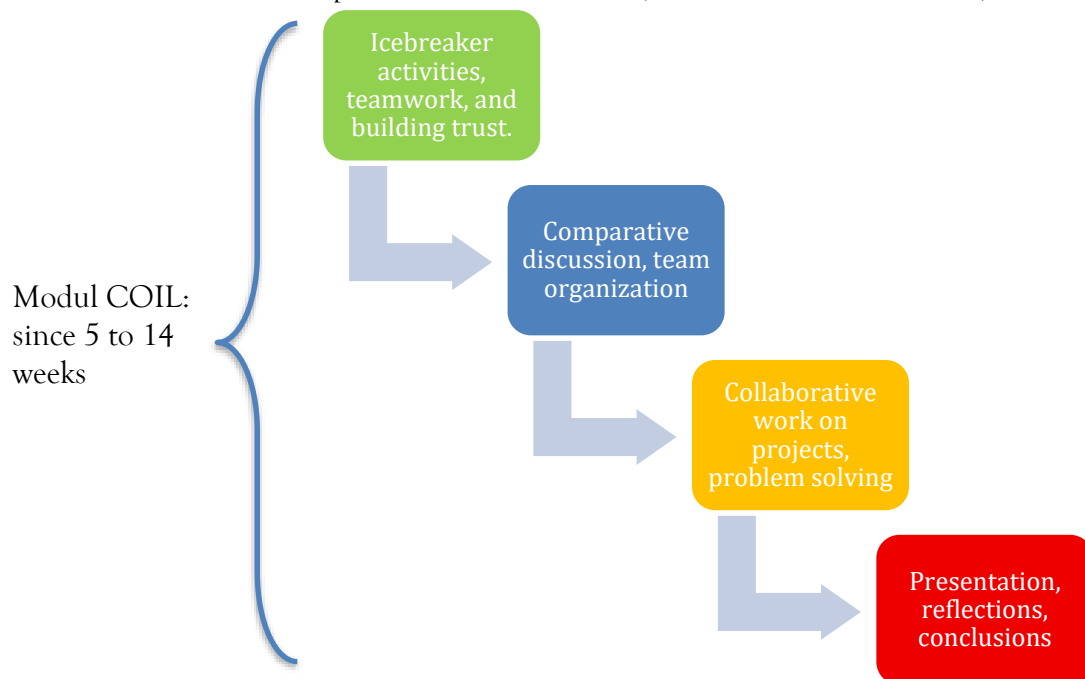
Collaborative Online International Learning (COIL) is a learning method whose fundamental characteristic is connecting students and professors from different cultures to learn, discuss, and

collaborate with each other as part of a class. It takes place between two institutions located in two different countries. Professors participate in designing the learning experience, and students participate in carrying out the designed activities (SUNY COIL Center, 2026). COIL becomes part of the class—on a specific topic—and thus constitutes a consolidated strategy for the internationalization of the curriculum in higher education, enabling the development of intercultural competencies through collaborative virtual environments (UN PRME Working Group, 2025).

As part of an existing course, the COIL component can be developed throughout the entire course, or, more commonly, as a module lasting several weeks during the course. The minimum recommended duration for a COIL module is 5 weeks. Other institutions, such as the SUNY COIL Center (2026), maintain that effective COIL collaborations have a recognized progression through specific phases. A **team-building phase** (including introductions and icebreakers, along with discussions and other activities designed to help students become familiar with and comfortable working with each other online and across cultures); a **second phase** that includes comparative discussions and the organization of the project on which the student teams will work. This stage prepares students for effective teamwork on a project basis. A **third project phase** focuses on the main activity for the collaboration—that is, the moment when students apply their knowledge, create a product together, or hold important discussions on the topic of the collaboration. A **fourth and final phase** consists of the presentation of the work carried out (in any format agreed upon by the collaborating teachers), reflection on both the module content and the intercultural aspects of the collaboration, and the conclusion. Figure 1 below summarizes the aforementioned phases (SUNY COIL Center, 2026).

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Figure 1:
Phases in the development of a COIL module (Source: SUNY COIL Center)



3. COIL design adapted to the objectives of the ELCRA project

The COIL, as part of the work in the development of the ELCRA project, is structured according to the following parameters:

- Five participating universities (Complutense University of Madrid, Jagiellonian University, University of Coimbra, Klaipėda University and University of Siena).
- Fifty students (ten from each university participating in the project).
- Five modules (one per university).
- Six hours of dedication per module.
- Final collaborative product in Genially.

Each partner university in the ELCRA project contributes a group of 10 students (total: 50 students) and 1-2 co-facilitating teachers (5 teachers).

Each university takes charge of a field or area of knowledge, proposing a topic of its choice that is related to the topics covered in the MOOC.

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3.1. COIL standardization strategies adapted to ELCRA

Following the model used by COIL (Collaborative Online International Learning) and other universities (University of Oviedo, Polytechnic University of Valencia), strategies are being developed for creating institutional protocols, guidelines, and rubrics to implement this methodology as a pilot model promoted by the ELCRA project with its five participating partner universities. These strategies allow COIL to be integrated in a repeatable, scalable, and quality-assured way into other similar projects or even into curricula. These strategies focus primarily on:

3.1.1 Curriculum Design: Formal integration into the roadmap of the ELCRA project community of practice, defining shared global competencies among partner universities.

3.1.2 Teacher Training: Standardization of teaching skills through workshops and certifications to ensure mastery of co-teaching, digital tools, and cultural management. To this end, the UCM team, the coordinating partner for the design and implementation of COIL, will provide technical assistance and support to the other partners, which may be through forums, personalized assistance via videoconference, or information in the ELCRA repository.

3.1.3 Information Technology: This COIL design proposes Genially as the standardized digital platform. Genially is an online tool for creating interactive and animated content (presentations, infographics, gamification) without requiring programming or design skills. It allows users to add

buttons, pop-ups, and animations to transform static information into visual experiences, using customizable templates. For this COIL, a common base template has been designed in Genially, establishing a shared narrative architecture, consistent visual criteria, and an integrable modular structure. The integration of the COIL with Genially will be visualized through the various COIL modules. A Genially Guide adapted to the ELCRA COIL is included in the appendices of this report.

3.1.4 Evaluation: Use of standardized institutional rubrics to measure the impact of collaborative learning and the development of intercultural competencies. The use of self-assessment forms is planned once the COIL pilot project has been developed.

3.2. Timing

- Development phase: 3 weeks per module
- Integration phase: 2 additional weeks for:
 - Global review
 - Aesthetic and narrative unification
 - Product adaptation for international workshops

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3.3 General objectives

- Promoting environmental literacy from a European intercultural perspective.
- Develop international virtual collaboration skills (COIL skills).
- Understanding European environmental challenges from social, scientific and ethical perspectives.
- Promote collective and citizen action against climate change.

3.4 Competencies

Table 1:
Competencies that stand out with the development of COIL

Type	Description	Examples
Cognitive:	Critical understanding of European socio-ecological systems	River basins, sustainable agriculture, natural parks, green cities, etc.
Digital:	Use of collaborative tools	Zoom, Moodle, Teams, Genially, etc.
Intercultural:	Effective communication in multicultural teams	Virtual meetings, written communication, empathy, cultural sensitivity, etc.

Ethical-civic:	Commitment to sustainability and environmental responsibility	I use renewable energy, reduce waste, manage water and energy efficiently, promote green transport, embrace the circular economy, and use sustainable materials for biodiversity.
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3.5 Teaching methodology and digital tools

3.5.1. Teaching methodology

The teaching methodology (Montaño Sevillano et al, 2025) that will be applied in the development of COIL, based on the participation of students from different countries, will be based on:

- Project-Based Learning (PBL) and complex problems (PBL-S).
- Mixed international teams (4–6 students).
- Co-teaching: each module facilitated by two teachers from different countries.
- Reflective intercultural learning: integration of forums, journals and spaces for dialogue.
- Systemic approach and use of collaborative tools.

3.5.2 Suggested digital collaborative tools

Synchronous communication: Google Meet (optional: Zoom, Teams)

Asynchronous collaboration: Google Drive

Course management: ELCRA platform (optional: Moodle or Canva)

Strategic: Genially

Final distribution: Genially (optional: Canva or project website)

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3.6 Evaluation

Table 2:

Percentages and evaluation levels for COIL students

Component	Percentages	Criteria
Participation and intercultural forums	20%	Active collaboration, intercultural respect, critical thinking.
Weekly activities and systemic maps	25%	Systemic understanding, creativity, and analytical rigor.
International project for systemic change	40%	Application of complex thinking, originality, viability.
Reflective portfolio and final manifesto	15%	Self-assessment, learning vision, ethical commitment.

3.7 Learning outcomes

At the end of the program, participating students from ELCRA's five partner universities will be able to:

- Analyze environmental problems from interdisciplinary and multinational perspectives.
- Design educational or communication strategies that promote environmental literacy.
- Collaborate virtually with international peers on projects with local impact.
- Communicate results in academic English and multimedia formats.

4. Development of the COIL adapted to ELCRA's objectives

This practical phase of COIL development consists of the materials and the virtual learning environment for each module. A student guide, a schedule of synchronous and asynchronous sessions, and a shared space on the Genially platform (Martín, 2023; Moreau, 2025) have been created, and a guide to this tool has been included for both instructors and students. Finally, the assessment instrument is included.

4.1 Information for students:

PARTICIPATION GUIDE	
What is COIL? Are you interested in sustainability, climate change, and environmental activism from a European and international perspective? This Collaborative International Online Learning (COIL) initiative offers students an innovative transnational learning experience, bringing together participants from five European universities in a shared online environment. As a unifying element of COIL, students from the participating universities will contribute collaboratively using Genially, a shared digital educational tool. Through this collaborative work, students will connect theoretical learning with practical, audience-centered communication. COIL is integrated into the ELCRA project and promotes critical, inclusive, and informed approaches to environmental literacy, climate justice, and civic engagement. The COIL methodology emphasizes peer learning, dialogue in diverse European contexts, and the development of transferable academic and professional skills. The program is organized into five independent modules, each taught by a partner university of the ELCRA project. Each ELCRA partner will be responsible for developing one module using Genially, an interactive resource designed to foster environmental literacy and prevent radicalization related to climate activism. General guidelines: • Workload: 6 hours per module • Format: online (combines synchronous sessions and autonomous work) • Enrollment: Each student participates in only one module. Each module focuses on a specific thematic area, sharing a common COIL methodology based on international collaboration, peer learning, and applied tasks. Modules offered: • Environmental Sustainability and Communication (Complutense University of Madrid)	8

- Emotions and Activism in the Face of Climate Change (Jagellonian University)
- Legal Tools for the Circular Economy (University of Coimbra)
- Critical Thinking for Social Sustainability (University of Klaipėda)
- Prevention of Radicalization in Environmental Activism (University of Siena)

Learning approach:

In all modules, the students:

- They will work in international and intercultural teams
- They will participate in interactive workshops and collaborative activities
- They will apply theoretical knowledge to real environmental and social challenges
- They will co-create practical products such as workshops, tool kits, teaching materials or communication strategies

Participation requirements:

To participate in COIL, students must:

- Complete in advance the ELCRA MOOC “Environmental Literacy and Empowerment for Climate Justice”.
- Commit to actively participating in online sessions and collaborative work

What will you get?

By participating in this COIL, students will:

- They will gain experience in an international learning environment
- They will strengthen their intercultural communication and teamwork skills
- They will develop key skills such as critical thinking, digital literacy, environmental literacy, and collaborative problem-solving
- Deepen your understanding of sustainability, climate activism and democratic participation from a European perspective

Are you interested in participating? Contact your local ELCRA coordinator or the module manager at your home institution for more information and registration details.

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Figure 2:
ELCRA COIL information poster

STUDY ACROSS EUROPE – ONLINE



ELCRA COIL

Environmental Literacy

5 european universities | 100% Online



-  **5 MODULES**
-  **CHOOSE ONE MODULE ONLY**
Each student participates in one module only
-  **ONLY 4 HOURS**
-  **INTERNATIONAL TEAMS**
-  **CREATE A DIGITAL PROJECT**

WHAT'S IN IT FOR YOU?

-  **International experience**
-  **Real teamwork & skills**
-  **Creative digital learning**
-  **Critical thinking on sustainability**





ELCRA

Università di Siena • Complutense University of Madrid
Jagiellonian University • University of Coimbra • Klaipeda University

CONTACT YOUR ELCRA COORDINATOR TO JOIN!


Conformably the
Criteria of Programmes
of the European Union

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4.2 Schedule of sessions for each university

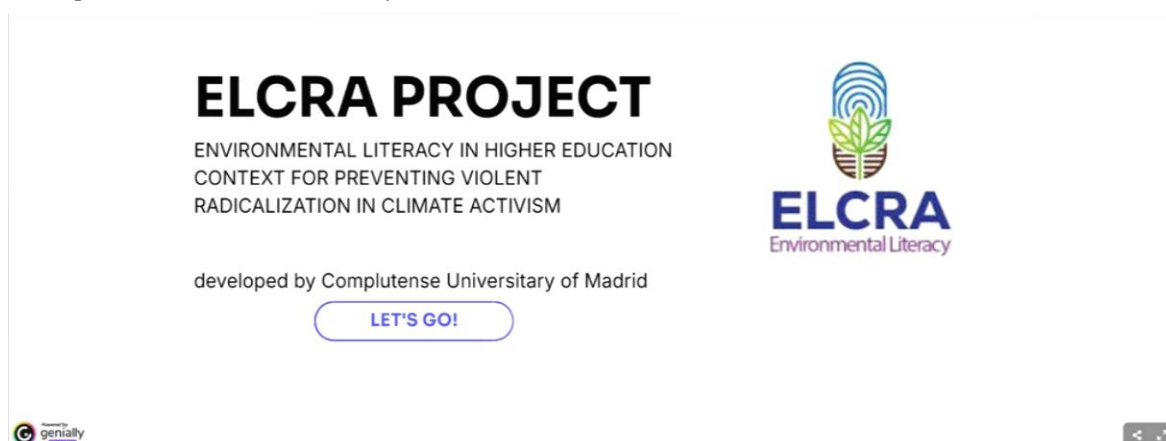
The following table includes the participating institutions, the country they belong to, the modules and the timing of each module, with the final product being the development of Genially by each work team formed in each module.

Table 3:
List of universities, modules and timing.

Country	University and number of students	Timing Start and hours	Module	Final product	Genially integrated
Spain	Complutense University of Madrid (10)	(6 h.) Synchronous start: March 23, 2026 Time: 13:30	1. Environmental Sustainability & Communication	Genially	
Poland	Jagiellonian University of Krakow (10)	(6 h.) Synchronous start: April 24, 2026 Time: 2:00 PM	2. Climate Change Emotions and Activism	Genially	
Portugal	University of Coimbra (10)	(6 h.) Synchronous start: April 23, 2026 Time: 13:30	3. Legal Tools for Circular Economy	Genially	
Lithuania	Klaipėda University (10)	(6 h.) Synchronous start: April 15, 2026 Time: 2:30 PM	4. Critical Thinking for Environmental Sustainability: Towards a Holistic Approach	Genially	
Italy	University of Siena (10)	(6 h.) Synchronous start: April 17, 2026 Time: 13:30	5. Prevention of Radicalization in Environmental Activism	Genially	

4.3 Shared session space (Genially)

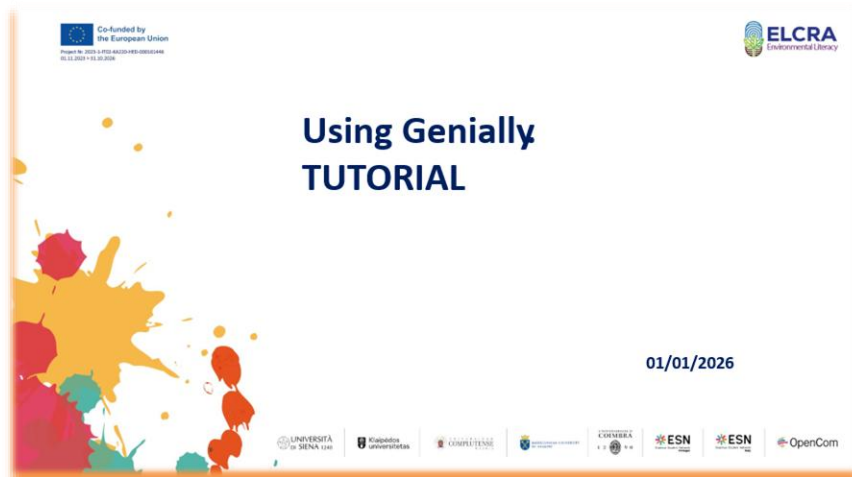
Figure 3:
COIL practice cover with Genially.



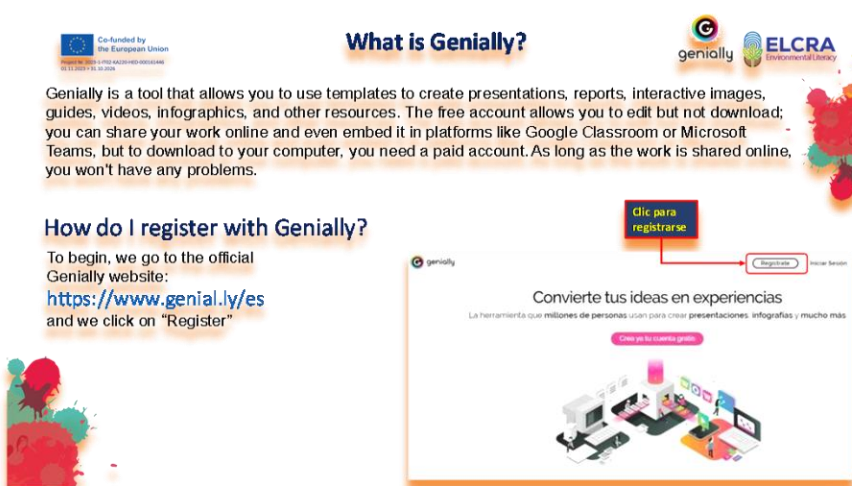
The Genially tool is used with the free version of the platform to avoid generating licensing costs for students. However, if you delve deeper into the application and require additional features, then purchasing a license will be recommended.

4.4 Genially Guide

Figures (1-14) Genially Guide for Teachers and Students

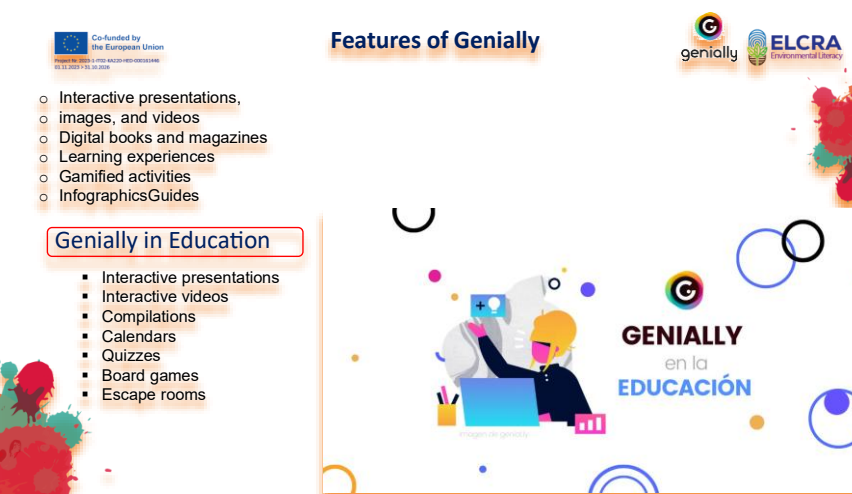


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3

Register at Genially

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01.11.2023 > 31.10.2026

genially ELCRA Environmental Literacy

This screen will appear. We can add our registration details here...

Email

Contraseña

Repetir contraseña

☐ He leído y acepto las condiciones de uso y política de privacidad de Genially.

REGISTRAME

o regístrate con:

Continuar con Google

Facebook Twitter LinkedIn Office 365

We can choose "Continue with Google" if the registration email we are going to use is @gmail, or we can click on any of the other options offered.

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genially ELCRA Environmental Literacy

We select one of these options and then click on "Next"

Elige tu sector

Elige la opción que más te represente

SIGUIENTE

EDUCACIÓN

☐ EDUCACIÓN PRIMARIA (Infantil, primaria)

☐ EDU. SECUNDARIA (Secundaria, Bachillerato, etc.)

☒ EDU. SUPERIOR (Universitaria, grados, posgrados, escuela de negocios)

☐ E-LEARNING

CORPORATIVO

☐ PYME

☐ GRAN EMPRESA

☐ ADMIN. PÚBLIC. Y ONG

☐ FREELANCE

CONTENIDOS DIGITALES

☐ MEDIA

☐ EDITORIAL

☐ AGENCIA (Marketing, Publicidad, Comunicación)

Elige tu perfil

Selecciona el rol con el que más te identifiques.

DESARROLLADOR

SIGUIENTE

PROFESOR

ALUMNO

ADMINISTRADOR

DESIGNADOR

MARKETING Y COMUNICADOR

OTRO

We choose one of these options and then click on "Next"

¡Descubre todos los secretos del universo Genially!

Únete a cientos de miles de personas geniales y no te pierdas descuentos exclusivos, formación gratuita e increíbles contenidos.

ACEPTAR Y CONTINUAR

NO GRACIAS

5

How to create a visual presentation?

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genially ELCRA Environmental Literacy

Once we register, Genially will offer us a screen like the following; we choose the "Presentation" category and click.

PRESENTACIÓN

DOSSIER E INFORMES

LEARNING EXPERIENCE

IMAGEN INTERACTIVA

INFOGRAFÍA HORIZONTAL

INFOGRAFÍA VERTICAL

VIDEO PRESENTACIÓN

PERSONAL BRANDING

SOCIAL

In our case, we click here to choose this template.

Genially shows us a new screen with templates to choose from. If we click here, we'll only see the free templates.

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Presentación Flipped Classroom Genial

Click on "Use this template" to begin editing it.

The program asks us to select the page templates we could use; we select some since we can later change our decision and choose others if we wish.

When finished, we click on "Add" to add these pages (slides) to our presentation.

Selecciona las páginas con las que quieres empezar a crear

Recuerda que si no seleccionas todas las páginas enlazadas, algunas vinculaciones entre páginas podrían no funcionar.

Seleccionar todo

Portada Índice Sección Comp 01

Comp 02 Comp 03 Frase Frase 02

¡Añadir!

7

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01.11.2023 > 31.10.2026

This will be our work desk. Let's look at its structure:

Here we can see the pages (slides) in thumbnail format and, if desired, we can add more pages by clicking the "+ Add page" button.

From this menu we can choose font type, images, change the background, add interactive buttons and other resources.

To begin, we write here a name for the file we are going to modify.

From this menu we can add or delete pages, increase the zoom for better viewing, decide what transition effects our presentation will have, among other options.

"Start" is an interactive button, meaning that clicking it will trigger a programmed action. In our case, we want the presentation to advance to the next page when clicked. To achieve this, we double-click on the border of this button to activate a menu with three options... we click on the middle option to edit it.

To place our text, we click and type.

8

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¿Cómo incluir transiciones y animaciones en la presentación?

Here we see that the "Go to page" option is active and that the page to go to is called "Index" (the slide indicates which page to go to).

Finally, we click on "Save".

To add a transition, click on the page (slide) and then click on this icon.

INTERACTIVIDAD

Selecciona una página con la que conectar

Índice

Sección

Videos

Texto

Procesos

Calendario

Virus

Imagen

Timeline

9

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To add/change the animation of an object, first click on the object to activate the options menu

Click here to hide this window.

From the right side of the screen appears this window with animation options; we just need to click on the options we like best.

On the right side of the screen, this window will open. Here, we select one of the options and click on "Apply to all pages" if we want the entire presentation to have the same transition effect.

Then this menu will appear, click here.

If we want to change or add the link to a web page, we click here.

10

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01.11.2023 > 31.10.2026

This window will appear; click on "Link".

Here we paste the URL of the site to which we are going to link our work.

Then we click on "Save".

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To see how our presentation is progressing, we can click on the preview. The icon is located at the top right of our screen.

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How do we publish our presentation?

Remember that Genially will require you to upgrade to the Premium Plan if you want to download your work. With the free version, you can only publish the presentation and send the access link to those you want to view it. To publish, first click "DONE!"

This window will open. We write a title and a description of the job here...

Then we click on "DONE!"

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How do we publish our presentation?



By clicking here we will get a link to send through social networks so that our readers can enjoy our work.

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5. Preparation of the assessment instrument

Table 4:
COIL Planning and Preparation

Timestamp	Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work	Teaching Instructors (students in the role of teacher) use a variety of teaching strategies Instructors solicit and discuss questions several times during the class	Process The class or lesson is well-organized Transitions from one topic to another are timely and logical	Environment (For the attendees) Students or attendees are engaged and “on task” Students or attendees are able to contribute to the learning experience in the class. Students or attendees can contribute to the learning process in the class and put what they have learned into practice.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: All the goals and purpose were stated Count: 1	Count: 1	Select	Select	Select
2/06/2026 17:08:20	All the goals and purpose were stated	Students used a variety of teaching instructions.	The transitions were timely	Students could contribute

Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Excellent approach. This peer teaching approach also allows for a structural connection between current content and previous experiential learning. Count: 1	Count: 1	Select	Select	Select
15/06/2026 10:21:12	Excellent approach. This peer teaching approach also allows for a structural connection between current content and previous experiential learning.	Very good. It represents an effective "active learning" and ongoing monitoring strategy.	A well-planned classroom structure. This also reduces downtime and maximizes the effectiveness of knowledge transfer.	Optimal strategy. The classroom setting promotes proactive participation from the class group, encouraging students to actively participate in co- constructing the learning experience and simultaneously offering concrete opportunities for practical application of acquired skills.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: The	Count: 1	Select	Select	Select

instructors stated the goals and purpose Count: 1				
2/06/2026 17:05:15	The instructors stated the goals and purpose	Instructors used teaching and engaging strategies.	The transitions were well perceived and logical	The attendees were "on task"
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: The instructors were clear from the very beginning in defining the objectives of the activity. Already in the preliminary email communication, they invited participants to take part in a moment of sharing and reflection on the Collaborative Online Intensive Learning (COIL) experiences carried out within the ELCRA project together with partner universities. It was immediately clear that the workshop aimed to provide an opportunity for exchange among colleagues who had participated in collaborative international learning experiences involving	Count: 1	Select	Select	Select

students from different universities. I particularly appreciated the opportunity to learn more about the technical aspects of designing and developing a project using Genially. The session had an informal format, which suited the purpose of the activity well. As a possible suggestion, considering that some participants were present but were not directly invited to share their experiences, it could have been interesting to involve them briefly in the discussion about their own COIL projects, although I understand that the available time was limited. The instructors connected the workshop very effectively to the broader ELCRA project. They clearly explained how the project originated, its current stage of development, and the reasons for organizing this session. This helped create a strong sense of continuity between the previous activities and the workshop itself. I had no difficulty understanding the

process that led to this moment and appreciated how the activity was framed within the wider project context. Count: 1				
15/06/2026 10:49:22	The instructors were clear from the very beginning in defining the objectives of the activity. Already in the preliminary email communication, they invited participants to take part in a moment of sharing and reflection on the Collaborative Online Intensive Learning (COIL) experiences carried out within the ELCRA project together with partner universities. It was immediately clear that the workshop aimed to provide an opportunity for exchange among colleagues who had participated in collaborative international learning experiences involving students from different universities. I particularly appreciated the opportunity to learn more about the technical aspects of designing and developing a project	Despite the limited time available, the instructors managed the session effectively by combining different teaching approaches. They alternated theoretical explanations, technical demonstrations, opportunities for questions, and moments of discussion involving participants and the project coordinator. It was particularly useful to see in detail how the University of Siena's COIL project had been designed and developed, including the presentation of the Genially resource that supported the project. I also appreciated the final request for feedback, which provided an opportunity for participants to reflect on the experience and share suggestions that may be useful for future activities. Throughout the workshop, the instructors created an	The workshop was well organized and coherent with its objectives. Even within a relatively short timeframe, the different components of the session were structured clearly and effectively. The balance between contextual information about the project, the presentation of the COIL experience, the technical demonstration, and the final discussion allowed participants to follow the workshop without difficulty. The transitions between topics were smooth and logical. The workshop moved naturally from the broader context of the ELCRA project to the presentation of the specific COIL experience, then to the technical aspects of project development, and finally to discussion and feedback. This progression helped maintain continuity and made the overall	Participants appeared engaged and attentive throughout the workshop. The informal atmosphere encouraged active listening and participation, while the relevance of the topic generated interest among attendees. The opportunity to learn from colleagues' experiences and discuss practical examples contributed to maintaining engagement during the session. The workshop provided opportunities for participants to contribute through questions, comments, and reflections. The instructors actively encouraged participation and created a collaborative environment in which different experiences and perspectives could be shared. This contributed positively to the overall

	using Genially. The session had an informal format, which suited the purpose of the activity well. As a possible suggestion, considering that some participants were present but were not directly invited to share their experiences, it could have been interesting to involve them briefly in the discussion about their own COIL projects, although I understand that the available time was limited. The instructors connected the workshop very effectively to the broader ELCRA project. They clearly explained how the project originated, its current stage of development, and the reasons for organizing this session. This helped create a strong sense of continuity between the previous activities and the workshop itself. I had no difficulty understanding the process that led to this moment and appreciated how the activity was framed within the wider project context.	open, informal, and welcoming atmosphere that encouraged participation. Questions, comments, and reflections were welcomed and addressed thoughtfully. Participants were given space to engage in the discussion, and every contribution was treated with attention and respect. This approach fostered a positive environment for dialogue and exchange among colleagues.	learning experience easy to follow.	learning experience. The workshop offered practical insights that participants can apply in future educational and collaborative initiatives. In particular, the detailed presentation of the COIL project and the use of Genially provided concrete examples of how similar activities can be designed and implemented. The exchange of experiences and the discussion of lessons learned encouraged participants to reflect on how these approaches could be adapted to their own contexts and future projects.
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Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: The session was clearly led by the students in their role as presenters, who outlined the project's main objectives and results. Count: 1				
15/06/2026 9:58:35	The session was clearly led by the students in their role as presenters, who outlined the project's main objectives and results.	The project launch event was held online, but we were able to stay engaged and interested throughout the session thanks to the encouragement of participation.	The session was well run; it was primarily intended to provide information on the process and results, and in that respect, the objective was achieved.	Students or attendees are able to contribute to the learning experience in the class.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: The students stated the purpose of the workshop clearly. As it was the first time they talk to the specific students, there was not a continuation of any previous class, yet, they said	Count: 1	Select	Select	Select

the workshop is based on the COIL outcome and used the content created during the COIL. Count: 1				
26/06/2026 17:28:29	The students stated the purpose of the workshop clearly. As it was the first time they talk to the specific students, there was not a continuation of any previous class, yet, they said the workshop is based on the COIL outcome and used the content created during the COIL.	Yes, there were moments of reflection and discussion during the workshop. Part of the material had a form of mini-lecture, but there were also moments of practice.	Yes, it was well-organized.	Students were engaged and had additional questions at the end as well.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Yes Count: 2	Count: 2	Select	Select	Select
9/06/2026 20:39:06	Yes	Yes	Yes	Yes
15/06/2026 9:58:19	yes	yes	yes	yes
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Yes, the	Count: 1	Select	Select	Select

instructors (students acting as teachers) state the objectives and purpose of the course. They connect this course to the content and work done in previous lessons. Count: 1				
15/06/2026 15:58:22	Yes, the instructors (students acting as teachers) state the objectives and purpose of the course. They connect this course to the content and work done in previous lessons.	Yes, the instructors (students acting as teachers) use a variety of instructional strategies, and they solicit and discuss questions throughout the lesson.	Yes, the lesson is well-organized, and the transitions from one topic to another are timely and logical.	Yes, the students or participants are engaged and "on task." They are able to contribute to the classroom learning experience and process, and they can practice what they have learned.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Yes, the lesson was well connected to the work carried out previously. Count: 1				
	Count: 1	Select	Select	Select
15/06/2026 15:00:34	Yes, the lesson was well connected to the work carried out previously.	Yes, questions were asked several times to encourage discussion and the sharing of ideas.	Yes, the transitions are logical and several connections were made, with explanations also provided for those who are less	Instructions were given to enable students to take part in the learning process and to actively participate firsthand. Especially because

			familiar with the subject matter.	the process that led to the result was clearly explained.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Yes, the planning included the context explanation, and the goals were correctly explained Count: 1	Count: 1	Select	Select	Select
2/06/2026 16:56:27	Yes, the planning included the context explanation, and the goals were correctly explained	Yes, each participant developed its own dynamics (kahoot, role play, mentimeter, oral quiz)	Yes, the transition was logic. One of the participants over-extended her session.	yes, the students were highly engaged and eager to participate.
Planning and Preparation Instructors (students in the role of teacher) state the goals and purpose for the class Instructor link this class to the content of previous class and class work: Yes, the student-instructors explain what the course aims to achieve and why it matters, drawing connections to the topics and work from previous sessions. Count: 1	Count: 1	Select	Select	Select
29/06/2026 13:19:19	Yes, the student-instructors explain what the course aims	Across the workshop, the instructors cultivated an	The workshop was well organized and aligned with	Students stayed engaged throughout and had more

	to achieve and why it matters, drawing connections to the topics and work from previous sessions.	open, informal, and welcoming environment that encouraged everyone to join in. They responded thoughtfully to questions, comments, and reflections alike, giving participants the space to engage while treating every contribution with care and respect. The result was a positive climate for conversation and exchange among peers.	its objectives. Despite the relatively short timeframe, its various components were structured clearly and effectively. The balance between background information on the project, the presentation of the COIL experience, the technical demonstration, and the closing discussion allowed participants to follow along without difficulty.	questions to ask by the end of the session.
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International collaborative training framework for the prevention of violent radicalization in environmental activism

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Appendices

APPENDIX 1: Evaluation guide for the use of Genially adapted to COIL

Using Genially requires combining clear design guidelines with simple analytical rubrics shared with students. Below is a proposed Genially guide with a structure adaptable to COIL (Community-Based Learning) focused on the topics of sustainability, climate change, and environmental literacy and activism.

Genially principles, for:

- Create interactive resources (presentations, maps, infographics, escape rooms) that integrate short text, images, video, and external links.
- Prioritize pre-made educational templates (presentation, timeline, infographic, game, rubric) and customize them according to the task.
- Incorporate meaningful interactivity: buttons, layers, pop-up windows, and questions that encourage exploration and decision-making.
- Leverage gamification (points, challenges, progress) to increase engagement, while maintaining a focus on learning objectives.

Task design with Genially

- Possible tasks:
 - Interactive infographic about a socio-ecological conflict.
 - Timeline of an environmental activism case.
 - Storymap or guided presentation about a complex system (actors, loops, scenarios).
 - Escape room or interactive quiz about radicalization prevention and critical thinking.
- Minimum requirements for each task:
 - Use of a template appropriate to the objective (infographic, timeline, game, rubric, etc.).
 - At least 3–4 interactive elements (buttons, hotspots, layers) that expand on information or pose questions.
 - Inclusion of sources and links to quality resources (scientific bodies, European institutions, Elcra Project, NGOs).
 - For teamwork, activate co- -editing and define roles (coordination, content writing, visual design, critical review).

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Genially evaluation rubric (product)

Example of a 4-level analytical rubric, based on Genially's guidelines on criteria and achievement levels.

Criterion	Excellent	Well	Areas for improvement	Insufficient
Conceptual content	It rigorously and clearly explains the climate/systemic problem; it includes well-cited, reliable data and sources.	Content mostly correct; some minor inaccuracies.	Incomplete or unclear information; key elements or context are missing.	Serious errors, lack of sources, or confusing messages.
Systems Thinking	It identifies key actors, relationships, and feedback loops; it shows consequences at various levels (local, -global, short-term, long-term).	It recognizes actors and some relationships, with a certain depth.	The relationship between elements is rather linear, with few connections.	Fragmented presentation with no relationships between elements.
Prevention of radicalization	It presents scenarios and messages that promote critical thinking, democratic participation, and explicit rejection of violence.	It mentions risks and democratic responses, although in a superficial way.	Generic references to “extremism” without clear educational strategies.	Ambiguous, sensationalist messages, or messages that may normalize violence.
Interactivity and design	Interactivity consistent with the objectives (buttons, layers, quizzes); legible and accessible design on various devices.	Good basic use of interactivity; decent design with minor clarity issues.	Limited interactivity or poorly aligned with the content; cluttered or confusing design.	Little or no interactivity; disorganized design that hinders comprehension.
Originality and narrative	Construct a clear narrative (beginning, -conflict, scenarios, ending) with a creative approach and intercultural perspective.	An interesting presentation with some narrative or creative elements.	Poorly structured narrative; limited creativity.	A purely expository presentation, without a narrative thread.

Each cell can be associated with a score range (e.g., 4321 -) to facilitate overall grading.

Process rubric (collaborative and intercultural work)

- Suggested criteria, aligned with Genially's recommendations on evaluating skills and teamwork:
 - Contribution to the team (task completion, initiative, responsibility).
 - Intercultural collaboration (listening, respect, integration of perspectives from other countries).
 - Problem solving (ability to propose alternatives, negotiate design decisions).
 - Critical reflection (ability to question extreme sources and narratives).
- Each criterion is described at 4 clear levels, avoiding ambiguous formulations and sharing the rubric with the students at the beginning of the project.

Self-assessment and peer assessment

- Genially offers specific rubric and self-assessment templates that can be adapted so that students can evaluate their own product and processes.
- It is recommended to combine:
 - Individual self-assessment at the end of the use of Genially (what they have learned, what they would improve).
 - Peer assessment between teams, using a simplified version of the product rubric to provide narrative feedback.



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