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Assessing Learning Without Borders: A Validated COIL Scale for Teacher Roles, Social Capital and Learner Development

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ABSTRACT Higher education institutions increasingly view internationalisation as a strategic means to enhance global engagement, strengthen soft power, and build international partnerships. However, the high costs associated with physical mobility present significant challenges. Collaborative Online International Learning (COIL) offers a sustainable alternative, yet existing assessment instruments primarily focus on student interactions, teamwork, and peer reflection, overlooking the critical roles of educators and relational networks. This study addresses this gap by developing and validating a comprehensive COIL measurement scale. Drawing on Constructivist Learning Theory, Social Capital Theory, Cognitivism, and Transformative Learning Theory, key constructs underpinning COIL implementation were identified and conceptualised. The scale development process involved item generation, content validation using the Content Validity Ratio (CVR) and Scale Content Validity Ratio (S-CVR), construct validation through Exploratory Factor Analysis, KMO, and Bartlett's tests, and reliability assessment using Cronbach's alpha. The validated scale measures teacher roles, social capital, and learner/professional development, providing a robust tool for evaluating and strengthening sustainable internationalisation initiatives in higher education.