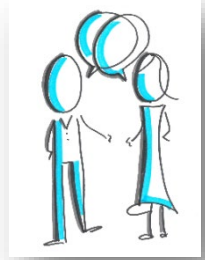# Teaching and Learning in the International Classroom
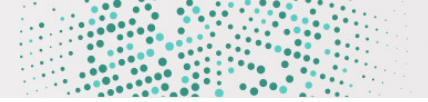
Let's get started …

All participants receive a worksheet with a question and a post-it on the back.

- **Note your own answer(s)** to the question on your sheet.

- Get up, walk around, and ask your question to colleagues who have a **different colour post-it** on their worksheet. In turn, answer their questions.

- Form a **group with the colleagues who have the same question/colour** as you do yourself. Synthesise your responses on a flip chart.
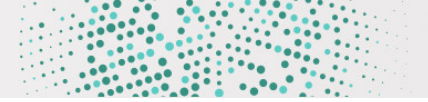
Goals – Intended Learning Outcomes 1

At the end of this module, you should have raised your awareness of the factors characterising teaching and learning in the international classroom and should be able to –

1. Describe the key concepts introduced.

2. Identify different forms of and conditions for internationalisation within your own higher education institution.

Slide 3

Goals – Intended Learning Outcomes 2

3. Describe the opportunities and challenges in the international classroom and begin to take them into account in your own local contexts.

4. Explain the meaning and the interrelatedness of the key educational, cultural, and linguistic factors characterizing the international classroom.

Slide 4

Programme outline 1

Where are you now?

- Icebreaker: Mutual expectations

- Goals & programme for the day

- International classroom – what do we actually mean? Key concepts

- Internationalisation in your context – your agency

- Opportunities and challenges in the IC

Programme outline 2

- Good Practice Principles

- From principles to practice: Applying the GPP

- Wrap-up

Programme outline 1

Where are you now?

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- International classroom – what do we actually mean? Key concepts

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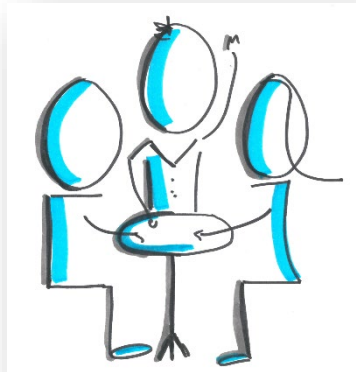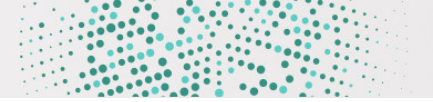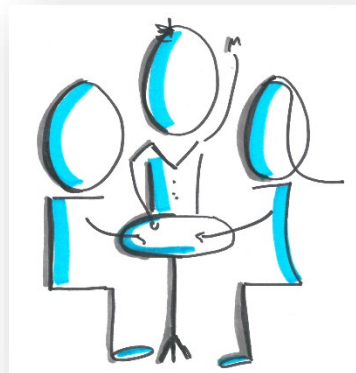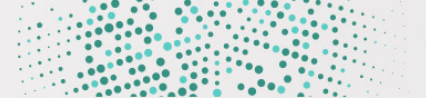- Opportunities and challenges in the IC

The international classroom

International programmes

English Medium Instruction

Multicultural classroom

International classroom
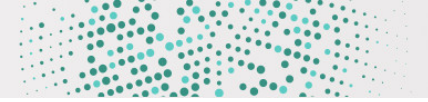
Multilingual classroom

What do we actually mean?

- International classroom: multiple meanings; cover term

- English Medium Instruction – taught/learned through English

- International programmes – internationalised curricula

- Multicultural classroom – lecturers & students with different cultural backgrounds

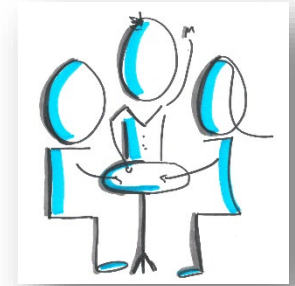- Multilingual classroom – different linguistic backgrounds
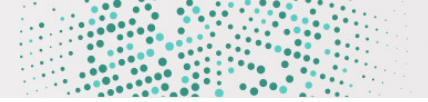
Key concepts

At your tables:

- Consider the definitions of the key concepts:

  - Comprehensive Internationalisation

  - Internationalisation of Higher Education

  - Internationalisation of the Curriculum

  - Internationalisation at Home

- What are for you the key words or the most salient points in these definitions?

Slide 10

Comprehensive internationalisation

Commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise … It is an institutional imperative, not just a desirable possibility … [It] not only impacts all of campus life but the institution's external frames of reference, partnerships and relations.

(Hudzik 2011:6)

Internationalisation in higher education

[Internationalisation of Higher Education is] the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

(de Wit et al. 2015:29)

Slide 12

Internationalisation of the curriculum 1

Internationalisation of the curriculum is the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

(Leask 2015)

Slide 13

Internationalisation of the curriculum 2

- It is an intentional, purposeful process, focused on the assurance of international / intercultural learning outcomes.
- The learning outcomes are important for all students.

(Leask 2015)

Slide 14

Internationalisation at home (I@H)

I@H is part of the internationalised curriculum.

I@H includes all students, not only those who are mobile.

Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

(Beelen & Jones 2015)

Slide 15

An interculturally competent graduate …

is able to understand, evaluate and relate to ambiguous and uncertain situations and to make culturally correct attributions. This is someone who realizes the relative validity of his or her own frame of reference, yet is firmly rooted in it. This individual is also able to select and use communication styles and behaviour that fit a specific local or intercultural context. An intercultural interaction is seen as successful when interactants (or the systems of interactants) are able to develop shared meaning, while acknowledging their own and others' sociocultural context.

(Gregersen-Hermans, 2016:111)

Slide 16

Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Aquiering and applying contextual and intercultural knowledge to different cultural contexts

IntlUni Principles
www.IntlUni.eu
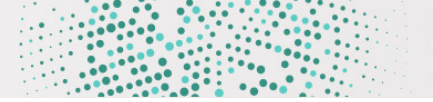
EQUiiP Educational Quality at Universities for inclusive international Programmes

Programme outline 1

Where are you now?

- Icebreaker: Mutual expectations

- Goals & programme for the day

- International classroom – what do we actually mean? Key concepts

- **Internationalisation in your context – your agency**

- Opportunities and challenges in the IC
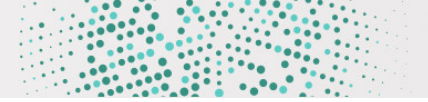
Internationalisation in your context

Where is your university now? What agency do you have?

- Individually, please consider the statements in the worksheet. Indicate your answer to each statement.

- At your tables, compare your responses: Where do you agree and where do you differ? Why?

- Debriefing in the large group.

Slide 19

Your context 1

1. The institutional policies on internationalisation and diversity are understood and well-accepted throughout my university.
2. There is an international and intercultural dimension in the design of our programmes and in the teaching of our courses.
3. My university actively seeks to develop quality internationalisation at home.
4. My university actively supports the development of students' intercultural competences, e.g. as demonstrated in their graduate attributes.
5. My university actively seeks to support all students in their learning.

Your context 2

6. Teaching through English is a widely supported practice.

7. Most multicultural and diverse student groups are taught through the local language.

8. Lecturers are ready to adapt their approach to diverse, multilingual and multicultural student groups.

9. My university places high value on the professional development of lecturers.

10. I am able to effect meaningful changes in teaching and learning processes and practices in order to support the students in achieving their course Internationalised Intended Learning Outcomes (IILOs).

Programme outline

Where are you now?

- Icebreaker: Mutual expectations

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- International classroom – what do we actually mean? Key concepts

- Internationalisation in your context – your agency

- Opportunities and challenges in the IC

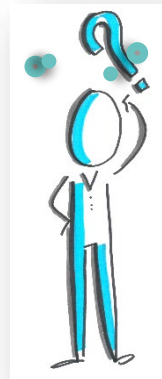Slide 22

Opportunities and challenges 1

Individually, consider the following questions:

Opportunities: What are for you the most significant opportunities in the international classroom?

Challenges: What are for you the biggest challenges in the international classroom?

Slide 23

Challenges?

Opportunities?

Opportunities and challenges 2

At your tables:

- Identify the opportunities and challenges as you see them.

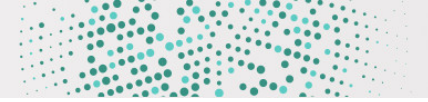- Write one opportunity or one challenge per PostIt note.

Challenges?

Opportunities?

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of the European Union

Opportunities and challenges 3

On the white boards, place the PostIt notes in the most appropriate category:

- The **learning goals and content** of your course

- **Teaching diverse student groups**: interaction in the classroom; group dynamics among students

- **Students' language and communication** issues
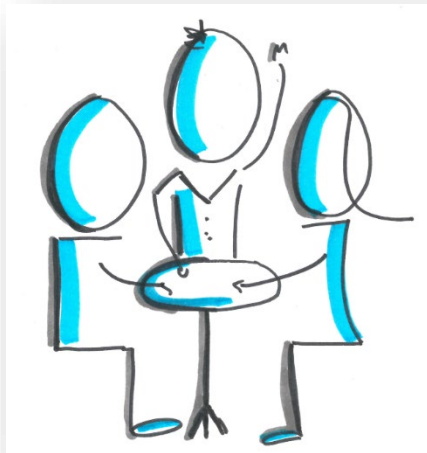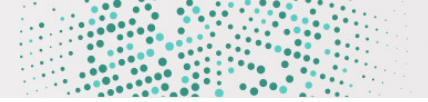
- **Other**

Slide 25

Programme outline 2

- Good Practice Principles

- From principles to practice: Applying the GPP

- Wrap up

Good Practice Principles (GPP)

- Treat all students as learners.

- Respect and adjust for diversity.

- Provide specific, explicit information that fits the context.

- Foster engagement and intercultural dialogue.

- Use reflection as a teacher: Be flexible, evaluate and use the results to make adjustments/ changes.

- Prepare students for life in a globalising, diverse and interconnected world.
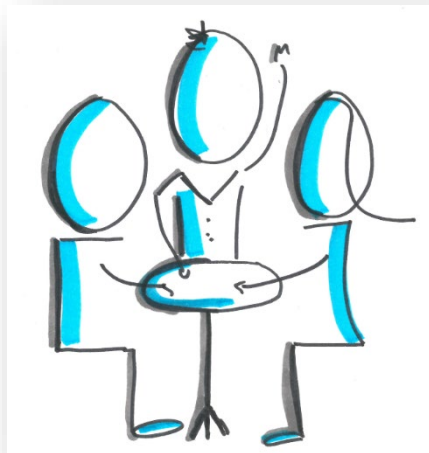
(Carroll 2015; Leask 2015; Leask & Carroll 2013)

Slide 27

Programme outline 2

- Good Practice Principles

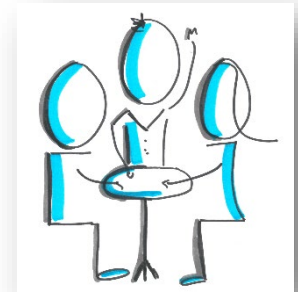- From principles to practice: Applying the GPP

- Wrap up

From principles to practice ….

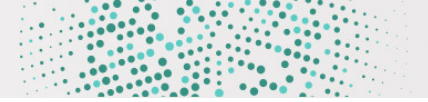In your worksheet you have four quotes from lecturers teaching in the international classroom.

At your tables, discuss these questions:

☐ How do the quotes reflect the GPP?

☐ How would you translate the key messages in the GPP and the quotes into teaching and learning activities?

☐ Be prepared to share the outcomes of your discussions in the large group

From principles to practice …. 1

Planning active learning tasks is time consuming, but also a joy. I take care and attention over how students will learn by doing the tasks, and how mixed nationality groups can benefit from their diverse experiences.

(Ian Manners, University of Copenhagen)

Slide 30

From principles to practice …. 2

I often ask [the students] specifically to talk about what things might look like in their own country with regards to the topic at hand. This not only encourages them to participate, but also explicitly recognises the resources present in the classroom.

(Ayo Wahlberg, University of Copenhagen)

Slide 31

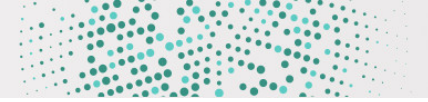# From principles to practice …. 3

Because of different traditions, I want to learn how they view the roles of students and teachers respectively, including the social interactions and positions.

(Sofia Kälvemark Sporrong, University of Copenhagen)

From principles to practice …. 4

[M]ultilingual practices during class may be fairly easy to bring about, but (…) the academic standards in written work need more explicit guidance and feedback.

(Juni Söderberg, University of Copenhagen)

Slide 33
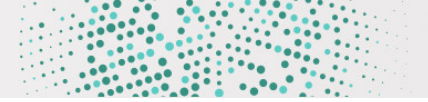
Programme outline 2

- Good Practice Principles

- From principles to practice: Applying the GPP

- Wrap up

THE INTERNATIONAL CLASSROOM

content

teaching & learning

Thank you for your attention – and enjoy the rest of the programme!

Additional resource

The following slide contains an alternative activity using a case for working "From principles to practice."

Please see under Further resources I for this module on the online platform at www.equiip.eu.

From principles to practice …

Imagine that the lecturer comes to you for assistance.

As an educational developer, what would advise you her to do before, during, and after her next course?

1. Reflect on the opportunities and challenges and discuss with your group.

2. Based on the challenges and opportunities you see, make a list of advice grouped under the GPP. Don't worry if you see overlaps – the principles do overlap!

3. Share with the large group.

The EQUiiP project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EQUiiP

Educational Quality at Universities for inclusive international Programmes

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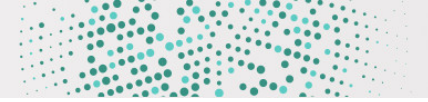
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Slide 41