

## **Introduction to the International Classroom**

### **Further Resources II**

#### **Final Reflections**

This is another possible follow-up to activity 7 in the module Introduction to the International Classroom, especially for participants who are not completing the full EQUiIP programme.

#### **Purpose**

The purpose of this activity is to give participants a chance to discuss a case with their peers – a case (a dilemma or an issue) that they have encountered in their own local contexts, and to which they are seeking viable solutions. Secondly, the purpose is to use the Good Practice Principles (activity 7) to identify and explain the issue and to resolve it.

At the end of the activity, participants should be able to apply the Good Practice Principles as a framework for discussing the prerequisites for successful teaching and learning in the international classroom.

#### **Procedure**

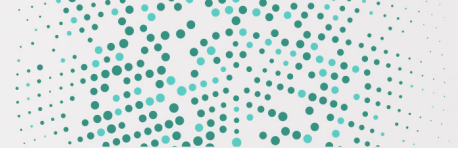
- Participants are asked (as preparation or on the spot) to present their own case.
- In their small groups, participants are asked to take turns presenting their cases and receiving criteria-based feedback from their peers. The facilitator decides the extent to which criteria are to be grounded in the Good Practice Principles. The facilitator observes the discussions in the groups.
- The facilitator invites (a few) groups to present one case and the solution(s) discussed. Questions and comments from the large group.
- The facilitator wraps up the activity and invites participants to take a moment to consider and write down their main take-away messages from this activity.

#### **Timeframe**

20 minutes for the discussions in the small groups, and 15-20 minutes for the reporting and debriefing in the large group. Altogether a 45 minute session.

#### **Possible variations**





As an alternative to having participants identify their own cases, a set of (relevant) dilemmas may be presented to the groups (beforehand or on the spot). Each group could be asked to focus on one dilemma in particular during their small group discussions, with the same number of dilemmas as there are small groups in the cohort.

This variation might be especially beneficial in groups with less experience. If there are participants with no prior knowledge and experience, they should be paired (or grouped) with more experienced colleagues if/when possible.

The discussions can take place in pairs or small groups.

As an alternative to the procedure described above, reflective processes like those presented in the module on Feedback and Reflective Processes may be used.



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