Internationalising Course Design

Activity 4 Support for Peers and Others

Activity Description

Purpose

Activity 4 is a group reflection activity.

This activity builds on activities 1, 2 and 3 of the Internationalising Course Design module and therefore should only be offered following completion of these activities.

The purpose of this activity is for participants to reflect, to some extent, on the technical approach of constructively aligning a course design and formulating IILOs as presented in this module. This activity provides a framework for reflection on the IILOs and constructive alignment activities with the purpose of: (i) identifying challenges experienced in IILO formulation and achieving constructive alignment, and (ii) capturing thoughts and ideas on how peers and others in the participants' context can be supported through this design process.

Participants reflect individually on their experiences and share some of the challenges and the support given to each other during the preceding activities. Through discussion with other participants, and using the lecturer case study that they have brought with them as a point of reference, participants record initial thoughts on how that colleague could be supported. This reflective exercise contributes to enabling participants to achieve LO4: Design professional development activities to facilitate peers to constructively align learning activities and assessments to achieve IILOs.

Procedure

➢ Please refer to slides 40-45 of the PowerPoint presentation of this module.

The activity is divided into 3 parts: (a), (b), and (c).

(a) Individual Reflection – Formulating Challenges and Ideas for Support

Time

10 minutes

- Explain to the participants the purpose of the activity. Emphasize that this activity will link the module to the participants' own context.
- Let the participants watch the time-lapse video.
- Ask the participants to individually think about their own situation in the role of an educational developer (ED) by reflecting on the following questions: (i) What are your personal challenges as an educational developer, identified during the previous activities? and (ii) How did you support others in your group? How were you supported?

Additional tips for the facilitator

If you notice that the participants are not sure about what to do after the instructions, provide them with some additional prompt questions. For example, ask them to think back to the questions asked by others in their group, to the worksheets, to the key concepts of the puzzle, etc.

(b) Group Reflection

Time

15 minutes

- After the individual reflection, ask the participants to share their thought in their groups.
- Instruct the groups to think about how the needs of an ED regarding internationalising course designs could be supported within their context. What kind of support, training or interventions could they offer to others (what kind of expertise do they have to offer) and what kind of support, training or interventions do they themselves need?

Additional tips for the facilitator

If the participants are not experienced, they might need some guidance when thinking about support opportunities. As a facilitator, monitor the groups by walking around and offering suggestions when needed ("You might want to think of a mentor system in which an ED who is experienced in internationalising course design mentors a less experienced one" or "Think about workshops" etcetera).

(c) Debriefing in the large group and wrapping up the module

Time

15 minutes

- Ask the small groups to share 2 or 3 of their support ideas in the large group. Throughout the discussion, further ideas or questions may emerge on how EDs can be supported. If this activity is part of the full EQUiiP programme, the Feedback and Reflective Processes module provides an opportunity to explore some of these emerging reflections further.
- Review the intended learning outcomes of the module (these should be visible presented on a slide), the activities covered and the output the group has arrived at. The learning outcomes of the module were: (i) LO1: Critically reflect upon and appraise the role of IILOs for graduate attributes within study programmes, institutional and other relevant contexts, (ii) LO2: Support the formulation, mapping and embedding of IILOs in different programmes of studies, (iii) LO3: Support the alignment of the assessment tasks, evaluation criteria and teaching / learning activities to achieve the IILOs while taking into account cultural diversity, and (iv) LO4: Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve IILOs.

Resources needed

Time-lapse video

Timeframe

45 minutes (please see the specific time needed for each part of the activity explained in the procedure above).

Room / space needed

Room needs to allow for workstations (one for each group).

Participant number

Min 2 Groups of 3; Max 5 Groups of 5.

Possible variations

If the module takes place is a small setting or when you have less time available, part (b) (group reflection) could be skipped and the discussion could take place in the large group.

If the group consists of experienced participants, the activity might be less structured and more open to reflective discussion led by the facilitator using the same/ more/ fewer prompt questions.

If more time is available, an additional part could be incorporated after part (b). This extra part could focus on constructing an individual action plan in which participants reflect on their own situation and the support needed.