

# EQUiIP

Educational Quality at Universities for  
inclusive international Programmes

## **Preparatory task for participants**



Co-funded by the  
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This preparatory task should preferably be provided to participants at least six weeks before the start of the programme so that they have time to arrange an interview with the lecturer as described in the text below.

## Instructions to participants

### 1. Your ED role

Please reflect (and take notes) on how you are involved in supporting or coaching lecturers (for instance, these lecturers may be your peers, or junior or less experienced colleagues). In your specific local context or work setting:

- a. What is your role as Educational Developer (ED) (current and prospective)?
- b. What do you expect to get out of the EQUIiP programme in relation to your performance of this role?
- c. How will you be able to use this outcome in your local context?

*Please note that the EQUIiP project uses the following definition of the Educational Developer:*

*Educational Developers support lecturers in their work in universities, both in relation to the design of programmes and courses and the delivery of these programmes and courses (the didactics). The EQUIiP project recognises that the role of ED may not be your primary role or function (although this may be the case), and that you may fulfil an ED role alongside a variety of other tasks.*

### 2. Your example case

Once you have reflected on your ED role and your expectations of the EQUIiP programme, we would like you to write an example case of a content lecturer who is involved in the international programme(s) in your local context. This may be someone you have worked with previously, someone you are currently working with, or a lecturer working (or about to work) in the international classroom with whom you have not previously worked.

Alternatively, you may collect similar information in a focus group session e.g. with a number of lecturers, perhaps together with other stakeholders from a specific programme, department or faculty.

This lecturer (and possibly other stakeholders if you use a focus group) is in some way involved in a programme or a course that is either already seen as



international or is going through a process of becoming international. Such programmes or courses may have a long history of being international or they may be just starting with this process.

During the EQUIiP programme, you will be able to use this example case in order to make the connection between what you are learning on the programme and your local context. For now, your example case notes are entirely for your own use. You will be asked to summarise your example case notes according to the instructions in the appendix at the end of this document.

## Preparatory Task

### Detailed instructions on developing your example case

Carry out a face-to-face<sup>1</sup> interview with the lecturer (or discuss in the focus group) about her/his experience with international programmes or the internationalisation of teaching and learning. In order to achieve the necessary depth, we would expect this conversation to take roughly one hour (this is just a guideline), and we suggest you record the interview (with the lecturer's permission) so that you can make detailed notes for your own purposes later. The interview and your subsequent case notes may be in the language of your choice.

N.B. We will not be asking you to transcribe the interview or otherwise share this recording.

Please make a note of the following background information about your lecturer:

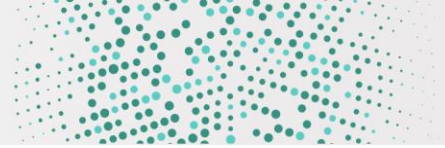
- what discipline or subject does s/he teach?
- how long, and in what contexts, has s/he been teaching?
- how long has s/he been teaching in an international programme (possibly in a second language)?
- how often does s/he teach international groups (or expect to teach them in future)?

For example: All the time? During one semester per year? During one course every year? etc.

In your interviews, make use of most or all of the following questions. The exact questions you use will depend on your local context, the extent of your existing knowledge about the lecturer's setting, and the extent of the lecturer's role in the teaching and/or development of international programmes or international

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<sup>1</sup> This may also take place by Skype or other technology if necessary, but experience shows that the best results are achieved when you visit the lecturer in her/his own work environment.



classrooms. Even if you think you know the answers to some of the questions about the setting, it is usually good to ask these questions to help the lecturer tune in. Please also be prepared to go into more depth with the interviewees on specific details relating to these and other points that may arise during your conversation.

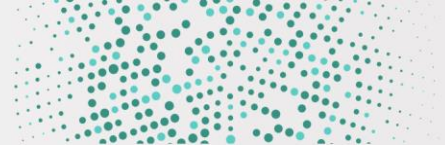
1. Describe the setting in which your lecturer works (and possibly other stakeholders if you are using a focus group).
  - a. In what way is the programme/course considered to be international and (if known) why did it develop in this way?
  - b. How are the international elements (or intercultural and global competences) embedded in the programme/course? How are these elements documented or made explicit?

Please collect any documents that show programme/course syllabus or programme/course description for use during the module on *Internationalising course design*.

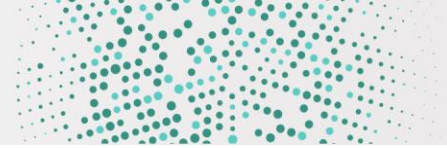
2. Describe the teaching and learning in the international classroom:
  - a. What changes does the lecturer notice in her/his teaching work now that the programme/course has a more international focus?
  - b. Does the lecturer notice specific opportunities in the teaching and learning process that were not there before the classroom became international?
  - c. Does the lecturer notice specific challenges in the teaching and learning process that were not there before the classroom became international?
  - d. Can the lecturer describe specific examples that demonstrate these opportunities and challenges?
  - e. How has the lecturer changed her/his teaching? What has s/he noticed about the way the students study?
  - f. How does the lecturer think you (as ED) can help her/him to develop further? Does the lecturer have specific questions for you, knowing that you are going to take the EQUIiP programme?

### 3. AFTER THE INTERVIEW:

Now you have made notes about the setting and you have a more detailed understanding of the lecturer's experiences of working in an international programme or international classroom, please consider (and take notes) on the following:



- a. What questions does the example case raise for you as an ED in your local context? What answers do you already have to these questions?
- b. How can you (as ED) help the lecturer to develop further? Do you have specific questions about this example case that you would like to address during the EQUIiP Winter School?



## Appendix: Information about the EQUIiP certification

The deadline for the submission of the presentation portfolio should be approximately two months after the programme has finished, although the precise timing will depend on local circumstances and agreements.

In your presentation portfolio, you must include the following sections:

- A 600-700 word reflection paper summarising the most salient points in your learning portfolio. What are the most important points that you take away from the training course? And how can you use what you have learned in your local context?
- A short description of your example case (What is the context? What is the issue?)
- A description of your plan of action for solving the issue in your example case:
  - How will you move forward in your local context?
  - How will you meet the needs identified in your case?
  - What would be your enablers or blockers in this process? How will you – if possible – remove the blockers (or live with them)?
- Based on the above, a short reflection on how you intend to move forward with your own professional development after the EQUIiP programme (100-150 words).

It is crucial that you provide evidence of how you are moving along the path towards the ideal international educational developer (ED profile).