

EQUIiP Newsletter

Summer 2019

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1 FOREWORD

by Kevin Haines

The idea of 'equipping' emerged when some of us met in Freiburg to discuss our initial ideas for this project early in 2016. Not only does equip mean 'to provide' in English, but also 'un équipe' is a team in French. And both provision and teamwork have been at the heart of this project. Also, we soon realized that if we added a second 'I' to produce EQUiIP, this would allow us to focus on one of the key motivators for our project. It is a great thing to be International of course, but to ensure that our students get the full benefit from their international educational experiences, we also need to be Inclusive. The inclusion is a greater challenge, and therefore also a greater achievement!

It was no coincidence, then, that we should be in Freiburg again in June to celebrate and share the outcomes of our project. For three years we have cooperated to develop the materials and the platform that were unveiled during the Freiburg conference; and we can all be rightly proud of the results. As I have written before, we have walked the walk in this project, working across borders, between cultures, learning from each other while learning about each other, discovering the diversity within our own team and finding ways to work with this diversity so that it has been to the benefit of the whole project.

It has been a privilege to experience the energy and commitment of the individuals and teams that built the EQUiIP modules. And it was a joy at the Summer School in Bordeaux (2018) to see how we were able to bring these elements together into a single EQUiIP programme. Then, at the Winter School in Madrid (2019), we shared our revised materials with another wonderful group of participants, and this summer we were able to read in the participants' portfolios about the meaningful learning experiences that this has produced. Congratulations to everyone involved! And success to everyone in using the EQUiIP materials to make a real difference to the quality of international - and inclusive - higher education!

2 The EQUiiP Final Conference in Freiburg

The EQUiiP Final Conference was held at the University of Freiburg, Germany, on 13th of June 2019. Hereby we would like to provide insights into this event from different perspectives.

2.1 The host's perspective by Andreas Kolb



The organisation of the final conference was a collaborative effort between the Groningen and the Freiburg teams. Working together with the capable and supportive Groningen team led by Nati Mansilla Ovejero was constructive and

enjoyable, as was being part of the ongoing development of the project management cycle.

Predictably, the focus of the tasks changed as preparations in Freiburg progressed. Throughout the run-up to the conference I received support from many individuals, and this was especially true on the day of the conference itself.

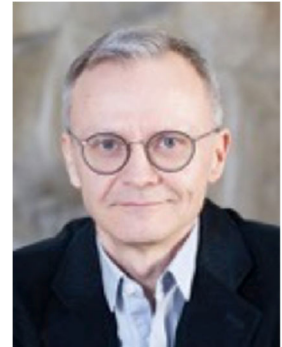
At the end of the conference, I saw many happy faces of people who had had the chance to engage in discussions about the EQUiiP project and get a taste of the EQUiiP programme in the afternoon.

One such participant is Esko Koponen of University of Helsinki. On the next page, he provides his personal perspective.

2.2 A participant's perspective by Esko Koponen

Browsing through the EQUIiP website in early June, I was particularly interested in the topic *The Role of Language in the International Classroom*.

See <https://equiip.eu/module/language/>



How does language choice and use influence classroom dynamics and how is learning affected by the use of a second language in studies? EQUIiP – and the final conference – certainly provided material both for thought and practice! Teachers and education specialists will learn, e.g. that it is often relatively easy to help students grasp the topic discussed by making some small changes in one's language practices: speaking more slowly, using simple expressions to perform specific functions in the class ('Let me explain what this means exactly' for explaining or analyzing something), etc.

At the Freiburg conference, we were given tasters of how to process the topic of language with education developers and teachers. It was exciting and fun to work on and with the products of EQUIiP. At the same time, I became aware of becoming overwhelmed by the breadth and depth of the materials. How will one ever have the time to first internalize and then pass on all the goodness hiding under the enticing topics covered by the project – Introduction to the International Classroom, Internationalising Course Design, Feedback & Reflective Processes and Intercultural Group Dynamics, The Role of Language.

After my initial reaction, I realized that EQUIiP is really a set of tools to be used when the need arises and with a close eye on how to use them in the local context. It's best to start with the User Guide and to identify people and units which could find the EQUIiPment useful.

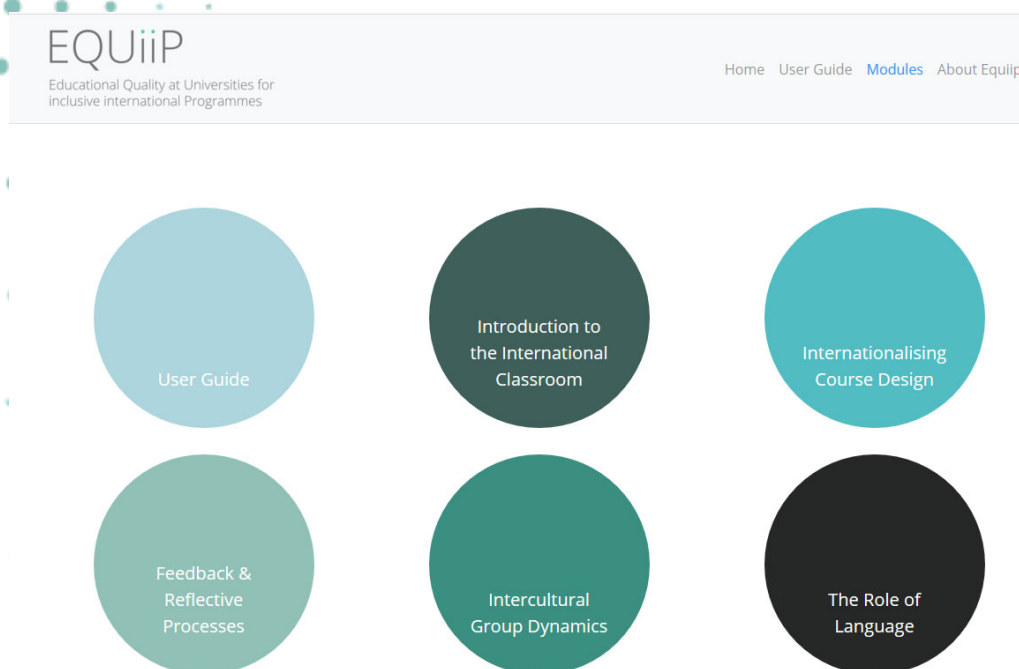
See: <https://equiip.eu/userguide/>

3 The EQUiP Platform

by Ole Lauridsen & Karen M. Lauridsen



The EQUiP platform was launched during the Freiburg conference, which means that the main outcomes of the EQUiP project are now available online – only a click away from the homepage at www.equip.eu:



The main outcomes are the materials targeted at Educational Developers, divided into five modules:

- Introduction to the International Classroom
- Internationalising Course Design
- Feedback and Reflective Processes
- Intercultural Group Dynamics
- The Role of Language

Taken together, the modules may be used to facilitate an intensive four-day continuing professional development programme leading to EQUiP Certification. Information about the certification process may be found under *Delivery of the EQUiP Programme* in the User Guide. Or the modules may be used in part for other purposes – training sessions, workshops, etc.

The User Guide also includes a section on the *EQUiP Recommendations and Research*, targeted at university leaders as well as academic staff. Publications based on EQUiP will also be posted here as they become available. Moreover, the User Guide contains the *EQUiP International Competence Profile*, thematic texts and video resources.

The materials on the platform are available free of charge for anyone respecting the Creative Commons Licence. They have been developed by members of the EQUiP consortium and with financial support from the European Commission's Erasmus+ programme and may therefore not be commercialised.

4. Leadership and strategies to promote quality in higher education Internationalisation

by Joanne Pagèze

During the final conference in Freiburg, Joanne Pagèze and Jeanine Gregersen-Hermans delivered a workshop with the above title. Joanne summarizes the main ideas for the workshop here.



While "Internationalizing" has become a strategic imperative for universities, for many this notion is limited to academic mobility and language skills. Even if student mobility increases, not every student will be able to have a study abroad experience – only 2% of students in the world are mobile. And yet, developing the skills needed to evolve in a globalized world is most definitely the major challenge for any graduate of higher education. In the current climate of inequality and political instability, the need for a more sustainable, inclusive model for international education is felt more and more urgently.

Internationalization at home is one way of addressing the above issue but it is quite a complex and demanding shift. It involves the whole institution and thus requires the widest possible engagement of all staff and students. This is not an easy task. Most importantly it means shifting from the aim of increasing international "activity" to a clearer framing of why it is important to do so.

Universities have focused a lot on the "how" – today, more attention needs to be paid to "why" and more precisely why this is the right thing to do in our current global context. What are the core values behind the need to integrate international learning outcomes into curricula? Why are intercultural skills, multilingual skills, global ethical citizenship skills relevant for all, regardless

of whether they move from their local, regional context?

The answers to these questions will vary for each institution. However, an increased focus on sustainable development through the 17 UNESCO SDGs is particularly helpful.

SDG4, relating to education, underlines the role of educational modalities in developing the skills for sustainable development – the ability to work collaboratively, to recognize the experience of others, to develop a global perspective. In this respect, the EQUiP project is particularly timely since it supports educational development that specifically allows teachers to address these issues – to integrate international learning outcomes into disciplinary teaching, and to look at how intercultural group dynamics and multilingual learning can contribute to these. Even more crucially, the EQUiP programme frames this as a reflective process.

These are high aims -how can universities get there? There is no short answer but here are a few positive steps that are relevant for the University of Bordeaux context.

1. Providing the widest possible access to professional development for all staff, regardless of whether they are directly involved in internationalization. This will extend the cross-campus conversation and help to seed the thinking outlined in the previous paragraph.
2. Develop community of practice across the institution to connect good practices and also raise awareness of them – whole institution internationalization cannot just be a top-down process.
3. Move the conversation about internationalization into discussions of curriculum reform, faculty policy -engage in a dialogue with educational leaders which is not filed under the “internationalization” label but part of wider educational strategy.
4. Underline the local and regional aspect of international education – too often these are framed as different areas of focus when in fact they are complementary.

This is a challenging time for “internationalization” of higher education, but the shift to a clearer ethical and political framing in the context of globalization is, for me, necessary and timely.

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EQUIIP Publication:

Emma Dafouz, Kevin Haines & Joanne Pagèze (2019): Supporting educational developers in the era of internationalised higher education: insights from a European project, International Journal of Bilingual Education and Bilingualism, DOI: 10.1080/13670050.2019.1651818 ([read the article here](#))