

International Perspectives in Teaching and Learning
Conference

From Theory to Practice,
From Discussion to Cooperation

Uppsala. May 15 – 17 2019

Book of abstracts

Introduction

The International Perspectives in Teaching and Learning series is a U4 (now U4Society) network initiative, launched as a workshop series in 2012. The series is a part of the activities pursued within the “Institutional management” cluster, one of the 6 U4Society academic and support function activity clusters.

From the first workshop arranged in Uppsala in the spring of 2012 and throughout the workshop cycles arranged at each respective network universities up to 2017, the aim has been to gather university staff engaged in issues around the rather broad term “internationalisation”. As the term can be interpreted in such a varieties of ways, both quantitative as well as more qualitatively oriented, facilitators and participants in the workshops strove to analyse and distil the phenomena into relevant, comprehensive terms in relation to our academic activities. This meant collecting experiences and insights in regards to internationalisation experiences in the classrooms and academic support centres at each university and then to systematically analyse and explore these in order to suggest strategies and best practice. The results of the workshops, as well as the inspiration that these gatherings provided, were channelled into curriculum design and development of teaching and learning activities with national and international students at home as well as to develop network co-operation and collaboration.

As the network series progressed, the number of workshop alumni expanded into the triple-digit range. As the alumni group grew, the issue of maintaining contacts and keeping up-dated on current developments became obvious, especially as it was clear that challenges presented and analysed as Case-material in the first workshop sessions for possible solution strategies were being actively tested and resolved, while at the same time new challenges were of course emerging. After the conclusion of the second workshop cycle in Gent, the IPT&L workshop organizers decided to re-design the session format in order to both maintain specific activities for newcomers within the field, while at the same time inviting alumni and others with interest in internationalisation issues to participate in co-creating each activity. To achieve this it was decided to initiate an annual conference around the central theme of internationalisation of the curriculum and classrooms, to be arranged once at every network university in a first cycle from 2019 - 2022. This includes a pre-conference workshop for staff that are newcomers to the IPT&L theme. Alumni, and other U4Society university member staff, are encouraged to submit proposals for theme sessions, mini-workshops, round table sessions on actual topics and other activating conference activities that they would find interesting to participate in.

The first conference, arranged by the Unit for Academic Teaching and Learning at Uppsala University, ran on May 16 – 17 2019 with a pre-conference workshop on May 15. The conference theme of choice was “From Theory to Practice, From Discussion to Cooperation” which is very much in line with the IPT&L approach from the very beginning. The theme also sets the tone for more advanced development and co-creation work, including more active student participation. The conference attracted

an impressive assortment of proposals from both alumni and non-alumni U4Society staff and students. As a pleasant addition, we also received proposals from non-U4Society university staff who had picked up information about the arrangement, and which added a piquant aspect to the internationalisation question. It was an enthusiastic group that gathered in the Interactive Classroom at Campus Blåsenhus in Uppsala, to be presented with challenges, to discuss, analyse and to disseminate ideas as well as to promenade and socialize, as demonstrated by the abstracts and conference schedule presented here in this collation.

It was an encouraging first occasion, and the torch has now been passed to the University of Groningen as hosts for the 2020 IPT&L conference. We hope to meet familiar faces, along with fresh ones and to continue in our efforts to make “internationalisation” comprehensive, constructive and a dynamic part of our educational development work.

**Look for updates on the 2020 conference under “Events” on the
U2Society website**

<http://www.u4network.eu/>

Uppsala, 2019, on behalf of the IPT&L organisers

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Keynote Presentation: Online and Blended: Deep and Meaningful Teaching and Learning with Technologies

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Abstract

As web-enabled mobile technologies become increasingly integrated into formal learning environments, a new kind of classroom emerge: CrossActionSpaces. These spaces can be characterized as informal-in-formal spaces in which learning takes place across traditional boundaries. Under these new circumstances, the questions are: how to design for learning with technologies (and not learning from technologies)?

In this keynote, Isa Jahnke presents the approach of Digital Didactical Designs (DDD) that aims to develop deep and meaningful teaching and learning designs-in-practices with technologies. DDD can be applied to design, develop and evaluate online and blended learning practices. Examples of online and blended learning classes will be illustrated.

About the keynote:

Prof. Dr. Isa Jahnke is Director of the Information Experience Lab and Associate Professor of Information Science and Learning Technologies, University of Missouri-Columbia, USA. She was Professor of Interactive Media and Learning at Umeå University, Sweden (2011-2016) and Assistant Professor at TU Dortmund, Centre for Research on Higher Education (2008-2011). Funded projects include creativity in higher education “DaVinci” (BMBF, 2008-2011), Digital Didactical Designs (Swedish Research Council, 2014-2015) and Learning Expeditions: students as co-designers of learning (Interdisciplinary Innovations Fund MU, 2016-2017). In 2018, Prof. Jahnke received a U.S. National Science Foundation Award (as Co-PI); the team investigates cybersecurity practices and develops online teaching/learning activities. She has 145 publications. Her expertise and research focus on sociotechnical-pedagogical design for human-centred learning, user experience studies, learning technology, and digital didactical designs toward deep-meaningful teaching and learning.

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Certificate programme “Building International Careers”

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Format: Round table

Short description: The certificate programme “Building International Careers” supports German and international students in planning their career path right from the start - in Germany or abroad. In collaboration with other students, every participant will set an individual goal and create a plan of action.

Depending on their personal situation, they choose their own focus:

- Career orientation: Discover your talents and explore job opportunities
- Effective job search: Develop your personal strategy how to approach the labour market and find new inroads to your dream job
- Application documents: Learn how to analyse a job advertisement and prepare a convincing CV and motivation letter
- Selection procedures: Prepare your self-presentation for a job interview, Skype interview or assessment centre

The programme runs parallel to the period of lectures and bases on three pillars: peer-to-peer coaching, professional advice by the Career Service team and workshops in English language. The workshops are designed to help exploring the job opportunities, developing the own international profile and intercultural business skills.

By participating in the programme, the students will be eligible to receive the „International Certificate“ of InDiGU (Integration and Diversity at the University of Göttingen).

Besides InDiGU, the Centre for Intercultural Competence at Göttingen University is involved within the certificate programme “Building International Careers” and prepares the students for working in cultural heterogeneous environments.

Disciplinary context: central-organized and extra-curricular offer by the Career Service for students from all subjects and every semester (BA/MA)

Keywords: certificate programme, peer-to-peer coaching

Challenges in internationalisation of teacher education

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Format: Round table discussion

<TEXT PENDING>

Culturally and Linguistically Diverse (CALD) students in a master in Medicine in Groningen – the student, staff and organizational perspective

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Format: Presentation

Since 2009 the University of Groningen offers an international track in the bachelor of Medicine with an international student population and English as the medium of instruction. After completing the bachelor phase students continue their training in a Dutch-taught Master program. This means that during the bachelor phase the non-Dutch speaking students need to learn the Dutch language and (medical) culture to be prepared for the Dutch-taught Master with clinical rotations in hospitals in the North-East of the Netherlands. In 2012 the first international students entered the master phase after meeting the language requirements (CEF B2/C1) and passing the module Medical Dutch. After the first students were enrolled in the Master the preparation program changed but after five years there are still problems reported by students, teaching staff and support staff. We, therefore, conducted a research project to make an inventory of the kind of problems and solutions reported by the different groups of stakeholders. The results show the need for further improvement of the preparation of both students and staff before students start in the Master program but also during this period. It is also noted that although the social capital of the diverse student population is considered an asset it is not fully utilized and there is still room for improvement.

Disciplinary context: Medicine

Keywords: Medicine, Language, Culturally Diverse Students, Patient contact, Clinical placement

Defining Cutting-Edge Issues in the Internationalization of Teaching and Learning: Institutional Change and Faculty Development

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Format: Presentation

While the faculty-reward structure in the U.S. strongly supports research excellence through promotion, tenure, and compensation, the rewarding of teaching excellence in many large universities lags behind. This is especially problematic in a world where all disciplines continue to internationalize, and students require a global perspective, tools, and skills to work in an international context. Auburn University (Auburn, Alabama) created a Global Teaching Academy in 2014 to recognize and celebrate superlative faculty teaching activities that contribute to the internationalization of our students and curricula. In addition to campus recognition, all our Global Teaching Academy faculty are inducted into Phi Beta Delta, the (mostly) U.S.-based honour society for international scholars, as part of their Academy membership.

In this presentation, we will share the goals, development, content, and outcomes of an innovation in promoting global learning conducted in June 2018: The International Perspectives on University Teaching and Learning Symposium. A unique feature of the symposium was our “Conversation Starter” presenter-contributed essays and an associated speed-dating-style roundtable format designed to guide participants, in intimate small group discussions rather than listening passively to presentations. How this learning from peers around the world is best translated back to campus will be explored and serves as one outcome of our new strategic planning process.

Keywords: internationalization, teaching and learning, globalized learning, curricula internationalization, teaching excellence, global teaching academy

Designing a Virtual Exchange

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Format: Workshop

In this workshop the participants are going to get familiar with what is Virtual Exchange (VE). We will start by discussing how the different models of exchange can give additional value to regular face-to-face or online courses.

Next, we will explore what guidance we, as educators or pedagogical supporters, need to provide to our students to allow them to have an insightful experience in an online collaboration with peers from a university abroad. To this purpose we will examine how different research carried out in the field and evidence-validated practices can help us design tasks for a successful ex-change. In the last part of the session, the participants will start developing a proposal draft for their own VE project.

We will provide practical tools and training resources that participants will be able to use after the workshop to continue developing the skills to create successful and sustainable Virtual Ex-changes.

Disciplinary context: cross-discipline teaching innovation

Keywords: Virtual Exchange, Telecollaboration, Online Inter-national Exchange, instructional design

From Shanghai to Sweden: Empirical Observations of First Hand Struggles and Moments of Victory

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Format: Presentation

The internationalization of higher-level education is becoming increasingly prevalent, and for many universities internationalization is a strategic goal that presents new challenges and opportunities for students and teachers alike. The underlying logic of attracting educationally mobile students is one that exposes the tensions between economic and human interests. While universities are openly competing to attract educationally mobile students, there is a growing concern over the lack of educational and personal support systems as well as the risk for reputational damage to universities when students experiences do not live up to their initial expectations. At the Department of Business Studies in Uppsala, we have been working with the development of student supports services for our Chinese students since 2013.

This presentation outlines the development of pedagogical innovations in this area during 2013-2018 — the first hand struggles as well as the moments of victory. The key learning outcomes from that work demonstrate that it is important that students and teachers reflect on and develop, their intercultural competencies and levels of understanding for the challenges that transcultural adaptation presents. In order raise intercultural competence in the learning setting, universities need to support their teachers and students not just in terms of developing policies, but also in terms of offering resources and support structures to aid the advancement of this work.

IMBRSea Compass: How to prepare for an international master programme via an online tool?

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Format: Presentation

Applicants for international and especially Erasmus Mundus Master's programmes, such as IMBRSea (International Master of Science in Marine Biological Resources – www.imbrsea.eu), come from a variety of backgrounds with often substantial differences in academic level, experience and skills. Those differences can have a significant impact on the overall learning experience for all students. Differences in teaching, learning and assessment culture compared to their previous university can also make it more difficult for students to adapt. Additionally, being unsure about what academic level to expect and about the match of the student's skills with the necessary prerequisites for starting the programme is a significant cause of student anxiety. IMBRSea Compass is an innovative online toolbox that aims to address these issues and help students prepare for the start of the programme.

IMBRSea Compass consists of an automated online test checking for the prerequisites for specific courses, and links to additional resources related to the tested material and other helpful resources for starting the programme. The test is voluntary and can be taken by successful applicants to assess how prepared they are for the upcoming courses and give them a clear idea about the match of their skills. The link to relevant existing online material will support students to improve their fundamental skills and therefore decrease differences in academic level within the student cohort before the programme starts. Additionally, IMBRSea Compass will introduce students to the teaching and learning styles at their new university. This will help to improve the overall learning experience for all students. It can also be used by teachers to gain a better insight in the overall differences in academic levels within the class. This can then be taken into consideration during teaching. As these are common issues for many international Master's programmes, this concept could also be easily adapted by other programmes.

Disciplinary context: student preparation, international learning, teaching culture

Keywords: preparation, prerequisites, assessment, teaching culture

International supervision courses – development for them, or for us?

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Format: Round table discussion

Higher education and more specifically research education is an important component of building a country's welfare and increase socio-economic variable of developing nations. Therefore, many countries focus resources on aiding in building higher education infrastructure and help creating sustainable research education. In such an effort Uppsala University has been part of a SIDA sponsored project at the Makerere University in Uganda, with the aim to strengthen the research education by implementing a course in postgraduate supervision. Furthermore training staff on-site to modify the course for the Makerere/Uganda context and preparing staff to take over and run the activity to create long-term sustainability was part of the objectives.

Lessons learned and good advice for carrying out similar projects:

- Make the host/receiver feel ownership,
- Use on-site knowledge/documentation about the domestic/national situation,
- Make sure to sync ambitions and goals early on,
- Make sure involved people get something out of involvement (time, money, promotion),
- Infrastructure can be a hindrance,
- Working conditions for “sandwich” students,
- Discuss sustainability early on.

Disciplinary context: Higher education development.

Keywords: postgraduate supervision, internationalization, multicultural, higher education, train the trainers.

Internationalization and Informal Learning in Higher Education

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Format: Presentation

This presentation deals with internationalization of teacher education, and informal learning in higher education when taking part of international collaboration. Taking a partnership project between Uppsala University and The University of Hildesheim as a point of departure, I will discuss how to investigate what different kinds of learning that might unfold in an international teacher and student teacher cooperation. In spring 2018, German and Swedish student teachers and their professors worked together in an intense exchange program during one week. The teaching took place at both universities and the change of place for all students and teachers involved was incorporated in the course content itself.

In this presentation I will raise issues about expected, as well as un-expected, learning outcomes for all participants in the Swedish-German project. In addition to this, I would wish to have a general discussion about how to investigate informal learning in initiatives for internationalization in higher education.

Disciplinary context: Education, teacher education

Keywords: student exchange, intercultural competence, trans-cultural knowledge, informal learning, space, and place making.

L2 students at Ghent University: remediation, adaptation or acceptance?

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Format: Round table discussion

At Ghent University, L2 students need to provide evidence of their B2 language proficiency level in Dutch. However, they often struggle with (academic) Dutch as a medium of instruction and tend to make limited language gains throughout their academic career. Ghent University tries to tackle these problems as part of a structural, inclusive language policy. Nevertheless, extra support is necessary, and is provided by a broad range of (extra)curricular remedial interventions and adaptations to L2 students' assessment. A successful implementation of this language policy and interventions appears to be challenging, due to several reasons, ranging from personal mind-sets to university-wide beliefs.

This round table discussion would like to further explore these current challenges. How do other universities / colleges define L2 students? Should there be a distinction between L2 students and native speakers, or should we look at them all as multilingual students, for whom lack of proficiency cannot form a threshold? If we need remediation, how do we know it is effective? Also, do those remedial interventions have the effect we are aiming for? Do we need to adapt assessment for L2 students? If so, can we assess L2 students differently from native speakers, for instance by not focusing on proficiency, but only on content?

Disciplinary context: academic language acquisition and assessment

Keywords: academic language (policy), L2-speakers, assessment, remediation

Online International Exchange as tool for internationalising the curriculum

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Format: Presentation

In 2017, the University of Groningen started 11 Online International Exchange (OIE) projects as part of the university-funded cross-disciplinary eLearning project ENVOIE (www.rug.nl/envoie). The purpose of these projects was to examine if and how online collaboration between students from different partner universities could enhance their international learning experience and contribute to strengthening international partnerships at student and educator level. OIE (also known as Online Intercultural Exchange or Virtual Exchange) is not often considered yet as a tool for internationalisation (De Wit, 2016) and it may help to foster intercultural learning attributes that other forms of internationalisation are not always successful in achieving (Richardson, 2015). The 11 projects were evaluated positively by learners and educators at each side of the collaboration. During this presentation, one of the three projects conducted in the context of a U4 partnership collaboration, will be discussed as an example of how a course can benefit from bringing together different fields of expertise within literature studies. After this, we will present the lessons learnt and introduce a model for training and support, which we are now seeking to implement in the context of a continuation of the ENVOIE project and the Erasmus+ project EVOLVE (www.evolve-erasmus.eu).

Keywords: cross-disciplinary, intercultural learning, internationalisation, institutional support, Online International Exchange

References:

De Wit, H. (2016). Internationalisation and the Role of Online Intercultural Exchange. In O'Dowd, R. & T. Lewis. *Online Inter-cultural Exchange: Policy, Pedagogy, Practice*. London/New York: Routledge. pp. 69–82.

Richardson, S. (2015). *Cosmopolitan Learning for a Global Era: Higher Education in an Interconnected World*. London: Routledge.

The feeling of „something is not quite right“ – DanceImpro as method for self-reflection

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Format: Round table discussion

Asked for examples of intercultural encounters, students often say „I had a funny feeling that something was not quite right“. Workshops on intercultural competence at Göttingen University aim to clarify vague expressions like these. In order to achieve this, participants examine cultural theories and patterns while reflecting one’s own values, behaviour and expectations.

But how do participants open up and share intercultural insights and experiences? One part is to create an open and welcoming atmosphere, making room to discuss difficult topics. Another is to gently push participants to leave their comfort zone, let them literally leave their seats. During DanceImpro, which is conducted by a professional dance teacher, participants move through the room, physically interact with each other and connect with their own perceptions and emotions.

The centre for intercultural competence at Göttingen University offers introductory and culture-specific workshops, trainings to prepare for studies abroad, intercultural teamwork and a train-the-trainer program with a certificate „Intercultural Trainer“. Workshops seek to connect participants with each other to further enable discussions and support the university’s goals of inter-nationalization of the curricula and diversity.

Disciplinary Context: Workshops on intercultural competence for students of all faculty

Keywords: Intercultural competence, intercultural communication, DanceImpro, interaction, workshops, key competencies

Using Qualitative Methods to Foster Intercultural Learning in Study Abroad Programs

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Format: Presentation

Intercultural competence is a key goal of study abroad programs, aiming to enhance students' understanding of themselves and others, and to enhance their ability to effectively and appropriately interact with persons with different cultural backgrounds. The presentation will start with a short discussion of theories of intercultural competence, and how study abroad experiences can contribute to intercultural learning. This will be followed by an example how student training in qualitative methods can turn theory into practice; i.e. how qualitative methods can be used as a tool to foster intercultural competence. The presentation will draw on the presenters' experiences leading a study abroad program on The Age of Migration for students at the University of Tennessee-Knoxville, where the presenter was employed before accepting a position at Uppsala University. The study abroad program, held in June 2017, consisted of five days of classroom instruction in qualitative methods on the Knoxville campus, followed by seventeen days of fieldwork in Oslo and London. Using student blogs and clips of student-made videos, the presenter will discuss how student training in observation techniques and in-depth, semi-structured interviews can enhance intercultural learning in a study abroad program.

Disciplinary context: social sciences

Keywords: study abroad; intercultural learning; qualitative methods; blogs; videos

Conference Schedule



IPT&L Conference Uppsala May 16 – 17 2019

Pre-conference workshop May 15



Pre-conference workshop,			
Wednesday, May 15	13:00 – 16:00	Venue pending	
IPT&L Conference Uppsala May 16 – 17 2019			
Thursday, May 16		Sessions and lunch: Campus Blåsenhus, Von Kraemers allé 1a, Uppsala	
	VENUE:	SALEN – the Interactive Classroom	Stormen 21:236
	09:30 - 10:00	Welcome!	
	10:00 - 10:50	<i>Keynote</i> Online and Blended: Deep and Meaningful Teaching and Learning With Technologies Prof. Dr. Isa Jahnke Director of the Information Experience Lab and Associate Professor of Information Science and Learning Technologies (University of Missouri-Columbia, USA)	---
	11:00-12:30	<i>World Café, including coffee break</i> Internationalisation and the U4 – what is this and where are we?	
LUNCH	12:30 – 13:30	Resturant Feiroz, Blåsenhus	
	13:30 – 14:00	<i>Presentation</i> Online International Exchange as tool for internationalising the curriculum Sake Jager, Petra Broomans, Nadine Boon (Groningen)	<i>Round table discussion</i> The feeling of „something is not quite right“ – Dancelmpro as method for self-reflection Alexandra Schreiber (Göttingen)
	14:05-14:35	<i>Presentation</i> Using Qualitative Methods to Foster Intercultural Learning in Study Abroad Programs Micheline van Riemsdijk (Uppsala)	<i>Round table discussion</i> Challenges in internationalisation of teacher education Ola Winberg (Uppsala)
Coffee break	14:35 – 15:00		
	15:00 – 15:50	<i>Workshop</i> Model European Union (MEU) – Bachelor module in economics Dagmar Sakowsky (Göttingen)	<i>Workshop</i> Designing a Virtual Exchange Juan Albà Duran, Gerdientje Oggel (Groningen)



IPT&L Conference Uppsala May 16 – 17 2019

Pre-conference workshop May 15



	15:55 – 16:25	<i>Presentation</i> Defining Cutting-Edge Issues in the Internationalization of Teaching and Learning: Institutional Change and Faculty Development Andrew Gillespie, James Groccia, Jennifer Mason (Auburn)	<i>Round table</i> L2 students at Ghent University: remediation, adaptation or acceptance? Annemarie (Mit) Leuridan (Ghent)
	16:30 – 17:00	<i>Presentation</i> From Shanghai to Sweden: Empirical Observations of First Hand Struggles and Moments of Victory Jason Crawford (Uppsala)	<i>Round table</i> Certificate programme “Building International Careers” Susanne Jöms (Göttingen)
DINNER		Hotel von Kraemer	
Friday, May 17			
	VENUE:	SALEN – the interactive Classroom	Stormen 21:236
	09:00 – 09:25	Welcome back!	
	09:30 – 09:55	<i>Presentation</i> Internationalization and Informal Learning in Higher Education Linn Areskoug (Uppsala)	<i>Presentation</i> Culturally and Linguistically Diverse (CALD) students in a master in Medicine in Groningen – the student, staff and organizational perspective Anke M. van Trigt, Renée R. Bakker, Johanna Schonrock-Adema (Groningen)
	10:00 – 10:45	<i>Presentation</i> IMBRSea Compass: How to prepare for an international master programme via an online tool? Julia Jung, Tim Deprez (Ghent)	<i>Round table</i> International supervision courses – development for them, or for us? Henrik Viberg (Uppsala)
Coffee break	10:45 – 11:00		
	11:00 – 11:25	<i>Workshop</i> How to (net)work in international settings Geir Gunnlaugsson (Uppsala), Isa Jahnke (Missouri), Angelika Thielsch (Göttingen)	
	11:45 – 12:00	Wrap – up and goodbyes	