



**UCLL Presentation, March 2016**

**Opportunities for "Virtual  
internationalisation" on our taught  
programmes – implications for  
curriculum design**

*Jo Peat, PICASA Project, University of Roehampton*



# PICASA Project

*(Promoting Internationalisation through Cultural & Structural Adaptations)*

- PICASA is funded by the European Union's Tempus Programme
- Roehampton is responsible for making recommendations about **curriculum revisions** to existing programmes
- We are working with 20 universities in **Armenia, Austria, Belarus, Belgium (UCLL), Georgia, Italy and Ukraine**. Roehampton is also independently working with 20 higher education institutions in Kerala, **India**

# What is Roehampton's focus?

- We are writing **policy and strategy** documents on internationalisation, and trialling innovative methods
- Looking at **the financial and social implications** of sending students and faculty overseas for extended stays
- Thinking about more **cost effective and sustainable alternatives**
- Reflecting on our own **taught programmes and internationalisation policies** to see if we could make some changes to the way that we think about “internationalisation”

# Background?

- More than **5,000,000 students** enrolled in overseas universities
- Most popular countries to visit are USA (16.5%) UK, (13%), Germany (6.3%), France (6.2%) and Australia 6.1% (Maslen, 2014)
- How many of your students and faculty would love to learn more about **international issues and research**, BUT.... do not have the funds, the time or the language skills to travel away from home?

The challenge of offering an international university experience is proving to be an **expensive and time-consuming business for many institutions of higher education.**

Some faculty and students are simply **unable to commit to travelling abroad** for reasons such as inadequate finance, family commitments or health/disability issues (Crowther, Joris, Otten, Nilsson, Teekens & Wächter, 2000).





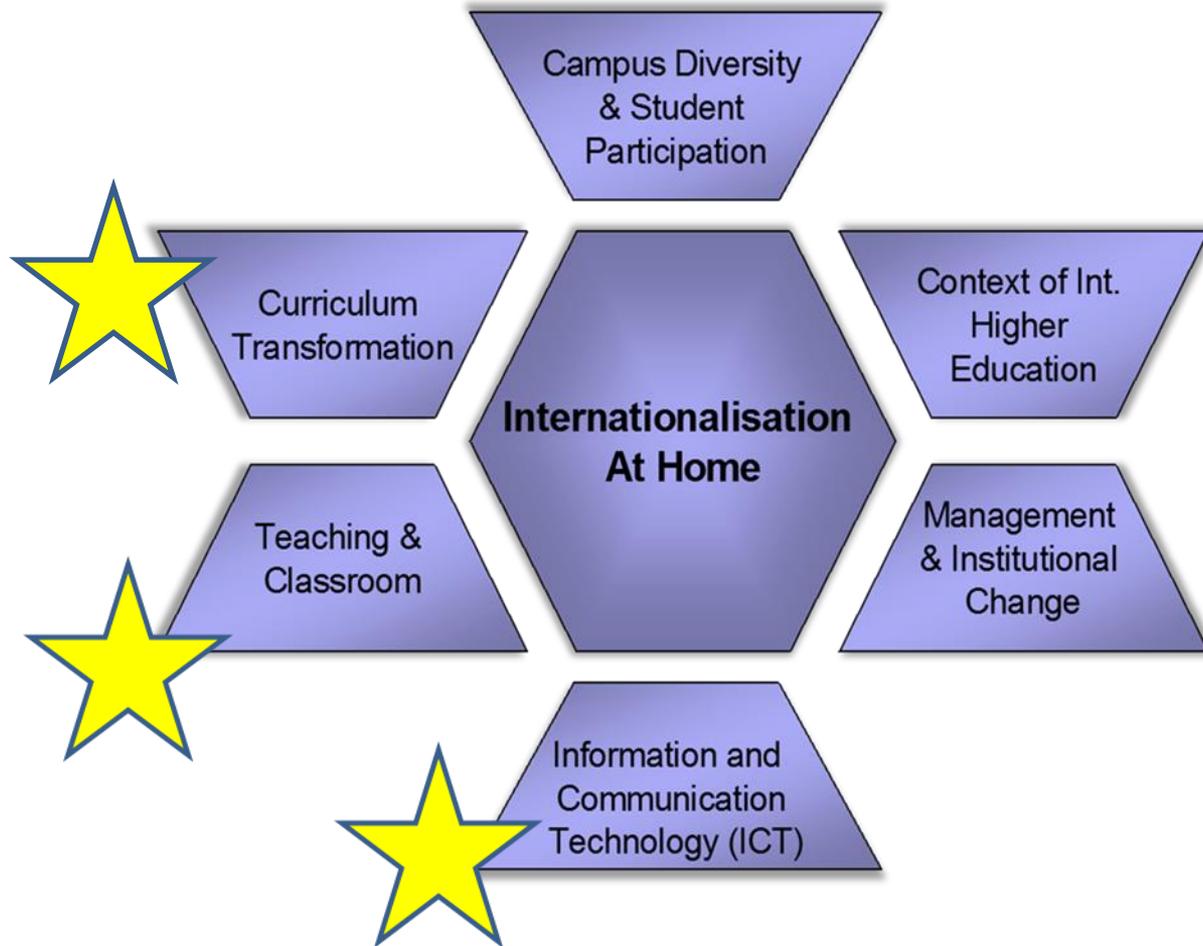
The adoption of practices such as “internationalisation at home” (Crowther, Joris, Otten, Nilsson, Teekens & Wächter, 2000) or “virtual internationalisation” (Middlemas & Peat, 2015) can therefore offer institutions a **viable alternative to expensive and lengthy overseas visits** (European Commission, 2014).

# Internationalisation at Home (I@H)



(Michael Joris et al, Leuven Limberg 2013)

# Where does “virtual internationalisation” fit in?



# Another way of working?

## Virtual internationalisation

- Making the most of **everyday technologies** to support collaborative and international ways of working
- **Informal arrangements** or **credit bearing** courses
- Opportunities for **asynchronous engagement**, not always restricted to a certain time slot
- Enables students and staff to develop **international skills of employability, languages, social communication, diplomacy and collaboration, geo-political awareness**

# ‘Virtual internationalisation’ and the undergraduate curriculum in UK and overseas universities

*(Middlemas & Peat, 2015)*

- We define virtual internationalisation as a **flexible learning and teaching approach** that makes the most of **everyday web-based technologies** to support the achievement of international learning outcomes on taught programmes.
- Virtual internationalisation can be **formally embedded** in a credit bearing course, or can simply be an **informal arrangement** between two geographically remote course teams.

# Virtual internationalisation?

- The timing may be asynchronous, or at a pre-agreed time.
- The aim is to enable students and staff to develop a more in-depth understanding of their discipline and profession from an international perspective, through engaging in discussions, webinars, presentations, design activities or virtual conferences.
- Paper at:  
<http://jpaap.napier.ac.uk/index.php/JPAAP/article/view/195>



# Some examples from our research

- Physiotherapy
- Civil engineering
- Biomedical science
- Journalism and television studies
- 2 examples of whole university approaches



# Example 1 - Christchurch Canterbury

- BSc Physiotherapy programme
- Informal approach working with physiotherapy programme in South Africa
- **Skype meetings** to share patient case studies
- Student-to-student case presentations



- Very different medical conditions, different populations, so students can learn about a wider range of clinical scenarios and socio-medical challenges



# Example 2 - Loughborough, Coventry (UK) and Ryerson Universities (Canada)

- Co-validated modules for BSc Civil Engineering students
- <http://bim-hub.lboro.ac.uk/resources/mini-case-studies/>
- Students work together over several months, by phone and also by using **interactive conferencing software**
- They also work off line, carefully planning each meeting and managing the tasks for their joint assignment

# BIM-Hub

- Home
- About »
- Guidance Notes »
- Publications
- Resources »
- Our blogs
- Contact



BIM-Hub is a research project initiated by Loughborough University, which puts collaborative working in the construction industry under the spotlight and tests the Building Information Modelling (BIM) mode of working. The project is grounded on the principle of conditioning students to think, behave, study and work collaboratively in multi-disciplinary teams, as a

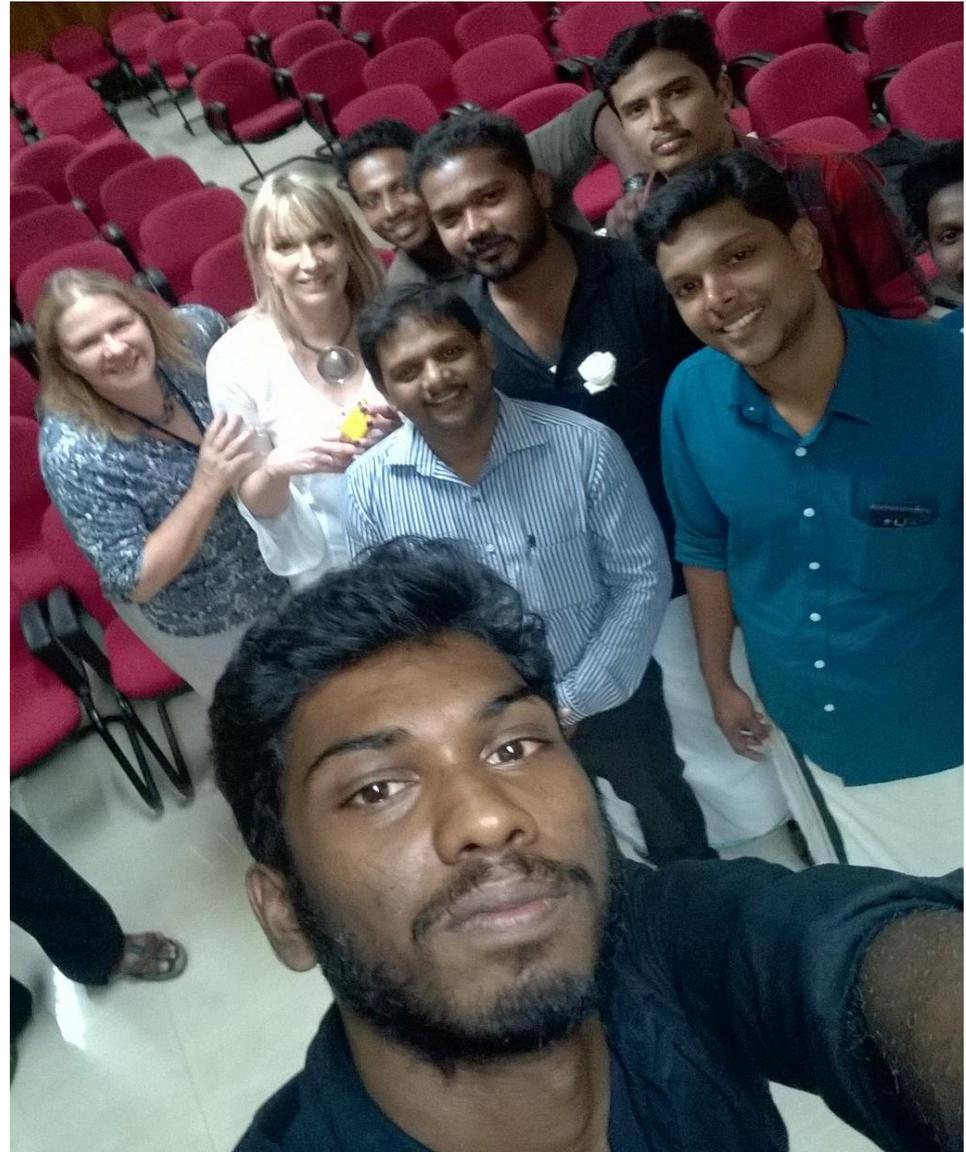
**Tweets** [Follow](#)

 **oc4d** @oc4d1 17 Mar

Guidance on how to do online collaboration in HE based on a Lboro project nearing end. Would welcome your feedback

# Example 3 - University of Roehampton

- MRes / PhD Biomedical Science students working collaboratively UK-India
- Using **Twitter** to share articles, research news and careers ideas
- Students and faculty contribute to discussions
- **6 weeks, 6 students,** discussing their PhD research subject areas



# Virtual 3 Minute Thesis #3MT

- University of Roehampton, London and University of Kerala, India
- **Moodle** to share photos, papers and other resources; **Skype** for discussions; **Twitter** for sharing research
- An effective way for students in very different settings to gain a more international perspective on their subject areas



# Example 4 – University of East Anglia, UK

- Set up a Twitter account for some modules
- Encourage students to share examples from their own countries and diverse UK cultures
- Develop employability and IT literacy skills
- One interesting example is “**Muslim women in the Media**”. Students have to carry out research with journalism students from Egypt, Pakistan and Saudi Arabia, to share ideas and gather examples for their projects....

# Eylem Atakav, University of East Anglia, UK

The image shows a screenshot of a web browser displaying the Twitter profile of Eylem Atakav. The browser's address bar shows the URL <https://twitter.com/eylematakav>. The profile header includes a profile picture of Eylem Atakav, a blue banner, and statistics: 1,745 tweets, 516 following, 824 followers, and 974 likes. A 'Following' button is visible. The bio identifies her as a Senior Lecturer in Film & Television Studies at the University of East Anglia, currently working on a documentary film about child marriages in Turkey. The main content area shows three tweets, all retweeted by Eylem Atakav. The first tweet is from The Norwich Radical (@NorwichRadical) dated 15 Dec 2015, announcing her participation in the #WarOfWords conference. The second tweet is from Global Thinkers Forum (@GlobalThinkersF) dated 15 Dec 2015, announcing a 2016 Mentee competition. The third tweet is from Emma Dixon (@EmmaDixon\_Green) dated 15 Dec 2015. On the right side, there is a 'Who to follow' section with three suggestions: Microsoft Education, Liz Bennett, and Fiona Harvey. The bottom of the screen shows a Windows taskbar with several open applications and a system clock showing 21:13.

**Eylem Atakav**  
@eylematakav  
Senior Lecturer in Film & Television Studies at University of East Anglia - currently working on a documentary film on #childbrides in #Turkey #endchildmarriage  
UK  
routledge.com/books/details/...  
Joined February 2011

**Tweets** Tweets & replies Photos & videos

Eylem Atakav Retweeted  
**The Norwich Radical** @NorwichRadical · 15 Dec 2015  
We're thrilled to have @eylematakav speaking at our conference, #WarOfWords in February click here for more info!  
[warofwordconference.com/about/](http://warofwordconference.com/about/)

Eylem Atakav Retweeted  
**Global Thinkers Forum** @GlobalThinkersF · 15 Dec 2015  
Do you want to be a Global Thinkers Forum 2016 Mentee? Are you between 17-29 years old? Applications are now open at [globalthinkersmentors.org](http://globalthinkersmentors.org)

Eylem Atakav Retweeted  
**Emma Dixon** @EmmaDixon\_Green · 15 Dec 2015

**Who to follow** · Refresh · View all

- Microsoft Education** @Micr...  
Followed by TES Global and ...  
Follow
- Liz Bennett** @LizBennett1  
Followed by Graham Holden...  
Follow
- Fiona Harvey** @fonajharvey  
Followed by RAISE network ...  
Follow

**Trends** · Change  
#DavidBowieRIP  
22.5K Tweets

# 5. University of Sheffield, UK

- **Students** from similar disciplines have paired up with the student union at the Islamic University of Gaza
- Share ideas on different topics every week for 5 weeks
- Great idea for learning more about international politics / religion / cultural differences / social customs etc



Virtual Cultural  
Exchange

Matt Lloyd  
One World Coordinator  
Sheffield Students' Union



# University of Sheffield

- 5 weekly sessions on offer
- Using skype to connect
- Session 1 – introductions
- Sessions 2,3, and 4: themed discussions
- Session 5 farewell, and a “virtual dinner party”



# Online Intercultural Exchange - OIE



connecting internationally to develop global graduates.

The challenges to the adoption of international telecollaborative activity also known as virtual exchange or Online Intercultural Exchange (OIE) have been well documented and the complexity of shared electronic accreditation explained. Yet, the desirability of participation is accepted and there is widespread agreement that OIE is a viable pedagogical model that extends intercultural experiences for those involved and serves the goal of virtual mobility in Higher Education.



What is telecollaboration?

Some stats:

1000+ students each year  
4 years experience  
30+ articles, presentations and shared outputs  
178 open badges



Clavier history

Assignments submitted

4 Jun 12:51  
My 120000  
My 120000

Activities

Assignments  
Forum  
Resources  
Virtual Intercultural Exchange  
Virtual Intercultural Exchange  
My 120000  
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Twitter feed

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Our portal EWC is based in Languages@Warwick



Language Centre French students and staff have been part of the largest OIE for the past 4 years, connecting with Université Blaise-Pascale, Clermont Ferrand.

Explore the QR codes on this poster to see how we use Computer-Mediated Communication (CMC) to connect students and staff internationally and how our tools facilitate skills acquisition vital to today's global graduate.

Participants acquire complex skills to become intercultural operators as defined by DeSeCo project.

E-Tools report for HEA



Order an online collaboration database

## 6. Warwick University, UK

- Online intercultural exchange
- UK-France
- Virtual exchange
- 1000 students participate every year
- Publish papers, organise poster sessions
- Focus on “skills acquisition for today’s global graduate”



# Where could you include any of these ideas in your own curriculum?

- **Guest lectures** on Skype?
- Student to student discussions on a set topic?
- **Joint projects** or co-validated modules?
- **Research tasks** ( e.g. for a literature review) with an international partner?
- **Virtual field trip** or research visit?

# Curriculum Planning **ACTIVITY**

- You can use our curriculum planning tool to test out some ideas...

HANDOUT 1 - Unit / P/CASA module design template

Before you start

- 2-3 months before the teaching starts?
- 1 month before the teaching starts?

week 0 and week 1

- Induction week?
- week 1?

week 2

- week 2 in class?
- week 2 out of class?

week 3

- week 3 in class?
- week 3 out of class?

week 4

- week 4 in class?
- week 4 out of class?

week 5

- week 5 in class?
- week 5 out of class?

Week 6

- week 6 in class?
- week 6 out of class?

week 7

- week 7 in class?
- week 7 out of class?

week 8

- week 8 in class?
- week 8 out of class?

HANDOUT 1 - Unit / P/CASA module design template

week 9

- week 9 in class?
- week 9 out of class?

week 10

- week 10 in class?
- week 10 out of class?

week 11

- week 11 in class?
- week 11 out of class?

week 12

- week 12 in class?
- week 12 out of class?

end

- end of module / unit activities?

end

- presentation to staff / students?
- Student conference?

next time...

- students contribute to module / unit redesign / revalidation?

next time...

- students present ideas to senior committee / senior management teams?

next time...

- anything else?

Bridget Middleton, University of Roehampton, 2015

# Have a look at our other handouts too...

**OXFORD BROOKES UNIVERSITY**

## Key questions when planning to internationalise a module curriculum

Name of course:  
Level of course:

What are the Learning Outcomes of this module that indicate internationalisation?

What are the knowledge, skills and attitudes that graduates from this module should develop to reflect the learning outcomes above?

What assessment tasks could students complete to demonstrate achievement of these knowledge, skills and attitudes?

What learning activities and tasks will assist learners to develop these knowledge, skills and attitudes?

What tools and resources are available to achieve the above?

[www.brookes.ac.uk/services/roads/loc](http://www.brookes.ac.uk/services/roads/loc)

**University of Roehampton**  
London

## Staff Development Resource

### Internationalisation on my programme : testing the water



- A short questionnaire for use with programme teams or academic departments
- Gives you an overview of what is working, and what might need to be changed
- Try it for your own Department, or a course you teach on
- What was your score out of 100?
- Were there any surprises?
- Is there something that you might do differently in 2016 and beyond?
- Could you also make use of a "student" version?
- Use the flipchart paper or post-its to make some notes / observations

Bridget Midlamias / PICASA CPD resources 2015-2016

## Principles of an internationalised curriculum

Sabine McInnon, Global Perspectives Project, SOU LEAD

"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning process and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and culture and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens."<sup>1</sup>

An internationalised curriculum aims to:

- engage students with internationally informed research and culture and prepare students to deal with uncertainty
- purposefully develop students' international and intercultural perspectives - the knowledge, skills and self-awareness they need to participate effectively as citizens and professionals in a global society characterised by rapid change and increasing diversity,
- move beyond traditional boundaries and dominant paradigms and invite students to think both creatively and critically by opening their minds and developing their ability to think both creatively and critically
- move beyond traditional boundaries and dominant paradigms and invite students to think both creatively and critically by opening their minds and developing their ability to think both creatively and critically

The Global Perspectives principles of internationalising the curriculum are based on contemporary pedagogic research and international good practice<sup>2</sup>. They identify the features of an internationalised curriculum and are designed to support the curriculum review process at programme level. A separate audit tool provides additional assistance.

**Principle 1:** The learning outcomes that are related to the development of international and intercultural perspectives within the context of the students' discipline are clearly defined, systematically developed, assessed and communicated to students and staff.

**Principle 2:** Curriculum content is predominantly informed by research and practice from an international context. A broad range of viewpoints and ways of thinking in the discipline are presented, invited and rewarded.

**Principle 3:** A wide variety of learning and teaching activities integrate global and cross-cultural perspectives into learning tasks at all stages of the programme. They require students to engage with multiple national and international perspectives and points of view.

**Principle 4:** Constructive feedback is provided to assist students in developing international and intercultural knowledge, skills and attitudes.

**Principle 5:** Students are provided with opportunities to learn a foreign language and study abroad as part of an accredited programme.

**Principle 6:** Students are given training and support so that they will be able to work effectively in a variety of cross-cultural group situations on completion of the programme.

**Principle 7:** Assessment tasks which require students to discuss and analyse international and intercultural issues relevant to their discipline are embedded at all levels of study.

**Principle 8:** Teaching teams are expected to have a good understanding of the cultural foundations of knowledge and practice in their discipline and related professions and ensure that this is reflected in the curriculum.

**Principle 9:** All teaching staff are required to continually develop their understanding of the discipline and related professions at international levels.

**Principle 10:** Teaching staff are supported in the employment of teaching strategies that engage students from diverse cultural backgrounds.

<sup>1</sup> Lewis, S. (2006). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education*, 10(2), 205-221.  
<sup>2</sup> Adapted from Lewis, S. (2012) *Guidelines for Internationalisation of the Curriculum: A Stimulus for Reflection and Discussion*, ALTC National Teaching Fellowship: Internationalisation of the Curriculum in Action, University of South Australia, Available from: <http://www.ltc.uoi.edu.au/teaching/courses/view.php?id=2>  
<sup>3</sup> All case study resources provided within University staff/ <http://www.grihm.edu.au/grihmresources-report-internationalisation>

# Thanks for listening!



<http://www.roehampton.ac.uk/Services/LTEU/Research/PICASA/>

Twitter @UKPICASA #PICASACnf