



How to enhance teaching and learning through the international classroom?

The process of planning, piloting and implementation at the University of Groningen

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Context - University of Groningen

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- > Founded in 1614, comprehensive research university
- > 30,000 students, 5,000 international students, > 120 nationalities
- > 35% of academic staff non-Dutch
- > 25% of students study abroad
- > 107 English-taught Master's, 21 English-taught Bachelor's, 11 joint programmes
- > Exploring a Joint International University (branch campus, TNE) in Yantai, China
- > Rankings: 75 in the ARWU, 100 QS and 117 THE

Background and rationale

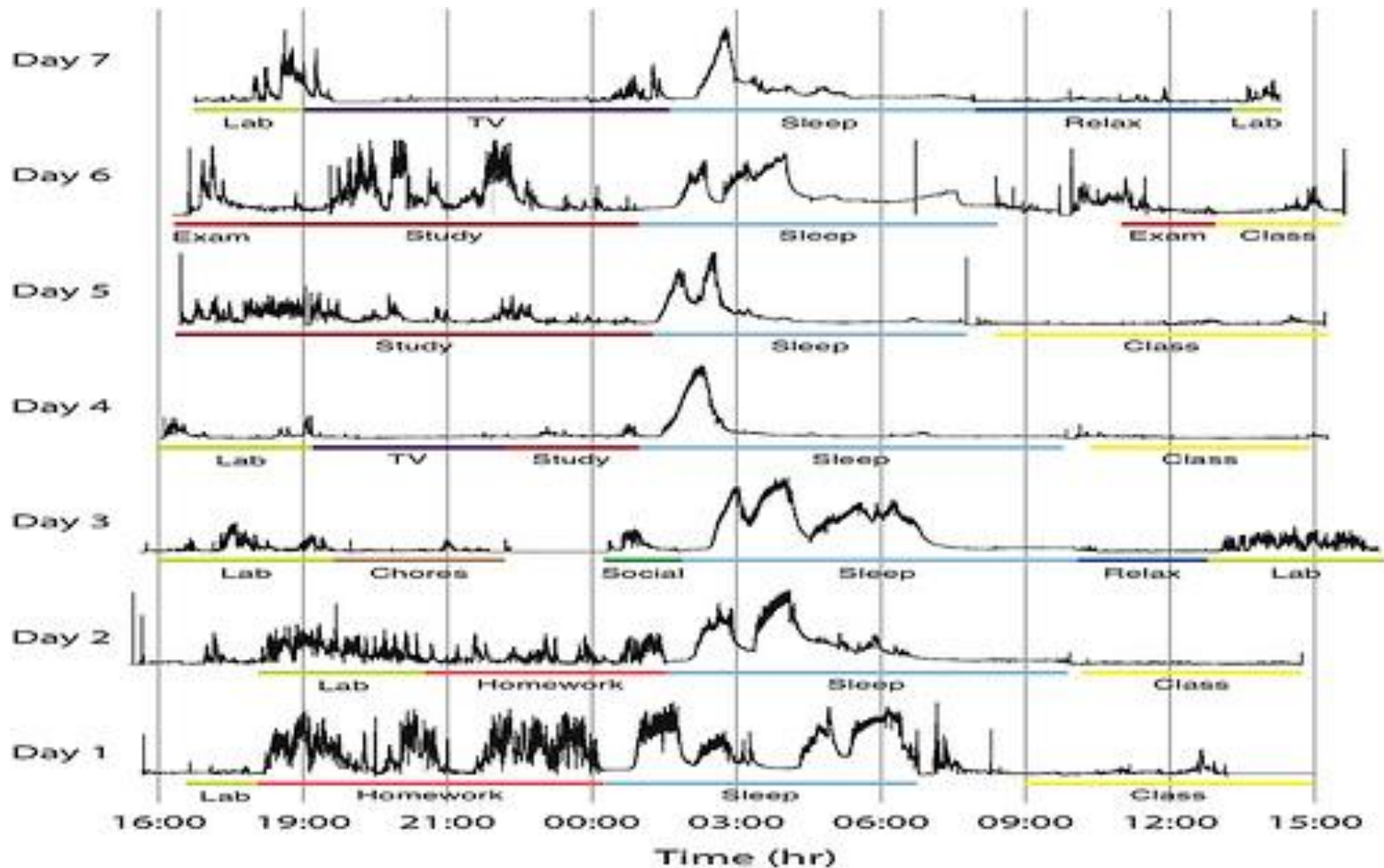
- > Continuous innovation of education is needed
- > Environment changes rapidly: labour markets and use of ICT in education
- > Dutch demographic developments illustrate the need for internationalisation
- > New educational strategy (see hereafter)
- > Big project: large scale needs support at the highest level

RUG Educational Strategy

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- > UNESCO pillars of learning
- > Learner-centered approach / active learning theory
- > Interrelated innovative concepts: international classroom, learning communities, flipped classroom
- > Issues of diversity (nationality, culture, values) and purposeful interaction
- > Internationalisation of high strategic relevance
- > On-campus university: ICT as a tool
- > Start from the assumption of 'rationality' or 'strategic behaviour' of students ('just-in-time')

Poh, Swensson, Picard (2010), *IEEE Transactions on Biomedical Engineering*



Why – planning phase

- > To obtain the European quality label for internationalisation *CeQuint*; create evidence of the added value of internationalisation through a coherent, contextual approach
- > Attract more international students (offsetting demographic changes) and international staff
- > Higher employability for all students in increasingly competitive labour markets
- > Higher quality of and more innovative education
- > Enhancement of international reputation and networks
- > Inclusion of all students and staff.

How? – planning phase

The scholarly approach:

- › based on research done in Australia (Leask, Green, Whitsed, 2009-2015)
- › adjusted Questionnaire of Internationalisation of Curriculum and Principles of Teaching Across Cultures (Leask, Carroll) to the University of Groningen context, e.g. for language (Lauridsen)
- › application of CeQuint accreditation parameters: vision, learning outcomes, teaching and learning including assessment, staff, students
- › pilot case studies of “good practice” in 3 University of Groningen Faculties.

How? – project approach

- . Both top-down and bottom-up
- . Involve all levels and stakeholders (especially teachers!)
- . Acknowledge good practices / “the champions”
- . Find balance between generic models and specific context
- . Create cross-disciplinary and interdepartmental discussion: intervision
- . Work with (external) international experts
- . Focus on communication and dissemination (e.g. seminars, booklets, presentations and academic articles).

What? – pilot phase 2013-15

At institutional level:

- > institutional vision on internationalisation
- > language/culture policy
- > in development: policy on graduate attributes and programme approach for internationalising learning outcomes
- > institutional framework for the international classroom.

At programme level:

- > pilot case studies with 4 programmes in 3 faculties,
with specific and generic outcomes and illustrative examples
- > expertise and support available for development of linguistics and intercultural competences (Language/Culture project)
- > expertise and support available for internationalisation of curriculum (IC project) .

What? – pilot results

- > High impact of 'Dutch' culture (local, disciplinary, academic)
- > Support required (tailor-made and integrated) for language and intercultural competences
- > 'Diversity as a resource' can be used
- > Learning outcomes based on international frameworks but not explicitly global and intercultural
- > Vision on internationalisation at faculty and programme level can be enhanced
- > Important role for student associations (active in Faculties).

What next?: implementation

How?

Generic:

- > institutional vision on internationalisation
- > reference to educational and internationalisation strategy
- > IC framework
- > programme-level approach for internationalising learning outcomes
- > working with internal (faculty and central level) and external experts
- > based on process model (Leask, 2015)

Specific:

- > contextualisation: project plan per faculty
- > priorities, needs, timing and activities can be different.

What next? – until 2020

- > Further development and implementation of IC framework and action plan
- > Development and implementation of generic model for making learning outcomes international and intercultural
- > Further development of policies (e.g. UTQ-international, graduate attributes)
- > For dissemination: booklets, seminars, workshops and articles
- > For feedback: collegial visits and workshops with international experts
- > Application for accreditation for *CeQuint* in 2018
- > Structural embedding in all international programmes.

Thank you for your attention.

For further information,

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