



# International classroom RUG



Elke Klunder  
Jellina Timmer



# Programme

- > Inleiding
- > Deel 1: Academic cultural differences
- > Deel 2: EQUiP casus



# Inleiding

- > Academic Cultural Differences: Carroll 2014
  - . Onderdeel training RUG
  - . Bewustwording
  
- > EQUiP: Educational Quality at Universities for inclusive international Programmes
  - . Erasmus project → vervolg IntlUni
  - . Deelnemer & projectleiding
  - . 5 modules voor educational developers



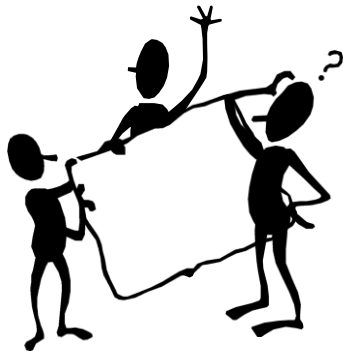
# Academic Cultural Differences



# Areas of academic cultural differences

1. Relations between teachers & students
2. Teaching methods
3. Assessment & feedback
4. Academic writing / critical reading

# Brain writing

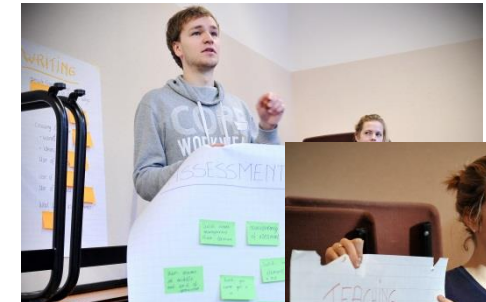


8 groups

2 minutes to write

10 minutes to discuss

1 minute to present





# Relationship students & teachers

- > Degrees of personal acquaintanceship
- > Ways of showing respect
- > Exchange of gifts
- > Teacher availability
- > Expectations for the future
- > Classroom order
- > ...



# Teaching methods

- > Methods used
- > Who would be talking?
- > Student-centered or teacher-centered
- > Content
- > Interactive teaching
- > Mentor system
- > ...





# Group work

## > Multi-cultural

- . Cultural challenges
- . Attention to processes of group formation
- . Understanding & respect
- . Greater team orientation
- . Takes longer
- . Positive effect on the mark

Task = long

## > Mono-cultural

Task = short



# Group work

- > Let them bond on an individual level
- > Panic moments as teaching moments
- > Joint products as assignments
- > Create trust



# Assessment & Feedback

- > 'Decoding' lecturers' expectations
- > Assessment variations around the world
- > Variations in what and when is being assessed
- > Guidance and explicit information
- > Assessment standards
- > Explain 'plagiarism'
- > Test analysis: normal p-value, low RIT
- > Norm-referenced vs criterion-referenced assessment
- > ...



# Academic writing

- > Assessment of language, content, structure
- > Graded?
- > Communication style
- > Expected structure
- > Context-awareness: judge evidence
- > Transmit or opinion
- > Sources
- > Referencing
- > ...



# Academic / critical reading

- > Context-awareness: judge / challenge evidence
- > Language
- > Skimming vs reading meticulously
- > Recognize organizational structure
- > Required cultural knowledge
- > Core reading list vs. additional literature
- > ...



# Take home message

- > Be explicit → ACD's
- > Use activities that activate, in safe atmosphere
  - Think, pair, share
  - Use quiz apps, like Mentimeter
  - Groups for a longer period of time
  - Reflection time
- > Group work
  - Create interdependence: content and/or activity
  - Set rules or parameters together
  - Give a briefing: orally & written



# EQUiip – case study



# History: IntlUni

- The Challenges of the Multilingual and Multicultural Learning Space in the International University
- An Erasmus Academic Network with 38 educational institutions in 27 countries
- A project of the EU Lifelong Learning Programme (2012-2015)
- More information: <http://intluni.eu>







## One of the recommendations of IntlUni:

"[...] provide the necessary **professional development and teacher training programmes** that will allow HE teachers to appropriately develop their language proficiency as well as their professional and pedagogical knowledge, skills and competences and thereby empower them to ensure the quality of their teaching – and their students' learning – in the multilingual and multicultural learning space".





# Project partners EQUiiP

Universities of:

- Aarhus
- Bordeaux
- Copenhagen
- Freiburg
- Glasgow
- Groningen (beneficiary)
- Madrid





# Main objective

To develop a modular set of methods and materials for the use of educational developers (EDs) working in the internationalized curricula of HEIs.





# Means

- Develop a modular set of methods and materials for the use of educational developers (EDs) working in the internationalized curricula of HEIs.
- Research, policy recommendations, platform, competence profile
- September 2016- August 2019
- Budget: 450.000 Euro





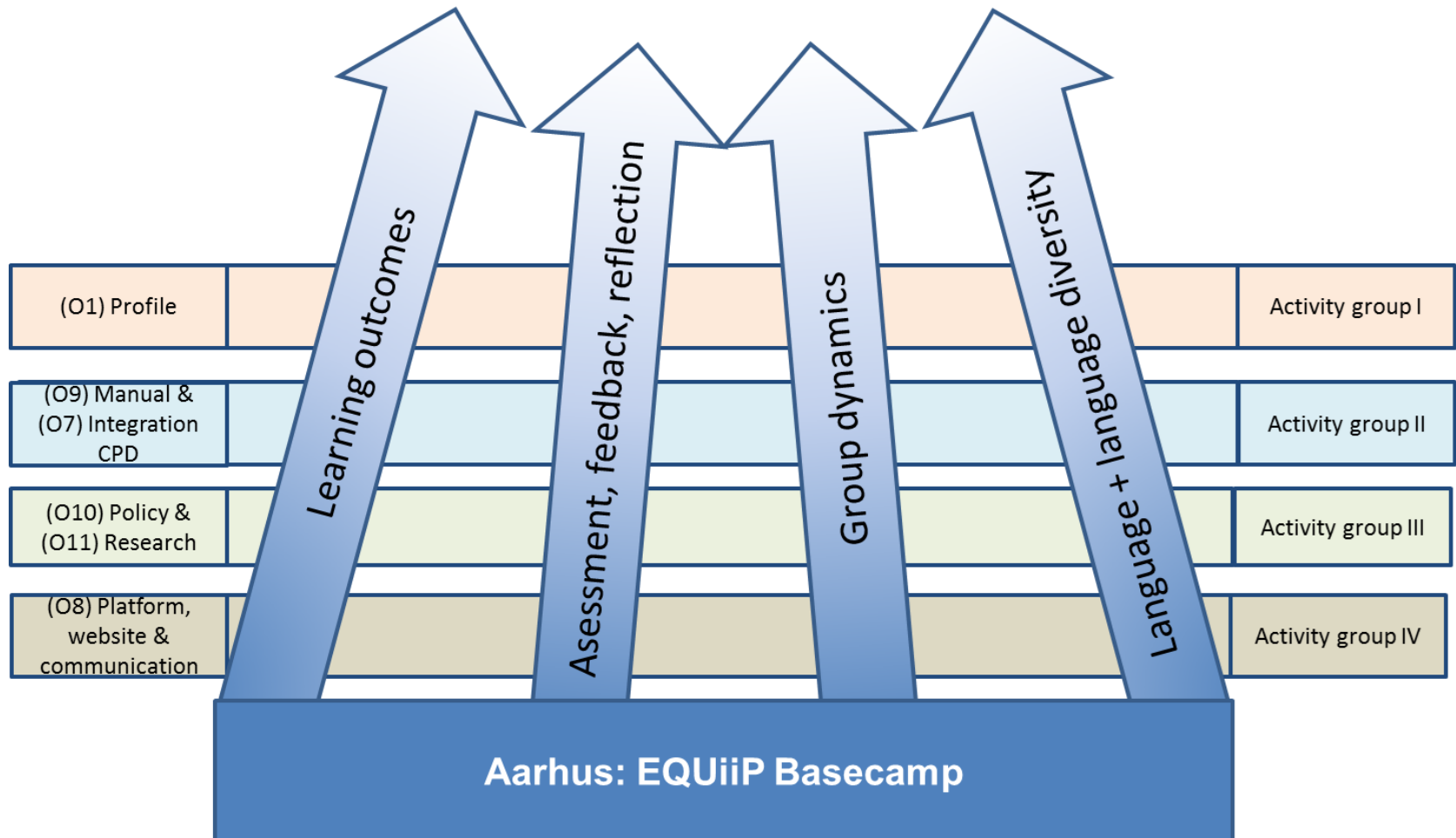
# 5 modules

- a) Teaching & Learning in the International Classroom
- b) Intended International Learning Outcomes (IILOs) & Intercultural and global competences
- c) Assessment & Feedback & Reflective processes
- d) Facilitating Group Dynamics to Enhance Intercultural Development and Learning
- e) The Role of Language and Language Diversity



## Summer and Winter Schools

29-06-2017 | 22





# Case from module A

Teaching & Learning in the  
International Classroom



## Case: Marianne

- > Read Marianne's international classroom & identify the good practices & issues. Make a list with the group.
- > If Marianne came to you for advice, what would you suggest that she does (use the good practices & issues) & write this on post-its
  - Before the beginning of term?
  - During the term (while teaching the course)?
  - At or after the end of term?
- > Stick the post-its on the board to create a summary