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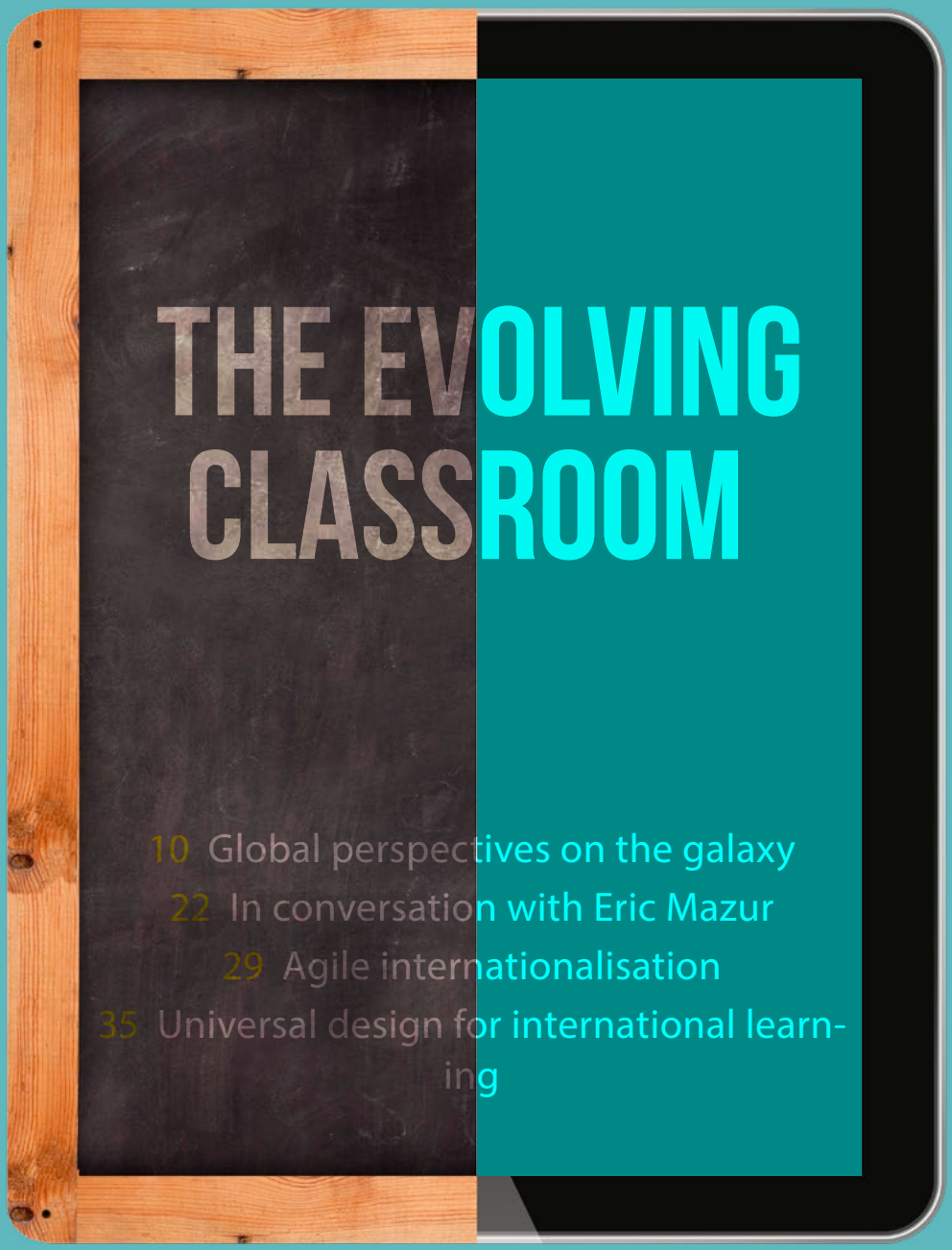

THE EVOLVING CLASSROOM

SPRING 2019

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EDITORIAL

We have become used to saying that change is a constant in our lives, and that the pace of change is getting faster and faster. We only have to look at the mobile phones that we carry to realise how communication and connectivity have been radically transformed in the digital age. In our professional lives, those of us working in international education also generally feel that we're at the forefront of leading or responding to change in our work environments, given the fundamental shifts which exposure to the international world has brought to students and staff, to our institutions and organisations.

However, for many of us, our direct experience of the classroom is now several years ago (or indeed a few more!) and we perhaps haven't spent a lot of time reflecting on how the classroom has evolved since then. For many of us, memories of secondary and higher education are fixed at a point in time, only perhaps to be revisited when a new generation in our community – our children, nephews and nieces – starts to discover them. In this way, we are like the alumni who return to their *alma mater* several years after graduation only to discover that there are new buildings, that favourite cafes or bars are no longer there, and some of the schools and departments have new names.

So, this issue of *Forum* gives us an opportunity to reflect on the ways in which the classroom has responded to a globalised world, as well as to re-frame our understanding of how institutions have moved to adjust to new forms of diversity on our campuses. Presenting perspectives from Europe, North America and Asia, the authors in this edition look at technological innovations in the classroom and new ways of leveraging a more diverse community on our campuses. Some of the authors also look beyond the physical classroom to consider faculty development needs, for example, or to frame the learning environment as the campus as a whole, rather than its individual classrooms. We're also delighted that Prof Eric Mazur, a Dutch physicist and educator at Harvard University, accepted to be interviewed for this edition.

What we know, from the latest *EAIE Barometer* and other surveys, is that higher education institutions are now more internationally focused than ever before. A full 78% of respondents in the second edition of the *EAIE Barometer* (September 2018) indicated that their institution referenced internationalisation in its strategy in some way. And this focus on internationalisation has led to greater geographical and cultural diversity in our student and staff communities, as well as new approaches to the curriculum that make use of internationally-relevant subject matter, and pedagogical techniques designed for a new age. We started to reflect on what these changes meant in the Winter 2015 edition of *Forum* on Internationalisation at Home, and this edition allows us to examine these questions in more depth.

As new Chair of the EAIE Publications Committee, this is also the first issue of *Forum* which I have had the honour to edit. With thanks to the other members of the Committee, to our Editorial Coordinator and, in particular, to Laura Rumbley (former Committee Chair and now Associate Director, Knowledge Development and Research for the EAIE) for all of their support and guidance.

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UNPACKING THE INTERNATIONAL CLASSROOM

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What makes a classroom 'international'? As the tertiary classroom continues to evolve, it grows increasingly diverse, offering more and more intercultural touchpoints to catalyse students' development. But not all international classrooms automatically deliver meaningful learning outcomes.

Gone are the days when international mobility was considered the approach *par excellence* to developing students' intercultural competence. While many mobile students will have a transformational experience when living and studying abroad, there does not seem to be clear evidence suggesting that these experiences necessarily trigger intercultural competence development. Moreover, the percentage of students studying abroad is still limited, and although international mobility continues to be a preferred learning activity for developing intercultural competence, much of this development needs to happen at home – in what is now often referred to as 'the international classroom'.

Just having a diverse student population or teaching in English does not automatically imply that the classroom is international

This concept has quickly gained ground, on the basis that all students should have the opportunity to benefit from an international experience to prepare them for a global labour market and society upon graduation. It is assumed that the international classroom will provide for this. Time and energy is being spent to include 'internationalisation at home' and 'internationalisation of the curriculum' in the strategic programmes or internationalisation plans of higher education institutions, and intercultural and global competences are defined as intended internationalised learning outcomes (IILOs) in programme and module descriptions.

Yet, even though pockets of successful practice do exist, it remains a challenge to transform the experience of the international classroom into intercultural learning and development for all students in all disciplines. It is therefore not surprising that higher education internationalisation currently focuses on the competences of lecturers and other academics to deliver these IILOs, and on the associated continuing professional development needs.

Unpacking this concept of 'the international classroom' yields insights pertaining to key elements in the learning environment of the international classroom that spur intercultural learning, and to the international competences needed by lecturers who work to internationalise their education programmes.

A FUZZY CONCEPT?

Multiple meanings have been attributed to 'the international classroom'. In practical terms, its definition depends on the perspective one takes or the underlying problem that one needs to solve. Often, reference is made to a student population with a diverse cultural, linguistic and educational background. Domestic and international students are integrated in the same class. For all or a proportion of the students, teaching and learning takes place in their second or third language. In practice, this usually means English is the medium of instruction (EMI).

However, just having a diverse student population or teaching in English does not automatically imply that the classroom is international. In our

view, three further elements should be considered before labelling a classroom as international.

First, the subject matter of the study programme should at least *include international, global and regional perspectives* with regards to both the focus of the academic content and the disciplinary methodology and ways of working. Second, *intercultural and global competences should be included as IILOs,* and a number of the teaching, learning, and assessment activities should be purposefully designed to achieve these outcomes. This does not imply that lecturers in engineering or law, for example, now also need to teach intercultural or global competences in addition to their subject matter; rather, connected to their academic discipline, lecturers should be able to recognise, appreciate and include differences in perspectives and values brought by the international classroom (cohort) as resources and context for subject-specific learning. Further, they should understand the multicultural group dynamics at play in the classroom and skilfully work with these group dynamics to ensure meaningful interaction and collaboration among students of diverse backgrounds. This leads to our third critical element, namely the requirement that the *competences of staff* who develop and teach international programmes be aligned to the challenges and opportunities of the international classroom. Only when all these elements are in place, can a classroom truly be referred to as international.

FACILITATING INTERCULTURAL LEARNING

Lessons learned from experience and the literature indicate that, for the development of intercultural competence to occur, the learning environment needs to include guided opportunities for reflection on the experience of diversity. This holds true for both international mobility and the international classroom. Learning activities such as group projects are often designed to offer students the experience of cross-cultural collaboration.

For the development of intercultural competence to occur, the learning environment needs to include guided opportunities for reflection on the experience of diversity

For these activities to be effective and meaningful, facilitation of the intercultural experience is essential. Facilitation may, for example, include exploration of prior knowledge and ways of working. It may focus on supporting students in clarifying and working with misunderstandings as an opportunity for learning. Or it may involve teaching students how to give and receive feedback respectfully and in a way that is sensitive to cultural differences. Finally, facilitation should aim to enhance the quality of contact between students or groups, at building trust, and at supporting social relationships so that students can work through their group issues and collaborate successfully. This demands active engagement of the facilitator, challenging students to move beyond their comfort zones, while at the same time providing a safe and supportive environment.

As part of the formal curriculum, it is critical that time and credits are allocated for engagement with and reflection on the experience of diversity and multicultural group work. Allowing time for intercultural learning may be perceived as taking time away from subject matter learning. Lecturers might state that they simply do not have the time to include this in their programme, or that it may put accreditation by professional bodies at risk. However, the contrary holds true: so many of us have observed how student projects fail due to dysfunctional (intercultural) group collaboration, or when a few students do all the work just to receive the credits.

Of course one could state that there is no growth without pain, and students will learn from such an experience. Yet, when such incidents are not appropriately framed to help students understand and resolve the underlying cultural issues, a negative experience may lead to unintended, undesirable outcomes with less appreciation of cultural diversity, and students may tend to avoid further intercultural contact. On the other hand, successful intercultural experiences will motivate students to deepen their engagement in the international classroom and enhance

their subject learning through co-creation of outputs and outcomes with their peers. In a learning environment that is attuned to both subject and intercultural learning, students will achieve the graduate attributes that employers and professional bodies are looking for.

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CONTINUING PROFESSIONAL DEVELOPMENT

Establishing a truly international classroom may present new challenges to lecturers, in particular regarding curriculum design and the facilitation of intercultural learning processes. Redesigning a study programme involves more than formulating a few additional IILOs, integrating global international or regional perspectives in the curriculum, or establishing connections with diverse groups in the home community. It is essentially about rethinking the purpose of the programme and connecting intercultural competence development to local and global issues and developments such as sustainability, social justice or health. It entails considering different and potentially diverging bodies of knowledge and knowing. For many lecturers, it requires a new kind of engagement with students, and for students a new way to co-construct learning with their peers. This involves complex processes that demand additional knowledge, skills and competences that lecturers or teams of lecturers may not yet have fully developed, and for which they need continuing professional development (CPD).

> Redesigning a study programme involves more than formulating a few additional IILOs – it is essentially about rethinking the purpose of the programme

So far, such CPD programmes seem to have been ad hoc events or non-existent. However, in the summer of 2019, the EQUiiP ERASMUS project (Educational Quality at Universities for inclusive international Programmes) will present its CPD programme 'Designing and teaching inclusive international programmes', which will be available as a free resource. This CPD programme is an example of the type of professional development that will support HEIs to leverage the benefits of the international classroom. Its key elements include the opportunity for critical reflection on the curriculum with peers from multiple disciplinary and interdisciplinary viewpoints; connecting the curriculum to evolving local and global contexts; and the development of new competences for teaching in the international classroom. With these elements in place, lecturers are well-equipped to prepare all their students for life and work in our globalised world.

— JEANINE GREGERSEN-HERMANS & KAREN M. LAURIDSEN

GLOBAL PERSPECTIVES ON THE GALAXY

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With the help of an online observatory and an Internationalisation at Home grant, students in two astrophysics classes on opposite sides of the globe are looking up at the same star together. As they collaborate to gather data on the galaxy, they not only form connections within the international scientific community, but also practice communicating across cultures and continents.

Separated by nearly 9000 kilometres, two classes of astronomy students simultaneously observe a strange cosmic phenomenon one billion light years from earth.

It could be a scene from a Hollywood space movie, but it's actually a real-life moment from an inventive and unique international collaboration led by two astronomy instructors teaching on opposite sides of the globe: Dr Phil Langill, PhD, Senior Instructor in Physics and Astronomy and Director of the Rothney Astrophysical Observatory at the University of Calgary in Alberta, Canada; and Dr Jianghua Wu, PhD, Professor and Deputy Director at Beijing Normal University (BNU), China.

The project started in 2017 because Langill loathes an idle telescope. "I'm always looking for ways to make good use of the observatory," he says. "And because the equipment can be operated remotely, you don't have to be on site to use it. So I'd started to think of how we could interest people off campus – even internationally – to use the telescopes."

By sheer coincidence, while Langill was broadening his search for potential observatory operators he received a note from the dean's office about the Internationalisation at Home grant funded by Alberta Advanced Education, the provincial ministry responsible for postsecondary education. "The programme provides international activities in science classrooms, giving students access to experiences worldwide without requiring them to travel," says Heather Clitheroe, international coordinator in the Faculty of Science.

Very quickly, Clitheroe and Langill joined forces to put the successful grant application together. Langill realised an international partner wouldn't have to be a researcher, but could instead be an astronomy instructor like him, keen to give students hands-on experience. Clitheroe mined the university's existing relationships, and found a suitable partner in Beijing Normal University.

AN INTERNATIONAL ONLINE OBSERVATORY

"We'd been working with BNU already, so we were familiar with their course content. We knew there was alignment," Clitheroe says. "And we soon learned that Jianghua Wu at BNU and Phil shared similar research interests. From there, things moved very quickly."

The proposal outlined how Langill's second-year astrophysics students (ASPH 307) would, as usual, travel to the Rothney observatory and also take measurements remotely by connecting over the internet. At the same time, Wu's undergraduate astronomy students in Beijing would also connect via the internet to the observatory.

"Students in ASPH 307 learn that an observatory is essentially a physics lab, and to trust the data, students need to understand the nuts and bolts of where the data comes from," Langill says. "And in the more challenging projects where students examine the minutiae of things, and look for very small effects, they need to know how far they can push the equipment: can this instrument really make the detailed measurements required?"

In Beijing, Wu was equally excited about the project. Poor air quality in Beijing means he can't use the telescope at BNU, so Wu's students usually travel five hours to one of China's national observatories to see a telescope in operation. "This hands-on training provides my students with a new opportunity to

operate a telescope by themselves," Wu says. "It also opens a window for the students to communicate with a foreign teacher and students."

Of course, the two astronomy classes weren't looking blindly into space. They were researching a particular phenomenon: a blazar, an active galactic nucleus or giant black hole a billion light years away.

"THE MORE MATERIAL THEY SUCK IN, THE BRIGHTER THEY GET"

"It looks like a dot of light, like all the other thousands of stars," Langill says. "But through detective work over the years we now know we are looking at a galaxy with a black hole at its centre. The illuminating material around it shines so brightly it produces more light than all the stars in the galaxy. The more material they suck in, the brighter they get."

Langill says one of the greatest benefits of this work is the opportunity for students to experience real hands-on science.

"Students get used to doing experiments where the results are already known," Langill says. "In this course we collect the data, we see what the universe is doing, and we don't know what the results will be. It turns everything around in the head of the student. Welcome to the real world of science!"

And like the real world of science, there were challenges with this international collaboration, which was likely the first at the University of Calgary to connect two undergraduate classes. There was a language barrier, a significant time difference, and the complicating factor that telescopes are useful only at night, and only with clear skies.

"This pairing of two international classrooms gives students exposure to the kinds of professional and academic challenges they face after graduation," Clitheroe says. "They have to think about their place in the global scientific community and what it means to work on a global collaboration, and we hope that will prompt them to consider an international experience in the future."

CONNECTING WITH THE GLOBAL SCIENTIFIC COMMUNITY

While projects like these help to expand students' access to scientific cooperation in field and laboratory contexts, the informal learning is also an important developmental step in STEM education. "It's a valuable experience in communication and the practice of science," says Dr Wendy Benoit, PhD, associate dean of teaching, learning, and student engagement at the University of Calgary's Faculty of Science. "Successful collaborations require a lot of creativity and flexibility, and a willingness to adapt to changing conditions."

Engaging young scientists in international partnership in the classroom, she says, introduces that concept of professional cooperation at an early, critical stage of undergraduate education. "The classroom project supports authentic, experiential learning," she says, which is a priority for the Faculty of Science. "Problem-solving, shared research, and a critical, peer-reviewed analysis of results – when students learn how to form connections within their scientific community, the entire field benefits."

BUILDING ON SUCCESS

The success of the connection between University of Calgary and BNU has also prompted other Calgary faculty members to launch similar projects. In 2019, first-year geoscience students will pair up with collaborators in Mexico to investigate daily household energy and water consumption. In an invertebrate zoology classroom, third-year biology students will participate in a DNA barcoding project as they tackle questions about biodiversity and climate change with international peers. Both projects are supported by the Alberta provincial grant programme.

"This pairing of two international classrooms gives students exposure to the kinds of professional challenges they face after graduation"

As for Langill and Wu, they continue to work together. With the programme's success in 2017, the collaboration ran for a second time in the fall semester of 2018, providing training to BNU graduate teaching assistants in the use of the Rothney Observatory's Clark-Milone telescope so they can assist undergraduate students in Beijing during remote observations. "And we're looking ahead for even more ambitious collaborations," Langill says.

For this partnership, it seems, not even the sky is the limit.

—ANDREA KINGWELL

THE EVOLVING CAMPUS

The classroom may make a handy metaphor for teaching and learning, but education isn't limited to the lecture hall. At The Hague University of Applied Sciences in the Netherlands, internationalisation is treated as a holistic process that includes the entire campus, from teaching staff to support services. ▸

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Set in the metropolitan and international environment of the International City of Peace and Justice, The Hague University of Applied Sciences (THUAS) is at the forefront of a constantly changing and increasingly globalised society. Our ambition is to equip our highly diverse student population with the knowledge, skills and attitudes they need to thrive in the local and global labour market and to develop into global citizens. Seeing as only about 5% of our students choose to study abroad, we aim to provide an international learning environment at home.

Recognising that students' learning does not stop at the walls of the classroom, the university has described its comprehensive approach to internationalisation as a compass, inspired by Elspeth Jones' 10 key elements of integrated internationalisation.[1]

The classroom in itself only constitutes a fraction of the learning experience and, as such, internationalisation needs to be placed in the broader learning context. The concept of the compass imitates the idea of a classroom that goes beyond the traditional confines by purposefully including the informal curriculum, support services and facilities. In other words, the entire campus is evolving into our students' collective international classroom, and this requires the involvement and commitment of all university staff.

COMPREHENSIVE APPROACH TO STAFF DEVELOPMENT

In order to create such an extended international learning environment, a comprehensive approach to professional development is called for, catering to the needs of different stakeholders across the institution and going beyond the development of academic staff. In addition to equipping all staff with the expertise they need to contribute to an international learning and working environment within their own daily activities, one of the key aims of the university's professionalisation programme is to forge connections vertically and horizontally across the university. In doing so, we create awareness in the institution that internationalisation concerns all stakeholders and that we can only succeed in mainstreaming internationalisation when adopting a multi-stakeholder approach, also in staff development programmes.

One of the key aims of the university's professionalisation programme is to forge connections vertically and horizontally across the university

Over the past few years, we have put these ideas into practice in our expanding staff professionalisation programme. In keeping with the notion of a broader classroom or learning space, our offer in staff professionalisation follows the university's internationalisation compass and goes beyond the traditional classroom in itself. Consequently, we purposefully vary the focus, target group and format of development opportunities throughout our programme.

STAFF PROFESSIONALISATION IN PRACTICE

The Hague Centre for Teaching and Learning (HCTL) is the staff professionalisation platform at THUAS. It includes an open offer of internationalisation training courses, such as 'Internationalising the curriculum', 'Introduction course for internationalisation coordinators', 'International teaching and learning' and 'English medium instruction'. These training courses are offered on a yearly basis to groups of staff members who enrol on their own initiative.

However, on the grounds that there is no one-size-fits-all formula for internationalisation of the curriculum, and in response to the variety of needs within the institution, much of the support offered by HCTL takes the form of tailor-made offerings. These trajectories intend to support a wide range of staff members, such as managers, academics within a particular programme, educational developers, or event office staff, in internationalising their particular activities on the job. In close consultation with the participating staff members, we have delivered training and consultation on internationalising learning outcomes; didactics for the international classroom; mentoring of international students and professional communication with international stakeholders – all tailored to the needs and context of that particular group or department. Wanting to reach staff connected to international, English-taught programmes, as well as domestic, Dutch-taught programmes, the training courses are delivered in both English and Dutch.

In order to create and reinforce connections, we have purposefully designed courses for both multi-stakeholder target

groups within degree programmes and specific groups across degree programmes or teams. In some cases, the training might be more impactful with mixed groups that include stakeholders with different roles so that they can contribute from different angles and understand their role in the process of internationalisation, while a more homogenous group might be preferable if the purpose of the training is of a more specific nature. In essence, the group composition in staff training should be carefully considered for the sake of effective learning.

Staff development needs to align with the new notion of a classroom where the traditional walls have been expanded to include the entire campus

Our recently-established learning community on internationalisation attracts colleagues from a great variety of roles and departments, and is another illustration of how connection across different stakeholders can support alignment of internationalisation practices through professional development. The focus of the learning community is on learning together and discussing commonly-faced challenges by exploring different stakeholder perspectives. For instance, understanding how the decision-making processes differ across management layers has provided better insights into each other's roles and responsibilities, and has made it easier to navigate our own institution.

Additionally, the learning community provides a platform to engage with external stakeholders from within and beyond the city of The Hague, such as representatives of the Ministry of Education, (international) partner institutions and the local community. This allows us to explore ways of including our global and local partnerships in the international and intercultural learning environment of both our students and staff.

ENGAGING IN STAFF DEVELOPMENT OPPORTUNITIES

In an attempt to move beyond the usual suspects and engage a wider group of colleagues, we have introduced a series of low-threshold sessions that require no registration or formal commitment, mirroring the students' informal curriculum. These sessions aim to trigger curiosity of participants through their outside-of-the-box formats, such as 'Dr Culture clinics', bingo, pub quizzes and quick-win sessions. The idea is to seduce staff into showing up, engaging them and providing them with some quick inspiration. These short and fun interventions are used to act as a vehicle to increase engagement with internationalisation and participation in other staff development opportunities.

Examples that illustrate this practice can also be found in the annual inspiration day, THNKFST, which includes a vast array of sessions volunteered by THUAS staff to share their expertise and interest, and to inspire colleagues; a number of internationalisation topics are systematically included in the programme. It is also important to mention the events offered by our 'Lighthouse' – an events office committed to promoting global citizenship among students and staff. These events are widely promoted across campus and accessible to all, ranging from inspirational guest lectures and film events to live political debates and art exhibitions.

As educators we design rich international learning experiences for all our students through the formal and informal curricula that complement and reinforce each other. As learners, we explore staff professionalisation strategies that seek to create purposeful connections across and beyond the campus in the formal and informal spheres. Ultimately, both the comprehensive focus and the nature of the different forms of professionalisation opportunities at THUAS echo the idea that staff development needs to align with the new notion of a classroom where the traditional walls have been expanded to include the entire campus, and accommodate a comprehensive learning experience for all.

— MARLOES AMBAGTS, CLAUDIA BULNES & EVEKE DE LOUW

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BRINGING THE WORLD TO THE JAPANESE CLA

The classroom is also evolving for the still large majority of students who never study abroad. Even in countries like Japan, where cultural norms around job-seeking make it difficult to participate in mobility, teaching and learning is adapting to incorporate more attention to the globalised world.

Higher education institutions in Japan are increasingly aware of the importance of cultivating students' intercultural competence as a critical component of their employability. While the government has recently provided more scholarship opportunities for Japanese students to study abroad, few students take part in such opportunities, due to factors like lack of confidence in their language ability and concerns regarding delayed graduation.

This has led Japanese universities to implement Internationalisation at Home (IaH). The concept of IaH has long been discussed in Europe, among other places in the *Internationalisation at Home* Expert Community at the EAIE and in *Forum* magazine. Over the years it has spread to other regions and countries, including Japan, but the global community continues to face several challenges in implementing such an approach. How can universities maximise the benefits of cultural diversity as a resource for student learning? How can universities foster intercultural learning between domestic and international students?

SSROOM

Photo: istock

INTERCULTURAL COLLABORATIVE LEARNING CLASSES

Since the 1990s, Japan has rigorously recruited students from abroad to achieve the nation's target of 100,000 international students by 2000 and later 300,000 by 2020, which has helped university campuses to diversify. As a result, teachers began to promote internationalisation in the classroom through interaction between students from different cultural backgrounds. This kind of intercultural collaborative class has begun to gain more attention recently as an alternative to education abroad.

In Japanese, this teaching and learning style is called "*kokusai kyōshū jugyō*" ("intercultural collaborative learning classes") and has increasingly collected good practices in universities throughout the country. This class is defined as:

> *an educational opportunity for students to reflect upon their own values and to develop new perspectives through sharing, understanding and accepting diversity in culture. It is introduced through meaningful interactions in academic, curricular and co-curricular activities among students with different cultural backgrounds.*[1]

Researchers in Japan such as Kagami[2] state the effectiveness of intercultural collaborative learning classes as having the ability to deepen learners' understanding of different cultures, widen perspectives, increase self-awareness of own development, and to change attitudes toward different cultures positively. Tokui[3] adds the promotion of an awareness for teamwork and competency in cross-cultural communication.

INTEGRATING APPROACHES

A research project we launched four years ago in Japan attempted to examine relevant theoretical frameworks of intercultural collaborative learning from the perspective of Japanese higher education, collecting cases of intercultural collaborative learning classes and activities.

Photos courtesy of authors

This research project led us to compile and analyse 36 good practices from both national and private universities in Japan, which include:

- Facilitating discussion-based classes where international and domestic students exchange ideas about how to deal with issues the world commonly faces such as poverty, gender inequality, death penalty, cloning *etc*
- Developing group projects to find and solve problems that their university faces regarding internationalisation
- Collaborating with the local community to identify issues hindering internationalisation of the community, from diverse perspectives of international and domestic students, and proposing solutions

The project resulted in the development of a booklet of good practices for the purpose of disseminating knowledge and information about intercultural collaborative learning to the higher education community in Japan.

Intercultural collaborative learning is an approach that enables universities to cultivate intercultural competence within the classroom. While education abroad is still very effective in facilitating students' cognitive development, intercultural collaboration in classrooms is an option for the majority of students who do not study abroad. This unique teaching method is expected to gain more attention from not only teachers and students but also senior university administrators and those from industry and government sectors.

Intercultural collaborative learning classes have the ability to change attitudes toward different cultures positively

However, further research is necessary to support the effectiveness of intercultural collaborative learning in a more universal context. It is recommended that data from different types of higher education institutions also be collected and integrated in order to further investigate the effectiveness of intercultural collaborative learning in diverse countries and regions.

— KAZUKO SUEMATSU, HIROKO AKIBA & YUKAKO YONEZAWA

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3. Tokui, A. (1999). Tabunka kurasu to sōzōsei: Gakusei ni yoru tōron keitai no mosaku kara [Creativity in multicultural class: A process of synergy in generating new discussion styles]. *Shinshū daigaku kyōiku shisutemu kenkyū kaihatsu sentā kiyou [Journal of educational research, Shinshu University],* 5, 45-51.

FACULTY DEVELOPMENT

FOR THE CARING PROFESSIONS

Danish university colleges educate students who will work in the caring professions, such as nursing and social work. As the population of people working in and benefitting from these professions grows more diverse, faculty at university colleges need more international training in order to better care for a changing society.

Illustration: Shutterstock

For an international study environment to unfold successfully in the classroom, and for intercultural learning to take place in higher education, a teacher's role is essential. How well do higher education institutions prepare their teachers for this task?

In Denmark, the University College Copenhagen (UCC) examined its practices in relation to the international competencies of newly-hired assistant professors. Instead of expecting faculty to participate in international activities, or to focus on a singular concept of internationalisation, the institution aims to understand and implement ways to integrate knowledge and experience gained from international activities into daily teaching practices. The range of support made available to faculty facilitates their development in the global classroom.

INTERNATIONALISATION AT A DANISH UNIVERSITY COLLEGE

Nurses, teachers, social educators and social workers: these are the primary professions that students are groomed for at the UCC. Because the UCC educational programmes primarily focus on a national curriculum, internationalisation has not had a clear priority. The accelerated global processes of recent decades, however, have led to new international demands and expectations in higher education; even Danish university colleges traditionally concerned with national contexts are currently players in a globalised education area.

The university colleges have become aware of how global processes permeate the everyday life of the local welfare professions. This is seen in the increasing diversity among the citizens engaged in these jobs; the complex international legislation that interferes with the welfare institutions; the international knowledge circulation that affects practice (*ie* international concepts, impact goals and standards); and the international policy frameworks that affect the decision-making of Danish welfare policy (*eg* OECD, PISA, ECEC).

To prepare students for such a reality is complex, requiring that education programmes integrate an international dimension in the curriculum. Only in recent years have the university colleges considered what is required of teachers for them to successfully facilitate students' development of global competencies. One recent initiative has been to strengthen the international competencies of assistant professors.

> Although many assistant professors participated in international activities, they lacked the tools to unpack their experiences and disseminate the knowledge to their students

INTERNATIONAL COMPETENCY REQUIREMENT AS LEVERAGE

Since 2014, assistant professors newly employed by Danish university colleges enrol in a four-year programme to qualify as higher education teachers. During those four years and in addition to teaching, assistant professors are required to participate in research and development work, and must include an international dimension in their work through relevant international activities. It is the responsibility of the institution to supply a framework for such international activities. The four-year programme ends with an 'associate lecturer assessment' thesis in which the assistant professors must account for the relevance of international activities and reflect on how an international dimension is incorporated in their teaching, research and development. This new programme has been an important driver in initiating systematic efforts to support the international competency development of teachers at Danish university colleges.

UCC began initiatives to include an international dimension in the programme back in 2015. UCC's initial concern with enabling assistant professor participation in international activities led to the creation of an international activities catalogue, which was shared with heads of departments as well as with assistant professors. Job-shadowing possibilities in connection with international conferences and workshops were established, as well as an international week where assistant professors could co-teach with international guest teachers. In addition, strategic use of funding enabled staff exchange in collaboration

with international partners, ensuring relevant mobility for groups of assistant professors. UCC continues to work on such initiatives, considered crucial for the internationalisation of their assistant professors.

In 2016, UCC launched one-day courses focusing on how to include internationalisation in the associate lecturer assessment. During these courses it became clear that if we want internationalisation to be an integrated part of teaching, it is by no means sufficient to simply provide opportunities for international activities. Although many assistant professors participated in international activities, they lacked the tools to unpack their experiences and disseminate the knowledge to their students. This inability to translate the international activities into relevant teaching material became evident during the first associate lecturer assessment, and several associate professors had to rewrite the part on internationalisation. There was a tendency to list only what they had done instead of describing how the knowledge gained could be included in their teaching, and thus they fell short of academic arguments that validated international activities.

FRESH PERSPECTIVES

The focus of the courses has shifted, with the emphasis on providing room for reflection. Based on their own experiences with internationalisation, faculty apply a number of didactic and analytical exercises to experiment with how the international activities can be translated into teaching practices. For instance, professors work on how to spot the hidden curriculum[1] and use different approaches to expose multiple perceptions on central curricular themes. Exercises are developed to identify internationalisation and diversity in the classroom, or in welfare institutions. Not least, well-established courses are evaluated with the intention of strengthening the international dimension.

Rather than one-sidedly presenting a range of internationalisation concepts and requirements, the focus is on how to translate knowledge and experience of internationalisation into a daily practice

UCC's main goal is to create room for reflection through various approaches, which the assistant professors can transfer to their students. Rather than one-sidedly presenting a range of internationalisation concepts and requirements, the focus is on how to translate knowledge and experience of internationalisation into a daily practice. This is both where the challenge lies and where we find a true educational gain in realising a global classroom, and the learning outcomes associated with it. Assistant professors' reflections are a driving force in our goal to understanding and implementing internationalisation in higher education. Internationalisation should not only be understood as an activity in itself but as a special didactic approach that can strengthen the ability of teachers and students to understand and act in a complex global reality, and to adopt multiple views on their profession and practice.

— RIKKE PEDERSEN, ANDERS RIEL MÜLLER & METTE JØRGENSEN

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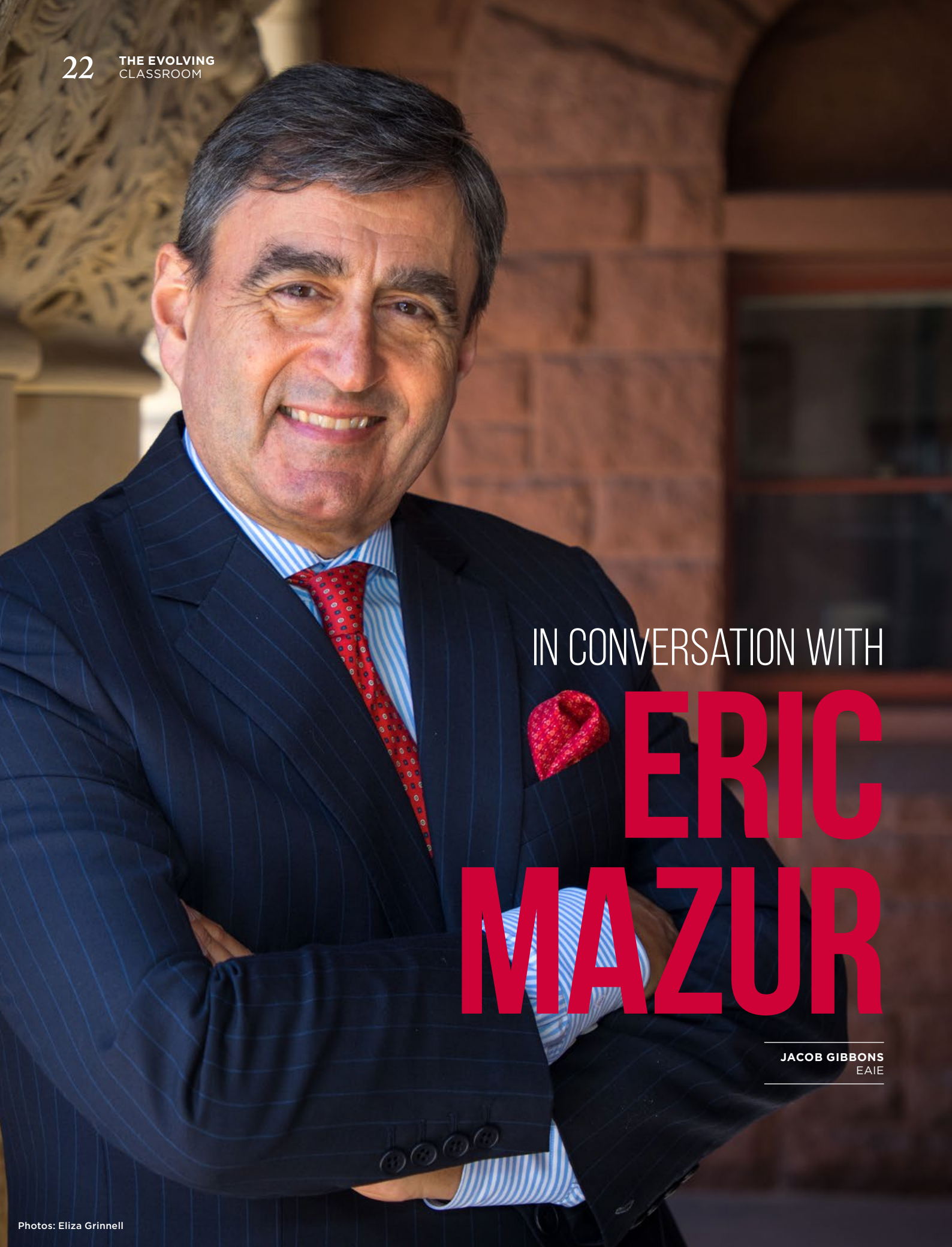

IN CONVERSATION WITH ERIC MAZUR

JACOB GIBBONS
EAIE

Photos: Eliza Grinnell

As the classroom evolves, so does the role of the educator. Professor Eric Mazur's 'peer instruction' approach to pedagogy has reoriented the teacher-student relationship both within and beyond the Applied Physics classes at Harvard University. In these times of shifting student demographics and new technologies in the classroom, Professor Mazur is a firm believer in embracing change.

In the increasingly globalised, information-saturated and technology-enabled world in which we're living today, what does the notion of 'the evolving classroom' mean to you?

EM: Given my interest in pedagogy, the first answer that comes to mind would be moving away from learning as a spectator sport – where students are sitting theatre style, all watching the professor deliver a lecture – to a model which involves students actively in the learning process. So rather than a theatre style classroom, moving towards one that is flat, with round tables, where the focus of attention is not the professor but the students. And the professor's role changing from the 'sage on the stage' to 'guide on the side', someone who helps students achieve the most.

Before the internet, information was static and it was curated by universities, libraries and publishers

The second answer is that 'the evolving classroom' is largely driven by societal changes. Before the internet, information was static and it was curated by universities, libraries and publishers. You didn't have 24/7 instant access to information, so it was important to have a minimum of information inside your brain, so to speak. Nowadays, mobile phones provide instant access to any information we could possibly want, and it's much harder to decide what is the information that we want our students to know. In fact, who are we to determine what information they should readily have inside their brain? Maybe it's much better to give them access to the tools they're going to use later and teach them how to use the information rather than to remember it. And, in any case, eventually they'll remember the information that they use over and over again. So in other words, memorisation should be a consequence of the use of information, rather than a perceived need in the brain of the professor, who probably cannot even fathom what kind of job the student will eventually end up in.

As a physicist, you've spent your academic career operating largely in a specific disciplinary domain. Do you think that effective learning and teaching adhere to some universal principles, or that the particular nature of specific fields or disciplines require different ways of thinking about learning processes?

EM: I'm convinced that, to put it very bluntly: learning is learning is learning, regardless of the context. What initially got me interested in teaching and learning was a problem in my own classroom. I discovered – after years of what I thought was sensible lecturing – that my students weren't learning. So I developed a new approach to instruction – 'peer instruction' – that solved my problem beautifully, and that permitted me to triple the learning gains. I got so excited about it I started giving presentations about it, and then other physicists started to adopt the method.

But then what has happened over the past three decades is that other disciplines adopted the method, in the sciences at first but then later in the humanities too. At first I couldn't imagine how someone who teaches French drama would use my approach to interactive teaching. But what peer instruction in the classroom does is that it brings the focus to the thinking *process*, devaluing simply giving the desired answer. So whether you train people to think as a physicist or to think as an art historian, ultimately it is about the thought process: we want to train our students to become critical thinkers, to think like the people who are engaged in the discipline that we're trying to teach.

So it's really about *thinking*, not about memorising "if this, then that". It cuts across all disciplines and comes back to the point of what learning is really about: it's not about storing the internet or a whole set of books in your brain, it's about learning how to *think*.

It's not about storing the internet or a whole set of books in your brain, it's about learning how to think

In your academic life over the years, has 'diversity' among your students – international, intercultural, socioeconomic, linguistic or otherwise – been a contributing factor in the evolution of your approach to teaching?

EM: It has had an enormous impact. I think education throughout the centuries has very much been a socioeconomic and cultural gatekeeper: we're only going to let through the people who are like us. And in fact, I think if you look at most universities in the second half of the twentieth century, they were all not very diverse, dominated by one gender and certainly by one culture and one socio-economic slice of society. If you stop to think about it, that's probably not the best approach, because you don't learn that much from people who are like you. You tend to learn more from people who are different, because they provide a different perspective and push you to think about something in a different way.

The significance of diversity holds not only for cultural points of view, but also for diverse levels of mastery, intellectual diversity. For example, let's say that you and I are talking to each other about solving a problem, and you manage to wrap your head around it and solve it. I have not because I'm not yet at your level of mastery. But let's say that we're forced to work on that problem together and talk to each other; then, you will bring me up to speed much more quickly than a faculty member. So in a sense, by supporting the diversity in a classroom, it's a win-win situation. It's not just that you pull up the lower tier at the expense of the higher tier. No; both win. You benefit when you explain it to me by virtue of putting it in your own words and in a sense sharpening your own thinking.

I think I probably would not have had the success with instruction that I had, had I not had a very diverse class. It is precisely the diversity – culturally, intellectually, socioeconomically – that permitted me to have the success I had.

You tend to learn more from people who are different, because they provide a different perspective and push you to think about something in a different way

You teach at Harvard University, which, among the global population of higher education institutions, is atypical in terms of its prestige, its resources, and its ability to attract top talent. Do you think that makes your teaching experience there 'atypical' in comparison to other instructors in higher education around the world? Or, can what you do with teaching at Harvard be relevant in other national or cultural contexts?

EM: Yes and no. Yes, Harvard University is different from, for example, a small rural college in Thailand. Top-tier universities have more resources and probably have a more select group of students than you would find in a rural area in a

developing country. However, as I said before, from a cognitive point of view, from a learning point of view, things are not that different.

To give you an example, after I first had my first successes with peer instruction at Harvard, I thought it would be great to submit a proposal to the National Science Foundation (NSF) about improving education. So I wrote a proposal and the first thing that came to mind was exactly this question – I'm at Harvard, why would the NSF fund anything to improve education at Harvard, rather than a community college somewhere? So I included right from the start institutions that were very different from ours, and a number of years later we actually published a study[1] that took place not only at Harvard, but also at a community college.

The interesting thing is that, yes, the students performed at a different level, but the relative gains were nearly identical. Which, if you stop to think about it, it's not that surprising. Yes, you have to adjust the material you use to the level of the students, but the same idea is that you bring them up, relatively speaking, by the same amount as you do the Harvard students. And because the students start much lower, the absolute change is much bigger than at Harvard.

Do you see any connection between your own international experience and approaches to learning and teaching? Is there something about your own international background that makes your classroom a particular kind of learning environment?

EM: I've sort of always felt like an outsider. I grew up in the Netherlands but my mother was French-speaking Belgian and my father was Austrian. I spoke French with my parents, German with my grandparents, and Dutch was sort of an adopted mother tongue, so in a sense I always felt different from the other kids. Later I moved to Paris and I thought I'd fit right in because it's my 'first' mother tongue, but of course in France I was considered the Dutch kid. So I've always, growing up, sort of felt different from the other people around me, and I think that does affect your brain in some way, in that you're more likely to think outside of the box because you're outside of the box anyways.

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VIRTUAL ENTERPRISES

In addition to the changing composition of who is sitting in the classroom, new technologies have also revolutionised teaching and learning. 'Virtual enterprises' for business and entrepreneurship students offer one way of leveraging both new digital tools and access to diverse student populations to help tomorrow's business leaders build intercultural competence.

We all remember sitting in a classroom, and now some of us even find ourselves standing in front of the class as teachers. However, much has changed since our own educational paths began. We now use more digital devices – such as interactive whiteboards, mobile phones and pads, or virtual communication tools – than we did a decade or more ago, a development that brings with it both great advantages and great challenges. Constantly evaluating not only the content of what is taught but also the means and devices used to teach the next generations is a key factor of balanced, progressive and successful education.

At the same time, internationalisation is at the top of the agenda for most educational institutions, from high schools and universities to vocational education and training (VET) providers and institutions of further education. Virtual classrooms and online communication tools are already integrated in many of these institutions, giving everyone with an internet connection the opportunity to connect with people across the world, and thereby inherently fostering intercultural learning. Joint project

Photo: Shutterstock

work, distance-learning classes, thematic chat rooms and platforms for collaborative work are just a few examples. The potential for knowledge exchange and networking internationally seems limitless.

THE LIMITS OF VIRTUAL LEARNING

However, focusing solely on digital means of communication can also be seen as a threat to an international and intercultural classroom and curriculum. The risk lies in the same place as the potential: digitalisation. Through virtual communication, the need to meet in person – whether in a classroom, at a meeting or in an auditorium – seems to become redundant. Even verbal communication is likely to be reduced to a minimum due to channels such as Skype, in which the focus is often on written exchanges. Yet personal communication and interaction bears considerable value in developing intercultural competencies. The mimic, gestures, the tone of voice and movements are less likely to come across in a virtual classroom than in a physical one. Our devices create a barrier between users; not being able to fully interact impedes the exchange, and with it intercultural learning.

> As is often the case, a happy medium appears to be the right choice

As is often the case, a happy medium appears to be the right choice. For this to be successful, all key stakeholders have to come together and work towards the same goal. This includes students, teachers, professors, policymakers and the labour market, as one of the biggest aims of higher education is to prepare students for a job that allows them to earn a living and be satisfied with their educational path. Unfortunately, often only certain groups are included in these discussions, which thus fail to be truly progressive and future-oriented. Another obstacle is the fear of adjusting traditional teaching methods to the needs of tomorrow's student body and employers. In order to achieve the best possible solutions, there is a great and indispensable need for open-mindedness and an eagerness to change, without neglecting established, functional teaching styles, learning environments and tools.

CONNECTING FORMAL AND INFORMAL EDUCATION

In high schools, VET institutions and universities, one can already find diverse approaches that foster intercultural learning and challenge the traditional classroom setting, while researchers and evaluators illuminate the advantages and disadvantages of each approach.

In the field of business and entrepreneurship education, there is an example of a best practice referred to as 'practice enterprise' or 'virtual enterprise' – which earned the European Training Foundation (ETF) award for Good Practice in 2015. The practice enterprise concept is based on the 'learning-by-doing' methodology and focuses on putting theory into practice by silhouetting a real enterprise's business procedures, products and services, but

as a student-run company. The training environment is different to a classroom at a school or university; the desk arrangements change from the teacher-centred instruction setting to an office, allowing more space for interaction and collaborative work. Students turn into employees, taking on responsibilities of standard positions in a company, such as marketing or sales manager, administrative or HR manager and many others. Teachers and professors are able to step back and provide a different form of teaching and leadership: guidance. The practice enterprise enables learners to interact with 'colleagues', to test and 'fail forward', and it allows them to gain a different mindset through changing the setting itself.

These learning spaces merge traditional learning and teaching methods with more progressive ones, as well as connecting formal and informal learning. Making use of the classic classroom space and transforming it into an office, keeping teachers and students in the same environment but adjusting their roles, and also applying common digital tools and devices as well as shifting the focus from teacher- to student-centred, allows intercultural communication and learning to take place.

A GLOBAL PRACTICE ECONOMY

In EUROPEN-PEN International, a non-profit association, there are about 7000 of these practice enterprises located around the world, which are interconnected to imitate the international economy. More than 40 countries apply this practice in their high schools, VET institutions, universities and employment agencies, adjusting the concept to the respective target group's needs. The internationality of the network grants various forms of intercultural learning and allows great diversity in the classrooms. Entrepreneurship and business training is automatically accompanied by learning and improving a variety of soft skills such as communication, accountability, leadership, teamwork, self-reflectiveness, organisation and initiative. Values such as empathy, respect, integrity and solidarity become highly valuable 'by-products' – all crucial for successful intercultural communication, learning, teaching and working.

Making use of the classic classroom space, transforming it into an office and applying common digital tools allows intercultural communication and learning to take place

Through the intercultural nature of the network and its connections, students learn not only how to interact in their own company among their colleagues, but also how to interact with other practice enterprises around the world. Whether via email, phone, Skype, social media, or meeting in person at trade fairs or during student exchanges, the setting is multicultural and varied without forcefully placing intercultural teaching and learning at the centre of attention. By making use of virtual collaboration tools and digital developments, it is also a way for non-mobile students to experience an intercultural classroom setting and gain intercultural experience without having to study abroad. It allows diversity and inclusion not only in terms of different cultures but also in the face of physical, geographical and financial restrictions.

In the end, it is less of a question of opportunity or threat, digitalisation or tradition, formal or informal education, and more a quest to combine different pedagogical concepts in the best possible way. In addition, the focus needs to be on providing alternatives for intercultural learning experiences beyond study abroad programmes and exchanges of students, teachers or professors, thereby enabling a broader student body to access an international classroom and culturally diverse learning environment.

Students learn not only how to interact in their own company among their colleagues, but also how to interact with other practice enterprises around the world

— SVENJA ZENZ

AGILE INTERNATIONALISATION

In some modern industries, collaborating via the internet is already old news. Through the Global Labs programme, IT students at Technological University Dublin gain experience working in the kinds of geographically distributed software development teams they'll be working in after graduation, cooperating with other students across the globe and being assessed as a team as well as individually. ▸

Illustration: Shutterstock

Technological University Dublin[1] offers Global Labs to students to give them the experience of working globally with people of different nationalities and in different locations. The module is a state-of-the-art, blended delivery module designed to help students experience working in software development teams in the global IT industry. Students work in a virtual classroom environment and are mentored by both academic and industry professionals. So far over 200 students have completed this module, from Ireland, Finland, Germany, Spain, France, South Korea and China.

Global Labs were designed to simulate the pressures and environment of international software companies, where modern project development means dealing with additional barriers that reduce the efficiency and success of teams spread across multiple locations. Trust, integration and shared responsibility are all key features of successful teams, but when teams are geographically distributed and culturally diverse, everyone involved has to work hard to overcome these barriers.

EMULATING REAL-WORLD SOFTWARE TEAMS

As part of the Global Labs, third-year students are grouped into virtual teams across all of our partners and must complete a software development project over a 12-week semester. Like in the modern IT industry, students are unlikely to ever physically meet, yet must very quickly establish team roles. Students self-organise, establish how and when to meet and begin the process of identifying and delivering a complex software project. Academic and industry mentors are assigned to help ensure the learning outcomes are met.

Each team is assigned at least one academic mentor who acts as the team's guide, helping the team reflect on their progress while monitoring their behaviour, communication and teamwork.

Crucially, the mentor does not act as project manager: his or her role is to ensure the leadership of the project comes from the students themselves

Academic mentors are either from TU Dublin Computer Science and/or our international partners. Crucially, the mentor does not act as project manager: his or her role is to ensure the leadership of the project comes from the students themselves. An industry professional is also assigned to ensure that real-world requirements and behaviours are employed while the team clarifies the detailed specifications of the project they have chosen to build. An added benefit is that academic mentors are in close contact with industry mentors, a valuable university-industry collaboration.

BLENDED LEARNING MODULES

The programme aims to create well-rounded computer science graduates who have an appreciation of working in diverse environments, both cultural and situational, asking students to consider their professional behaviour and reflect on the roles they see themselves filling as they enter their chosen profession. With increases in remote working, interacting with people in multiple time-zones and having to use online technology to communicate, the modern graduate needs a wide range of skills, which traditional classrooms and domestic internships don't always provide. Global Labs brings these environments together, helping us forge a new type of global graduate.

Leadership, collaboration, organisation and communication skills are all key to successful completion of the module in which students hone their technical skills by walking through the full software development life cycle working with client-based requirements.

The module features a blended learning module, which combines structured course delivery with self-guided learning, problem solving, online lectures, online meetings, live streaming presentations, and mentoring, as well as a range of technology used for sharing software, project management status and documentation. Students attend a weekly live streaming session with the module leader, presenting online status updates and giving presentations to indicate their progress, issues being worked on, future plans, and possible risk mitigation as required. Well-established assessment methodologies are used within other team-based projects, along with an iterative reviewing process at the end of each delivery.

ASSESSING DISTRIBUTED TEAMS

"Assessing distributed teams of students can be almost as challenging as building the projects themselves," says academic mentor Paul Bourke, "so careful consideration is given to the assessment process. The academic mentor plays a key role in observing team interactions, how they organise, delegate and deliver the project. Each week the mentor gathers information and grades students on their approach to managing deadlines and resolving issues, as well as their individual contributions." In addition to the mentor grading, students are also graded on their presentations to the other teams, occur based on the quality of an individual's contribution.

Evaluating the effectiveness of Global Labs is a multi-faceted process. A regular review of individual student diaries provides an insight into how well students comprehend their roles, the deliverables and what is expected at each stage of the project life cycle. Where gaps are identified in their understanding, remedial steps can be taken to bring students back on board. Students are required to complete peer evaluation surveys at the halfway point and again at the end of the project. These surveys require students to evaluate their peers in terms of their

Assessing distributed teams of students can be almost as challenging as building the projects themselves, so careful consideration is given to the assessment process

mentors and the module leader at staged times during the project. Collaborative marking by all mentors provides a complete view of students' work to help monitor and ensure consistent grading standards are applied across the different teams. Students must submit a reflective journal every two weeks, detailing the issues encountered, how they were resolved, and how they may be dealt with differently in the future. Finally, all students undergo an exit interview with a mentor to complete the grading process. The final grade is team-based, in that the quality of the overall outcome is graded, but variations in marking can timely attendance and meaningful contributions at meetings, ability to complete assigned tasks in a timely manner and to an acceptable standard, cooperation with and supportiveness toward team colleagues and overall contribution to the project success. These evaluations are collated by team and shared with the team mentors.

"Peer evaluation also assists in alleviating peer-to-peer tensions that can often develop in group work," says Dr Michael Collins, an academic mentor on the module. "We also interview each student at the end of the module discussing their contribution to their project and the areas of the module that they found most challenging". Finally, mentors provide regular feedback on team performances to the module coordinator, along with suggestions for adjustments to consider for the next module delivery. All these contributions allow for gradual evolution of the module with each iteration.

BEYOND TECH

An exciting aspect of the Global Lab is that while our initial focus has been on computer science-based projects, the approach can be applied to any discipline that involves group project work. By using the blended learning aspects of this Global Labs module, and by changing the focus of the team project, the same learning outcomes of leadership, collaboration, organisation and communication skills can still be achieved. The function of the project is to bring the teams together to focus on a collaborative project, making the Global Labs model one that educators can adapt for any context.

— PAUL DOYLE

1. Dublin Institute of Technology became Technological University Dublin on 1 January 2019.

DECOLONISING INTERNATIONAL EDUCATION

If the evolving classroom is to be one that includes all the many students with different backgrounds that populate it, then the curriculum must also evolve to address the unequal power dynamics that in many ways define students' experience of their education. For the international classroom to be a truly inclusive and equitable one, it first needs to break with its colonial past.

For many of us working in international education, our impetus for this work may be founded in a desire to reduce prejudice and inequality, foster inclusivity and intercultural understanding, and build capacity for responsible global citizenship. However, higher education in general and international education in particular have the potential to reinforce colonial systems of power and knowledge. Because the process of internationalisation has both depended on and perpetuated colonial systems, the evolving classroom demands steps toward decolonisation. So, what could these steps realistically look like? There are various ways international education can reject colonialism, if we are willing to adjust the traditional approaches we take to our work.

Photo: Shutterstock

REFLEXIVITY: A CRUCIAL STARTING POINT

Decolonising the learning for the evolving classroom of today requires cultivating reflexivity – in ourselves and in our students. Reflexivity implies understanding one's own values and beliefs in relationship with the systems around them. It requires self-awareness – critically reflecting on one's "social, political, cultural, and class identities as markers of privilege and vehicles of power".[1] This is key to preparing students and practitioners alike to identify and work to reject prevailing colonial systems.

For example, in my own case: it is important for me to acknowledge that I am a white settler-Canadian, educated in Canada, Europe and Latin America. I am perhaps the architype of one who has benefited from colonial systems, and it is essential to my work as an international educator that I acknowledge my privileged position and complicity in this system.

DECOLONISING GLOBAL CITIZENSHIP

Helping students develop the knowledge, skills and attitudes consistent with notions of global citizenship is an important focus of many international education programmes today. But the rhetoric of global citizenship can actually be co-opted to bolster colonial narratives. Global citizenship that rejects rather than affirms colonialism requires we engage with our own identities and place(s) in the world, and confront systems of power, privilege and oppression from nuanced perspectives.

In practice, this might mean that, instead of citing poverty and lack of 'development' as the problem, we shift the conversation in our 'evolving classroom' to the enduring colonial dynamics of inequality, injustice and power systems that disempower and exploit. Or, instead of adopting a 'charitable' perspective that supports 'saviour rhetoric,' a decolonised approach to global citizenship cultivates perspectives based in justice and the purposeful rejection of being complicit in the harm of others.[2]

CREATING DECOLONISED PATHS FOR KNOWLEDGE DEVELOPMENT

To reject colonialism in international education, it's necessary to build and support systems of knowledge that unseat colonial ones. This can happen in many ways, such as holding space for marginalised voices; consulting and building meaningful partnerships with local indigenous communities; advocating for programmes in area studies, or non-European and Indigenous languages; growing partnerships which don't reinforce coloniser pathways; or applying scholarship and frameworks from non-Western authors. For mobility, this could include offering alternatives to well-worn tracks connecting Europe with former colonies. For leadership, this could be divesting from interests that support colonial systems, or consulting and partnering with Indigenous communities

in strategic planning. For international student recruitment, this could be seeking out and funding underrepresented or marginalised populations.

Some examples in practice in a variety of areas and from around the world may provide useful inspiration:

Land acknowledgements. Prevalent in Canada and Australia and known to exist in the US, land acknowledgements are formal statements at the beginning of an event that acknowledge the indigenous history of the land, allowing attendees to reflect on their roles as settlers and in the ongoing process of colonisation. For international educators, this is fertile ground to encourage further reflection on the context of ones' global experience in relation to colonialism.

Internationalisation at Home. At the University of British Columbia (UBC), various campus stakeholders are piloting a resource for those working with international students to facilitate training to engage them with the history and current issues surrounding indigeneity at UBC, as well as fostering reflection on their roles as guests on indigenous land.

UBC is also home to the Simon K. Y. Lee Global Lounge and Resource Centre, a capacity building hub for global citizenship initiatives that strives to cultivate an ethos of decolonised global citizenship grounded in the local history of the land UBC occupies. Training, mentorship and community-building for student leaders are designed to foster collaborative global initiatives. One recent example of an initiative, planned in the weeks after cannabis legalisation in Canada, is an event called 'Decolonizing Discussions on Weed'. This interactive session fostered a dialogue tackling diverse perspectives on cannabis use as cultural practice and how it has been appropriated through colonialism.

Mobility programmes. The University of Otago in New Zealand has created Tūrangawaewae, Pōkai Whenua, an exchange programme to promote knowledge exchange between indigenous communities across continents. Undertaken in partnership with the Maori community, the institutions involved include La Trobe University and the University of Melbourne in Australia, Memorial University and the University of British Columbia in Canada, and Willamette University and the University of Hawaii in the United States.

Another mobility example comes from a course called Indigenous London offered by UBC. This course flips colonial paths of knowledge on their head by bringing students to the heart of the former British Empire to engage with indigenous histories. It aims to establish understanding of the enduring connections between historical and contemporary realities, and their relationship to the ongoing challenges of colonialism's legacies.

International service learning (ISL). This can be one of the most volatile areas for replicating colonial narratives in international education, if attention is not paid to potentially damaging 'saviour rhetoric' and 'voluntourism'. To counter this, the Office of Regional and International Engagement at UBC facilitates a rigorous co-curricular programme consisting of 40 contact hours guiding students through their international service learning placements from pre-departure to re-entry. The programme has students unpack underlying ideology and dominant ways of being to face the reality of the systems at play, engage reflexively with their experience and focus on the realities of the community partner they will work with, or issue they will address in their placement, rather than on themselves.

MUCH WORK AHEAD

There is no panacea to undo systems brought about by centuries of colonial power and oppression. We are in a difficult and pivotal moment in history: as an ever-more-interconnected global society facing growing challenges from inequality to climate change, we will need to dismantle the colonial systems that got us here. For the evolving classroom, it's essential that international educators have an understanding of how colonial systems play out in our work and take the steps we can to reject them.

— EVE COURT

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UNIVERSAL DESIGN
FOR INTERNATIONAL LEARNING

With the many technological tools now at our disposal, offering multiple ways for students to learn course material is no longer the challenge it once was. Originally developed to remove barriers for students with disabilities, Universal Design for Learning may offer a promising pathway towards using such tools to better include international students in the classroom.

Illustration: Shutterstock

The university classroom has radically changed with the emergence of new technologies in recent years, but it also continues to be revolutionised by something even more destabilising: emerging expectations from learners who are increasingly vocal about their needs.

The rapid internationalisation of higher education has only increased the impact of this phenomenon. Higher education institutions promote themselves aggressively to foreign markets, so it is hardly shocking that international students arrive with specific expectations of what they'll get out of their time abroad.

The classroom is evolving, whether we want it or not, and internationalisation has a fair bit to do with that

Students often voice these expectations explicitly, which can at times lead faculty and staff to feel ill-equipped to keep up with managing all the changes in the changing classroom. The classroom is evolving, whether we want it or not, and internationalisation has a fair bit to do with that.

So what can institutions and educators do to transform the 21st-century classroom and meet the needs of diverse learners, which now include a large percentage of international students? It is perhaps here that tension is the most palpable. Even for those intent on adapting, evolving and embracing this notion of the 'evolving classroom', there are relatively few resources and frameworks readily available. However, one conceptual model that has recently made headway in addressing these issues is Universal Design for Learning (UDL).

UNIVERSAL DESIGN FOR LEARNING

Originally coined by CAST, a nonprofit education research and development organisation in the USA, this model for inclusive teaching at first focused on addressing the needs of students with impairments, seeking to offer teachers inclusive ways to design class delivery and assessment from the outset. Initially used by primary and secondary teachers, UDL has been progressively introduced on some university campuses in North America and Europe with the needs of students with disabilities in mind, mostly as a sustainable alternative to overreliance on accessibility services. More recently, interest has grown in the ways this model might be used to help university educators keep up with the increasing internationalisation of their classrooms and the radical changes in student expectations this brings with it.[1]

In a way, the train has already left the station: at this stage it is no longer a matter of finding quick and easy solutions. The very nature and flavour of the 21st-century classroom is changing and it is impossible to put the genie back in the bottle. Instead, higher education practitioners are desperately looking for tools to assist them in keeping up with change, and that is where UDL comes in handy. Rather than offering a quick fix to pedagogical practices which perhaps need more than a good dusting off, it encourages instructors to rethink their delivery and their assessment practices at the 'blueprint' stage, before they ever enter a classroom.

REFLECTION ON LEARNER DIVERSITY

So what does UDL entail? Essentially, it offers the educator three principles to use as a lens against their current practice in order to widen access and remove barriers. By asking themselves how best to offer their international students multiple means of representation, multiple means of action and expression, and multiple means of engagement, lecturers can add a degree of flexibility to their class delivery and assessment, which will in turn create more inclusive conditions in the classroom.

How might that work? Obviously each educator is going to carry out this reflection in very different ways, depending on their existing practices, their subject matter, the size of the their class, their expertise and their institutional history and context. But here are a few brief examples just to illustrate the nature of this work.

Offering *multiple means of representation* to our international students can often be achieved, for example, by offering not just one compulsory reading per class but instead various resources of varying length and complexity introducing the

same concepts. This allows international students to choose resources best suited to their fluency, comprehension and ease with academic writing.

The *multiple means of action and expression* principle often leads instructors to reflect on assessment. Instead of sticking to the traditional term paper approach, an instructor exploring UDL might eventually choose to accept some course assignments in different formats, such as video, podcast or even animation. Rubrics are reformulated and adapted to allow this submission in multiple formats. Experimenting with curriculum co-creation might encourage even the shiest of international students to eventually suggest modes of assessment that work particularly well for them.[2]

When it comes to offering *multiple means of engagement* to international students, a little bit of soul searching on the parts of lecturers quickly circles back to the core concerns of critical pedagogy, and we are often astonished, when stepping back a little, to discover how ethnocentric our curriculum remains.[3] Integrating real-world issues, themes and contexts that are directly relevant to international students quickly guarantees their engagement and motivation.

SIMILAR STUDENT EXPERIENCES

It has been interesting over the last few years to see UDL's increasing appeal among higher education professionals who work with international students. UDL was originally introduced in higher education with a focus on the inclusion of students with disabilities, but it has now shown to be particularly efficient and powerful in making our classrooms inclusive for international students too.

And there is a bigger lesson here: most campuses in North America report approximately 10% of students using accessibility services. Simultaneously, the percentage of international students has grown and now reaches the 25% mark on many of these campuses too. If this combined 35% of our student population tells us they feel more included through pedagogical approaches such as UDL, it is perhaps time to face the music and to acknowledge that the classroom has indeed evolved, that learner diversity is now the norm rather than the exception, and that it is urgent and pressing for higher education pedagogy to catch up.[4]

— FREDERIC FOVET

If this combined 35% of our student population tells us they feel more included through pedagogical approaches such as UDL, it is perhaps time to face the music and to acknowledge that the classroom has indeed evolved

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INTEGRATING REFUGEES VIA SELF-REGULATED LEARNING

Among the many challenges faced by asylum-seeking students is adjusting to new styles of teaching and learning. As part of their preparation for entering a study programme, refugees in Osnabrück, Germany take part in a self-study period in which they complete a series of self-organised writing assignments aimed at cultivating critical thinking.

Since 2016, one specific group of international, degree-seeking students has been entering European universities in large numbers: refugees. Universities across Europe have established various programmes specifically geared towards facilitating first-time enrolment and the continuation of studies, preparing refugees for education in the host country.

One could argue that people who enter tertiary education as a refugee do not differ from any other international student. Yet, experience shows that, compared to degree-seeking students without a refugee history, this target group is confronted with unique challenges. Consequently, refugee-specific challenges with intercultural learning need to be addressed with creative didactic and methodological techniques. A self-study period has proven to be an effective

Photo: Shutterstock

approach in the preparatory programme for refugees, as evidenced by one initiative: STUDYPREP OS.

PREPARING WITH SELF-STUDY PERIODS

STUDYPREP OS is a study-preparatory programme for refugees organised by Osnabrück University of Applied Sciences and the University of Osnabrück, Germany. Sponsored by the German Academic Exchange Service (DAAD) and with funding contributed by the Federal Ministry of Education and Research (BMBF), STUDYPREP OS was first launched in October 2016 and has since supported approximately 100 refugees. The schedule consists of a language course, a tutorial, academic writing, a seminar focusing on intercultural competency, and a lecture discussing historical, political and social facts about Germany. In 2018, the programme added a sixth module: a self-study period.

Which circumstances led to the implementation of this module? When conceptualising a study-preparation programme for international students, various questions needed to be answered: Which competencies are essential in order to be well prepared for entering tertiary education as an international degree-seeking student? Is it sufficient to have obtained a formal university entrance qualification and the required language proficiency level, or do prospective students need additional, country-specific qualifications to complete a study programme abroad? Which learning competencies do they already have and which ones do they lack?

Bearing in mind that these are people seeking political refuge, who have been forced to study in a foreign country, teachers are confronted with additional questions: Does experiencing war and flight have an impact on students' learning abilities? If yes, how can challenges be addressed and difficulties be overcome? Should students who are asylum seekers be treated differently from 'regular' international students?

DEEP, LIFELONG LEARNING

In order to answer these questions, it was mandatory to first set well-defined goals for STUDYPREP OS. Generally speaking, "there is a […] consensus that a deep approach to learning is desirable in higher education".[1] A "deep approach to learning" is defined as learning aiming at a thorough understanding of content and, even more, "thriving for meaning" (*ie* drawing connections between new and prior knowledge *etc*),[1] whereas the surface approach focuses on duplicating whatever the subject is (*eg* rote learning).[1] Furthermore, it is considered necessary to "create lifelong learners".[2] Consequently, deep learning and the creation of lifelong learners mark universal goals for higher education and thus are the main goals of a study-preparatory programme.

Should students who are asylum seekers be treated differently from 'regular' international students?

In Germany, these goals apply to any target group. What must be adapted are the applied methods with which these goals should be achieved by different groups of learners. With the intention of doing so, the students' prerequisites have to be analysed and the programme conceptualised according to their specific needs.

DIFFERENT APPROACHES

Teaching international students both with and without refugee experience has shown various distinctions regarding learning achievements, attitude towards teaching methods, and learning organisation. First

and foremost, refugees' overall achievements in language classes were not comparable with and deviated from the usual proposed amount of teaching modules in the field of German as a foreign language. Also, the culture of learning in countries such as Syria, Iran, Iraq and Afghanistan fosters surface learning (*ie* quoting verbatim) and makes less use of communicative, learner-oriented methods.[3] Consequently, these students are used to applying different learning strategies and different learning arrangements than the ones they are confronted with in the German university system. In order to overcome these discrepancies, students need to understand the new learning enviorment and work on corresponding assignments.[4]

The culture of learning in countries such as Syria, Iran, Iraq and Afghanistan fosters surface learning (*ie* quoting verbatim) and makes less use of communicative, learner-oriented methods

A self-study period has proven to be an efficient way of applying the findings mentioned above and, therefore, of reaching the initial goals of the programme. Accordingly, in STUDYPREP OS, a self-study period was introduced to teach refugee students to organise their own learning process independently, and to take over part of the responsibility for their own learning outcomes and results. One day per week, the language class takes place as project-based learning. Students receive their task via a digital learning platform. The task itself is something close to the students' reality, which coincides with the didactic and methodological principles of *learner activation* and *orientation towards action*.[5] In this case, students have to debate over a hypothesis in an essay. Being able to write a discussion is a competency examined in the language test at the end of this programme's language class, and an obligatory qualification in higher education. Every student is free to decide on the amount of work he or she wants to invest in the completion of this project, as the only requirement is to upload the assignment by the end of the day. While working on this assignment, students improve numerous abilities from one week to the next, as they are obliged to write one essay per week over a period of five months. Teachers correct every essay; the feedback is then utilised by the students in the upcoming essay.

Students who have participated in the programme, and are now enrolled at university, evaluated the STUDYPREP OS self-study period as a supportive and accurate module insofar as it prepared them for the daily programme as a degree-seeking student at a university in Germany. Teachers have also observed a significant increase in students' responsibility for their improvement as well as their understanding of how to influence learning outcomes. Although the self-study period was originally conceptualised with regards to refugee students, the next step is to offer such training to a broader group of students. Many international degree-seeking students experience similar struggles (*ie* organising their own learning process) and need to increase their self-regulated learning abilities in order to study successfully.

— MAGDALENA LUKOSZ

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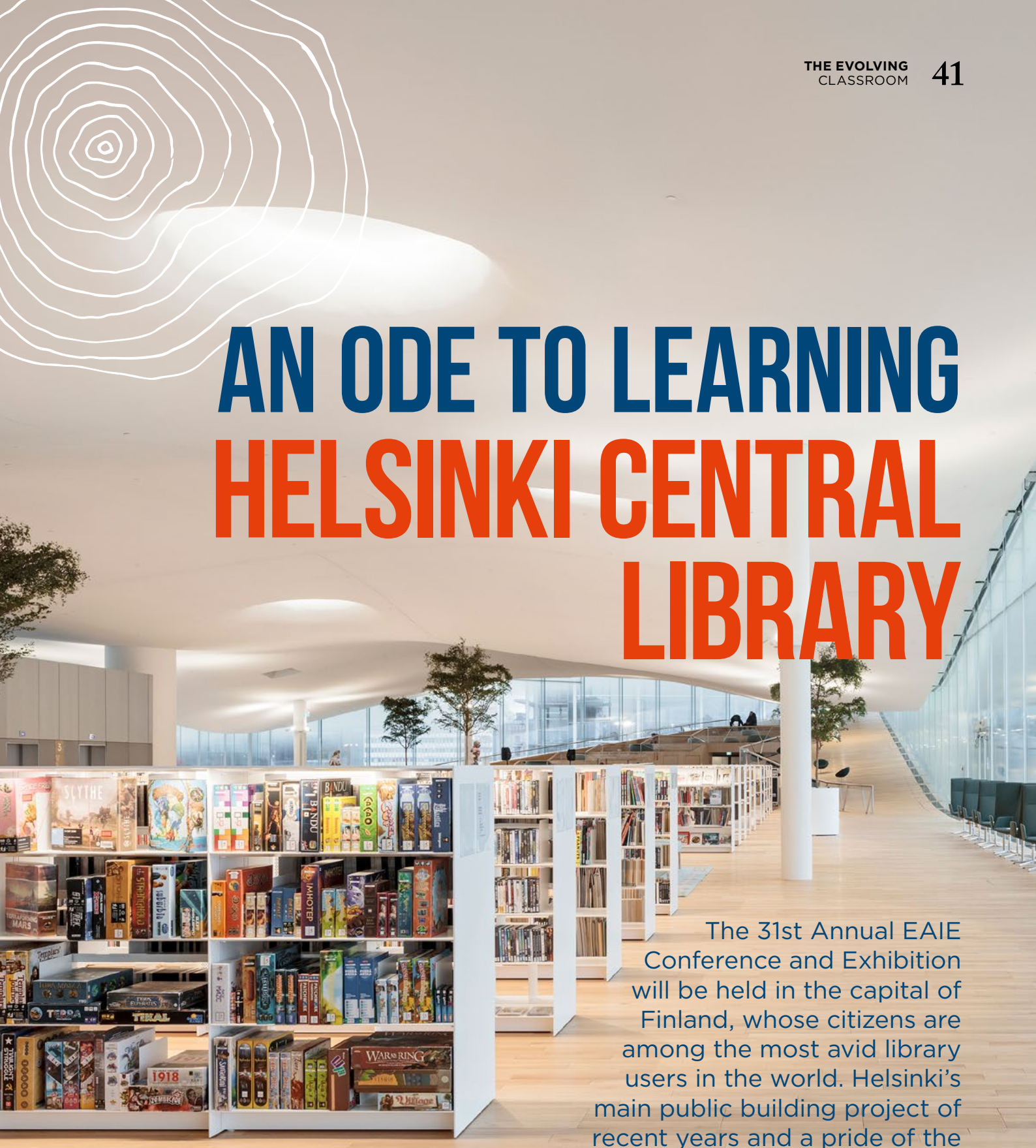
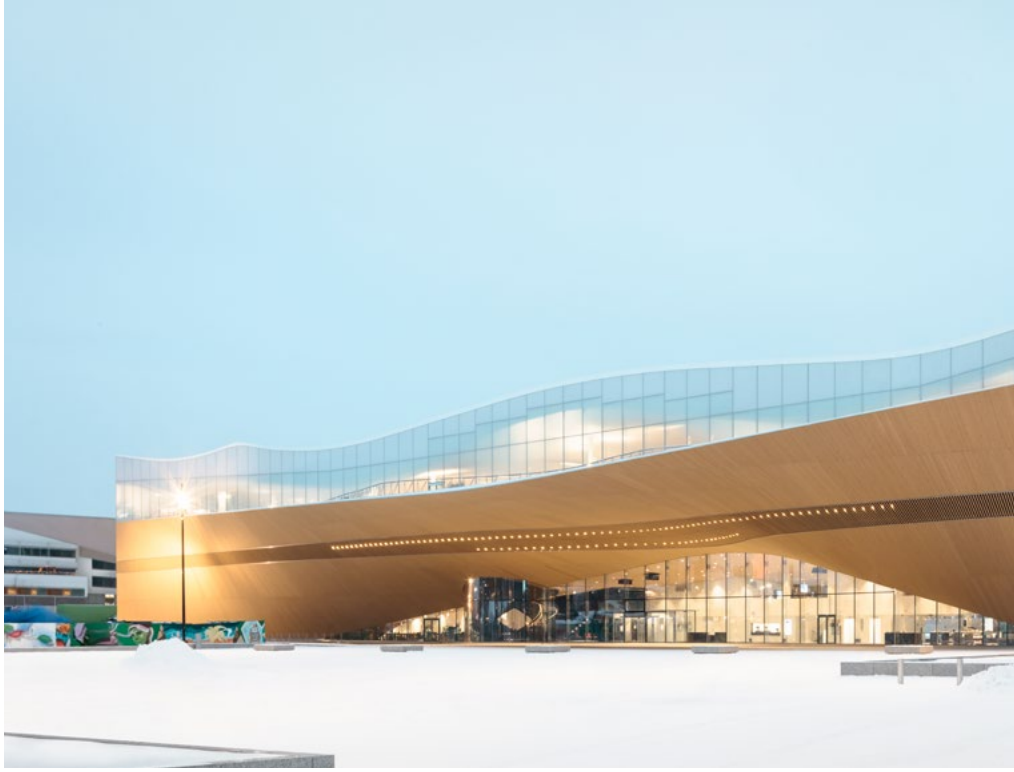
AN ODE TO LEARNING HELSINKI CENTRAL LIBRARY



The 31st Annual EAIE Conference and Exhibition will be held in the capital of Finland, whose citizens are among the most avid library users in the world. Helsinki's main public building project of recent years and a pride of the city is its new central library Oodi. The library is a temple of literacy, a place of learning and a house of democracy.

Photos courtesy of Helsinki Marketing



On 26 March 2019, Helsinki's new central library Oodi welcomed its millionth visitor, less than four months after opening its doors. By that time, Oodi had issued 9000 library cards, and approximately 60% of Oodi's books were on loan, including most children's books. Daily visitors averaged 8000, and the number had reached 20,000 on the busiest days.

The popularity of Oodi – which is the Finnish word for 'ode' – has been overwhelming at times, but Oodi Director Anna-Maria Soininvaara rejoices: "What's best about our success is that Oodi hasn't drawn customers from other Helsinki libraries. Oodi has in fact boosted the use of all public libraries. That's exactly what we wanted – to promote the entire library function, acting as a magnet."

The public's eager embrace of Oodi bolsters the library in fulfilling a larger national role. Soininvaara explains, "Oodi is a national development library. We're tasked to produce here services for all libraries in Finland."

Oodi was the flagship project celebrating the centenary of Finnish independence in 2017. As such, it powerfully underscored the achievements of the independent nation in literacy: Finland is one of the world's most literate nations, with 5.5 million citizens borrowing 68 million library books per year.

A LIBRARY DEVELOPED WITH THE PUBLIC

The Oodi library building is an architectural landmark occupying a central site in the Helsinki city centre. The three-storey building, making extensive use of wood and glass, is the result of an open international architectural competition, which received 544 entries from all around the world. The winner was the Helsinki-based architectural firm ALA Architects.

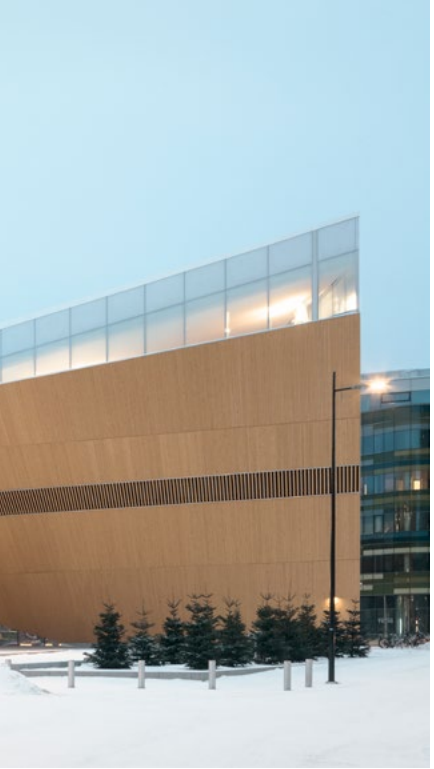
Soininvaara attributes much of Oodi's popularity to the ingenious architectural design attentive to user wishes, which were gauged through multiple channels during the library development phase. These channels included Tree of Dreams, an online forum for suggestions from citizens. The dreams were incorporated into the competition criteria.

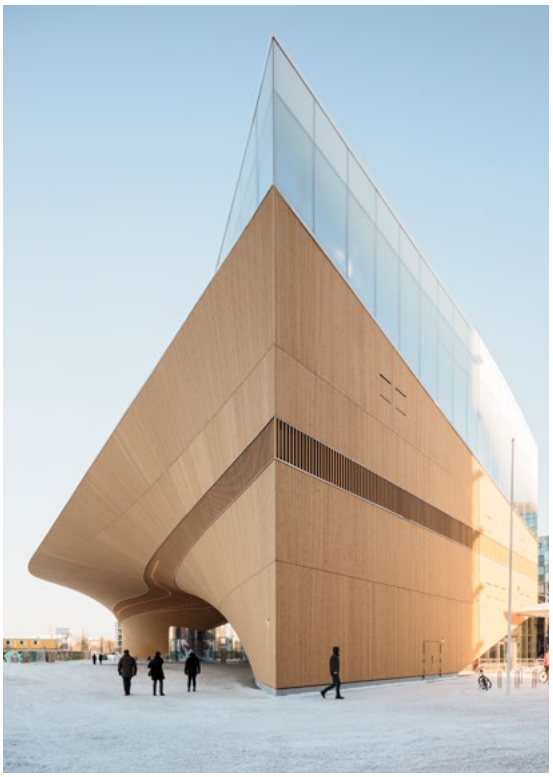
"ALA Architects have successfully combined multiple elements requested by users: tranquility, services for families, peer learning and learning by doing, events, and digital services," Soininvaara explains.

The tranquility asked for by the public is realised in 'Book Heaven' on the third floor, a traditional library environment with bookshelves, reading and working environments, and meeting areas. Skylights and floor-to-ceiling windows bathe the floor in ample natural light.

Services for families can be found in the third floor's family library, including a nest-like fairy tale room, as well as in a section assigned to 'Playground Loru' on the first floor. The first floor is the space for public events and encounters, accommodating cafés, an auditorium, a cinema, information counters and exhibition space.

The second floor is the space for learning by doing with maker spaces. There are recording studios, work-





stations, video editing stations, 3D printers and scanners, a range of tools for do-it-yourself activity, and a game room serving all ages of gamers. There are meeting rooms and spaces for quiet study. All equipment and spaces can be used free of charge.

Library services make use of robotics and artificial intelligence. For example, the 'Oodi Recommender' gives recommendations for books to borrow and events to attend based on customer preferences.

"Oodi complements literary culture with digital culture, and both cultures co-exist in harmony," Soininvaara says, explaining the blend of services.

Oodi complements literary culture with digital culture, and both cultures co-exist in harmony

PUBLIC LIBRARY IN TRANSITION

In rethinking the role of public libraries in society, Oodi joins the Dokk1 public library and culture centre of Aarhus, Denmark, which opened in 2015. Dokk1 has been a model and partner for Oodi.

"Dokk1 and Oodi have tackled similar issues. We have both asked ourselves, 'What is the new library?'" Soininvaara says. "However, Oodi's solutions differ from those of Dokk1."

She continues to explain the library concept that Oodi realises:

"To us, the library is an institution that combines both traditional and new elements. The library should continue to promote reading and literacy and, simultaneously, it should promote equal access to information. The library should promote equality, freedom of speech and active citizenship. It should support and grow the skills of citizens, help them to gain control over various information channels, narrow the digital divide and teach media literacy."

PROMOTING DEMOCRACY

Oodi faces the Finnish Parliament House directly across the open space of *Kansalaistori*, which means "citizens' square" in Finnish. The library's top floor is at the same level as the elevated Parliament House façade. The connection makes the two buildings equals in space.

"This location is very important to us," Soininvaara comments. "We want to declare with everything and to make visible everywhere that we are here!"

She envisions a role for Oodi that extends far beyond the library building, one in which Oodi promotes a dialogue with lawmakers.

"The physical connection is an ideal context for interaction between citizens and the state. It opens a new avenue for democracy."

—JOHANNA LEMOLA, Helsinki Marketing

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12 FEB

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19 FEB

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06 MAR

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