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Opportunities and challenges in the multilingual and multicultural learning space: **principles and practices**



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Principles and Practices at University of Groningen (UoG)

- Research university, 5,000 international students, 25% study abroad
- > 120 nationalities
- 35% 'international' academic staff
- 107 Master's, 21 Bachelor's, 11 Joint programs in English
- good position in international rankings, proposed branch campus in China

International Classroom project at University of Groningen: **Why?**

- To obtain European quality label for internationalisation CeQuint; evidence of the added value of internationalisation

(Aerden & Weber 2013; Aerden 2014)

- To attract more international students and international staff
 - To create greater inclusion of **all** students and staff
 - To produce higher quality and more innovative education
 - To enhance international reputation and networks
 - To achieve higher employability for **all** students
- (see also Wilkinson 2013 on Maastricht University)

International Classroom at University of Groningen: How? Integrated Design Project (2014)

- Better management of electricity to avoid breakdowns.
- Match the increasing electrical demand of today's population while reducing production costs.
- Eliminate traditional massive energy generators.
- Have a better control of the demand.
- Achieve energy routing between the control areas.
- Improve the managing of the electricity frequency to set and keep it at its nominal value of 50Hz

Frequency functions

The electric systems controlling households and factories devices as well as the electrical systems of energy generation plants necessitate an input frequency at 50Hz. As the amount of energy produced by the grid exceeds the energy demand, creating a network overload, the frequency of the electricity in the network increases and vice versa. Adjustments are required in order to provide to each energy consumer connected to the grid usable energy. Therefore, balancing energy demand and supply in each control area is yet not a satisfactory outcome in itself; SmartGrid in fact, must also be able to provide each user with energy at a frequency of 50Hz for it to be usable.



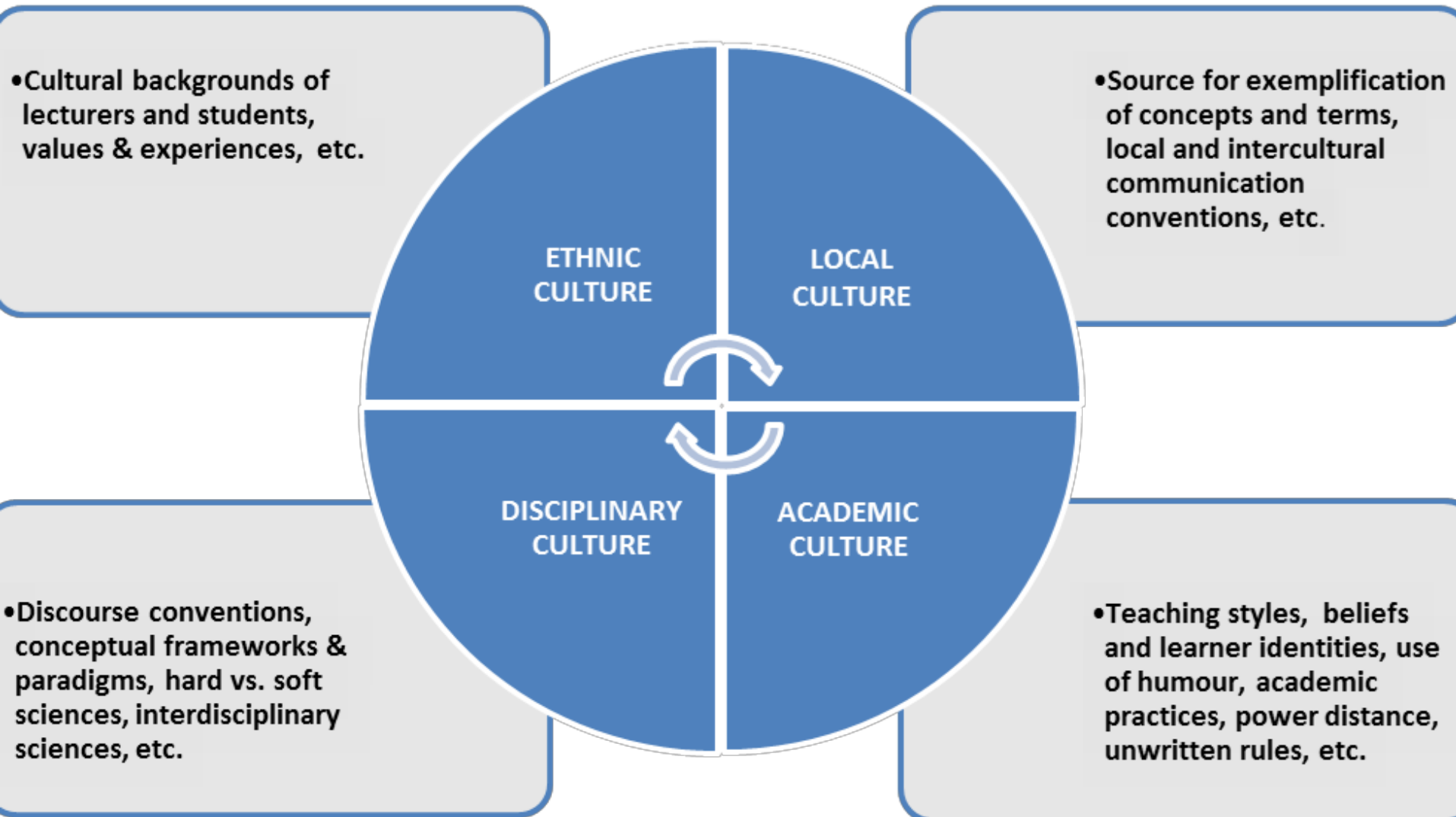
Survey

Some of the possibilities that held today for an optimization of the SmartGrid system are now presented. The following proposals all mainly focus on adopting a specific controller based on particular algorithms, which application guarantees the reaching of the output agreement in the SmartGrid.



Cultures in the international university

Räsänen (2011)



A state of becoming

"Intercultural competence is a **state of becoming**, rather than a destination. Hence it is particularly important to **explore** pedagogies that will assist students to enter this state of *becoming interculturally competent*."

Leask 2015: 63

Making the familiar strange

I find it difficult to make
the familiar strange, for
the power of the familiar is
overwhelming.

Wisniewski 2000: 19

Opportunities and challenges in the multilingual and multicultural learning space: **principles and practices**

1. **Principles**

IntUni project: www.intluni.eu

Intluni principles for quality teaching and learning

(Cozart, Haines, Lauridsen & Vogel 2015)

2. **Practices**

IntUni illustrative samples

(Peckham & Kling 2015)

International Classroom project at University of Groningen

Language & Culture policy at University of Groningen

What do we mean



Diversity:

Higher education teachers and their students have different first languages and cultural backgrounds.

They come together in a space defined by its specific cultures and shared language(s).

Karen Lauridsen 2015



INTERNATIONALISATION OF HIGHER EDUCATION 2

Internationalization at Home is the **purposeful integration** of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments.

Beelen & Jones 2015: 12

INTERNATIONALISATION OF HIGHER EDUCATION 3

- involves all students in a programme of study.
- can be taught in any language (not only in English).
- may or may not involve mobile students.
- **English Medium Instruction (EMI)** and mobility are means to an end, that is, internationalisation of higher education.

(see for example Airey et al 2015; Tange 2010; Wilkinson 2013)

IntUni Project 2012-2015



Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	<p>Providing an inclusive learning space:</p> <ol style="list-style-type: none"> 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	<p>Raising awareness about teaching and learning processes</p> <ol style="list-style-type: none"> 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	<p>Developing one's own cultural identity and extending one's knowledge base</p> <ol style="list-style-type: none"> 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Acquiring and applying contextual and intercultural knowledge to different cultural contexts

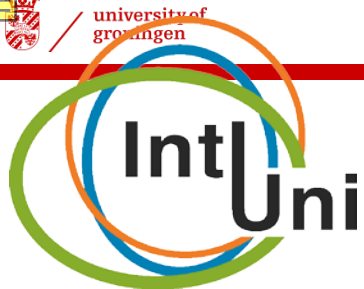


IntlUni Principles

Dimensions help us to think about our different contexts e.g.

- Is there clear institutional support for MMLS (vision, policy, philosophy, etc.)?
- Is this institutional support matched by budgets?
- Are teaching staff offered time/training in didactics across cultures?
- Is there appropriate scaffolding of the students' learning in the MMLS?

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Dimension 1: The HEI

Providing an inclusive learning space, e.g.

- Cooperation of all stakeholders
- Didactic training (dealing with diversity)
- Linguistic and cultural preparation
- An inclusive and enabling language and culture policy



Illustrative sample

Example 1: The higher education institution

- educational philosophy through the entire university
- creating a framework where educational experiences between students can be exchanged and shared
- assisting students to access existing communities and create new networks



Dimension 2: The HE teacher

Raising awareness about teaching and learning processes, e.g.

- discussing the teaching and learning processes in the international classroom
- adjusting and individualizing teaching styles
- valuing knowledge and resources of all students
- foregrounding differences between national/local and disciplinary cultures and knowledge systems



Illustrative sample

Example 2: The teacher in higher education

- explaining her teaching style at the beginning of the seminar
- making her expectations clear i.e. oral participation and written assignments
- conferring with colleagues in the department with international teaching experience



Dimension 3: The HE student

Developing one's own cultural identity and extending one's knowledge base, e.g.

- encouraging peer learning
- taking "otherness" into consideration
- using students from other countries as a resource
- extending course content and materials across borders
- designing interaction purposefully and explicitly



Illustrative sample

Example 3: The student in higher education

- integrating medical issues with cultural ones
- students realizing that they are part of a multicultural group
- seeing and discussing issues from different angles and perspectives

Enabling **purposeful** intercultural dialogue and engagement (talk)

“I really liked the whole integration of culture along with the really real medical issue. It’s the end of life, how are you supposed to treat people, etcetera. Especially with the discussion later in the coach group meeting with all the different opinions, you really do realize, it’s true **I am in a really international group right now.**”

Maja, 2nd Year Swedish Medical Bachelor’s student
Haines 2015



Foundation stones

- **Inclusivity** (as a guiding attitude/mindset)
- **Integration** of all students and all staff
- **Reflection** on teaching and learning processes
- Intercultural and linguistic **Awareness**
- Managing and leveraging **Diversity**
- Application of knowledge/learning in different **Cultural Contexts**

Purposefulness through Constructive Alignment

- Teachers need to be clear about what they want their students to learn;
- The performance objectives need to be placed in a hierarchy (which becomes a grading system);
- Students need to be placed in situations that are judged likely to elicit the required learnings;
- Students are required to provide evidence that their learning can match the stated objectives.

Biggs 1996: 360-361

Leveraging diversity

“Interaction is planned into courses, projects and assessment as a normal learning tool – and seen as one requiring support.”

Carroll (2015: 116)

International University project (IntlUni)

Strategies for ensuring this kind of environment include ... linguistically and culturally preparing relevant administrative staff, teachers and students to function interculturally using an academic *lingua franca* in a multilingual and multicultural environment. (Cozart *et al* 2015: 20)



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THANK
YOU
FOR
LISTENING

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ProDeJIP

Association for the Promotion and the Development
of Joint International Programmes in Higher Education

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