

Blok 1A

Tema: Teaching and Learning in the International Classroom

Programtekst

On the basis of the experience from three different universities, the symposium will discuss some of the challenges associated with promoting an international didactic in teaching and learning in HE.

Abstract

‘Teaching and learning in the international classroom’ is becoming the focus of attention in many higher education institutions as top management strives to implement strategies to enhance the quality and volume of international programmes. In Denmark, such programmes are almost exclusively taught in English.

At this symposium, you will get an introduction to different examples and aspects of teaching and learning in the international classroom. The three papers cover experience and projects from three universities in Denmark. In the first paper, "Teaching in English-medium programmes", Karen M. Lauridsen and Stacey M. Cozart from Aarhus University present and discuss the ‘Teaching in English-medium programmes’ elective module which is offered as a part of the teacher training programme for assistant professors at Aarhus University. In the second paper, "Internationalisation of degree programmes", Donna Hurford and Anne Skov Jensen from the University of Southern Denmark provide reflective insights into the international dimensions that a number of teachers have incorporated into their courses after having attended a pedagogic course for university teachers on the internationalisation of curriculum. In the last paper, “Adjusting to an intercultural and multilingual context”, Joyce Kling and Laura P. Skardhamar report ways university lecturers didactically adapt their methods to address teaching and learning for students in regard to specific language and academic cultural assumptions.

On the basis of the experience from three different universities in Denmark, the symposium will discuss the possibilities and challenges associated with promoting an international didactic in teaching and learning in higher education. There will be opportunity to exchange experience and discuss concrete proposals.

Teaching in English Medium Programmes

Programtekst

This contribution presents and discusses the elective module “Teaching in English-medium programmes” offered as part of the teacher training programme for assistant professors at Aarhus University..

Abstract

This contribution describes and discusses the module *Teaching in English-medium programmes*, an elective module offered as part of the teacher training programme for assistant professors (“adjunktpædagogikum”) at Aarhus University. In order to complete the whole programme, assistant professors must have at least one such elective module (<http://upnet.au.dk/adjunktkursus/>).

Aarhus University offers the teacher training programme in Danish and in English for international faculty. *Teaching in English-medium programmes* is part of the Danish track, but taught through English.

Building on the foundation module in the whole course, this particular module has been established especially for those Danish assistant professors who are to teach in the EMI programmes. The intended learning outcomes are that, at the end of the course, participants should be able to plan and deliver their teaching in such a way that they take into account their students’ diverse cultural and linguistic backgrounds and use them as a strength in the classroom; and they should be able to engage all students in joint learning activities so that both the Danish and the international students benefit from the programme.

The overarching idea is thus to develop participants’ awareness of how they can teach for diversity, taking into consideration interlinked cultural, linguistic and didactic issues in the international classroom. The content of the module is closely linked to the assistant professors’ own teaching practice with a 5-hour seminar at the beginning followed by a few weeks in which participants are asked to experiment with these issues in their own teaching. The second 5-hour seminar is devoted to discussing and learning from concrete cases, including the experience and lessons learned by the individual participants as part of the module.

The module is organized in a blended learning format with set reading and preparatory tasks presented on the learning management platform (Blackboard) before and between the seminars; in this way the module should be considered exemplary and an inspiration for the assistant professors when they develop their own teaching in connection with the following EduIT module of the teacher training programme.

In our contribution to the symposium we will briefly present and discuss the what, why and how of this module as well as the participants’ reaction to it, based on the evaluations carried out at the end of the module (2015/2016).

In addition there are some challenges that we would like to discuss with symposium participants:

- Many colleagues still tend to think that the challenges of programmes taught in English are limited to issues of language; and if they are comfortable with their own English language proficiency, they do not feel the need for further professional development, so how do we attract these colleagues to professional development in this field?

Experience tell us that those who do participate, appreciate the advice and the discussions we have been able to have and see that they themselves move towards considering the opportunities rather than the challenges of the international classroom. How can this be communicated to a wider group of colleagues?

Oplægsholdere

Karen M. Lauridsen og Stacey M. Cozart

Internationalisation of Degree Programmes

Programtekst

This presentation offers reflective insights into the international dimensions teachers incorporate in their courses, having attended a pedagogic course for university teachers on int'l curriculum.

Abstract

The focus of this presentation's contribution to the Symposium is how SDU is addressing the incorporation of international dimensions into its courses in order to enhance all students' learning. Currently SDU implements two international dimensions: to recruit international students and to facilitate Danish students studying abroad during their degree programmes. However in this presentation we argue that these approaches are problematic and insufficient. One problem is the two approaches are non-aligned, with Danish students' international dimension coming from their time abroad whilst international students are bringing their own international dimensions to SDU, which may be overlooked. Secondly, although studying abroad has the potential to build confidence, widen perspectives and enhance employability most Danish students prefer to complete their studies at SDU. This preference for home-based education strengthens the argument for internationalising the students' study experiences at SDU. And arguably of most importance is the need for teachers to be aware of the rationale for incorporating international dimensions into their course designs and course delivery and to know how to put this into practice.

In response to this situation, a pedagogic course on internationalising curricula is currently being offered to teachers at SDU. The workshop framed course, entitled 'Internationalising the Curriculum' is an innovative, pedagogic course which is open to teachers from all faculties at SDU. The course has been developed in collaboration with SDU's international dimension project team and will be led by pedagogic consultants who are based in SDU's Centre for Teaching and Learning'. However, as evidenced in Harrison's (2015) review of universities' 'internationalisation at home' strategies, there are challenges ahead. There is no guarantee that teachers or students will welcome internationalising proposals. Therefore one proposal is to encourage teachers to engage students in discussion about the potential international dimensions can bring to their learning and to canvas student perspectives on how to incorporate them into their courses. In terms of pedagogy, the course will focus on how to integrate inclusive, collaborative practices which value diversity and widen perspectives (Killick, 2015; Tange & Kastberg, 2013).

The course comprises two half day workshops which frame time for action. During the first workshop participants will be invited to engage with and evaluate research and experience based internationalisation strategies. During the two months between the two workshops there is the expectation that participants will adapt, incorporate and evaluate strategies from workshop one into their course design or current courses. And during workshop two, participants will share and provide peer feedback on how they integrated international dimensions into their courses, together with their and if possible student

evaluations of the initiatives. By the time of the DUN conference both workshops will have been completed. This presentation will provide:

- an outline of the recommended international dimension strategies and practices
- insights into ways in which course participants adapted them and integrated them into their course design or courses
- participants and where possible students' evaluations of the initiatives
- course developers' reflections on the course and the evaluations

During the presentation we will welcome DUN delegates' reflections on the initiative.

Oplægsholdere

Donna Hurford og Anne Skov Jensen

Teaching and Learning in the International Classroom

Programtekst

In this presentation, we will report ways lecturers didactically adapt their methods to address teaching and learning for students in regard to specific language and academic cultural assumptions.

Abstract

This contribution describes and discusses a pilot subproject in the University of Copenhagen's (UCPH) strategic development project *Internationalisation and Language Skills at the University of Copenhagen* entitled *Educational Practice in the International Classroom*. The aim of the larger project is to develop a number of initiatives that can contribute to the strengthening of the international dimension of study and learning environments across UCPH. It is funded by the University's 2016 Pool for Educational Initiatives.

This is an exploratory subproject aimed at assessing and testing potential solutions to specific didactic challenges while at the same time generating discussion and debate about the educational challenges presented by increasing internationalisation UCPH. As its starting point, we considered how we can *effectively address some of the central opportunities and challenges of 'the international classroom' from an educational perspective*.

As a springboard for this project, lecturers from across the disciplines were asked to reflect and engage with three specific focal points:

1. Methods for making the tacit knowledge about the education culture in the classroom explicit:
 - a) awareness of the cultural diversity among the students (e.g, nationality, language, ...)
 - b) tools to minimize potential intercultural clashes related to education culture differences
2. Didactic reflections and approaches for including international students' disciplinary and contextual competencies in the course.

3. Teaching tools for activation of students in the international classroom, e.g., giving student feedback, pair work, groupwork, polling, etc.)

In this presentation, we will report ways university lecturers didactically adapt their methods to address teaching and learning for students in regard to specific language and academic cultural assumptions. We will begin with observations and findings directly drawn from experiences of lecturers at UCPH and input from various workshops and activities conducted at the university. There will be opportunity to exchange experience and discuss concrete proposals and on the basis of the experience from UCPH and other universities.

Oplægsholdere

Laura P. Skardhamar og Joyce Kling