

THE ROLE OF ONLINE APPROACHES AND MULTILINGUALISM IN INTERNATIONAL LEARNING AND TEACHING

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HRK ADVANCE-

"Internationalisierung der Lehre"



IN HONOUR OF THE HOST COUNTRY – THIS MORNING WE TAKE A *CRITICAL* APPROACH TO INTERNATIONALISATION

Die Deutschen sind Meister der Selbstkritik. Dabei macht das Land es besser, als viele denken, sagt John Kampfner. Der Autor ist Brite und zeigt, wie sehr sich das Deutschland-Bild im Ausland in den letzten Jahren verändert hat. Die deutsche Politik...



A large, glowing blue and green globe of the Earth is the central focus, positioned in a computer lab. Several computer monitors are visible in the foreground and background, some displaying blue screens. The lighting is warm and focused on the globe.

MY PLAN FOR THIS MORNING

What do we mean when we talk about ***internationalising teaching in Higher Education***?

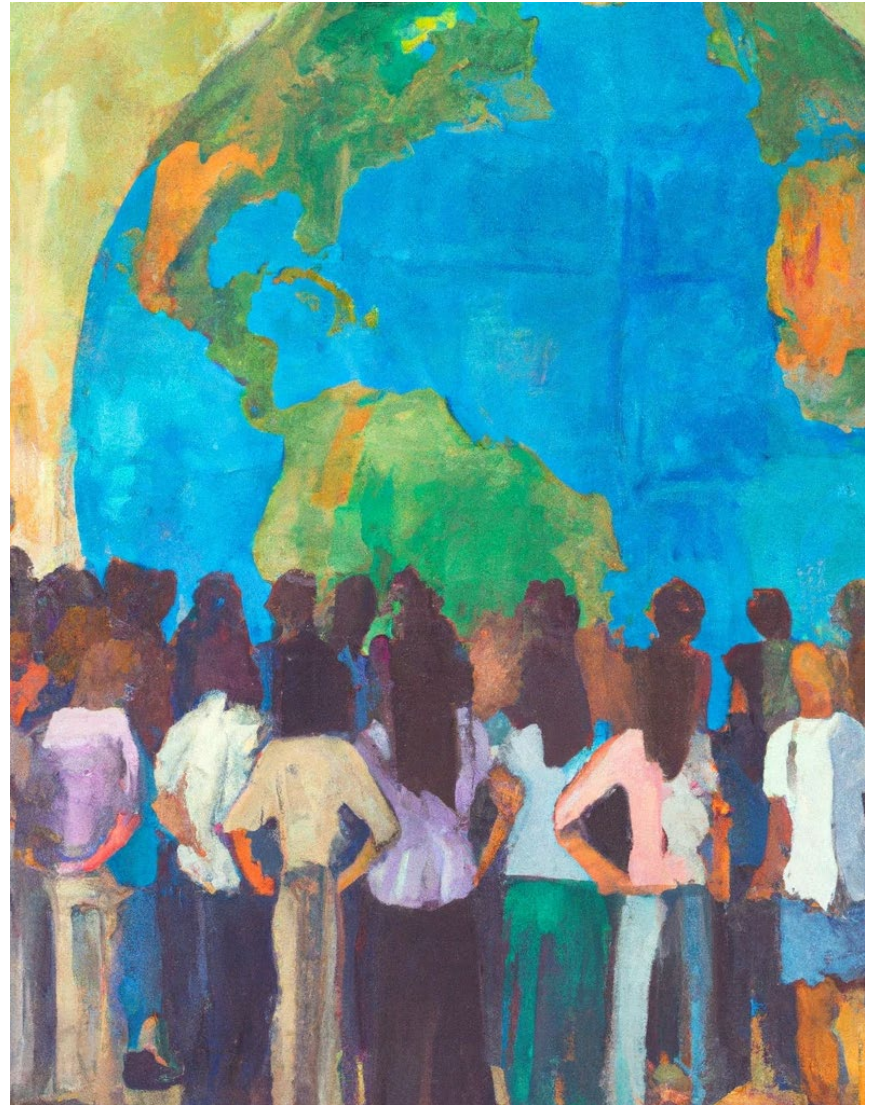
What role do online approaches and foreign languages have to play?

What are the possible limitations of current approaches?

What do we mean by the *internationalisation of Higher Education*?

De Wit et al. (2015):

“Internationalization of higher education is the **intentional process** of integrating an **international, intercultural or global dimension** into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”



THE DANGER OF ASSUMING “INTERCULTURALITY THROUGH OSMOSIS”

The assumption that by engaging in international mobility, receiving courses in a foreign language or following online courses offered by universities in other countries...

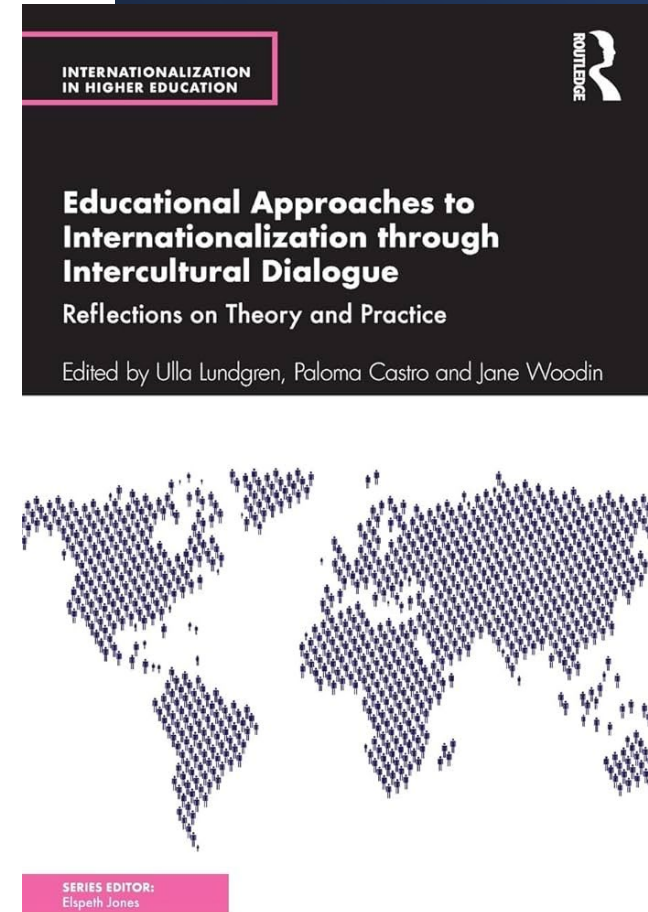
...students will inevitably develop intercultural competence, foreign language skills and become active global citizens.



**THE OUTCOMES OF INTERNATIONAL LEARNING
ARE ACHIEVED BY DELIBERATE PLANNING AND
AN APPROACH BASED ON CLEAR PRINCIPLES
AND FRAMEWORKS**

Lauridsen (2020): “...internationalization is an intentional process. ***It does not happen by osmosis***, for instance, by bringing a diverse group of students together in an EMI classroom” (p.208).

Byram (2019) “...we need an internationalist perspective on internationalisation, which is otherwise ***no more than a set of organizational devices to create a superficial mixing of ideas, people and disciplines from various countries and academic traditions***” (2019).





Lauridsen (2020) “...if HE leadership teams want to offer an internationalized learning opportunity—and learning experience—to all students, the international and intercultural components of study programmes ***need to be written into their intended learning outcomes and graduate attributes.*** (p.221)”

“Internationalized curricula” (Leask 2009, 2015): “The incorporation of international, intercultural and/or global dimensions into the **content of the curriculum** as well as the ***learning outcomes, assessment tasks, teaching methods, and support services*** of a program of study” (2009, p. 209).



THE CASE OF INTERNATIONALISATION AND STUDY ABROAD PROGRAMMES

What are the current rates of international student mobility in Europe?

Outward degree and credit mobility of graduates, 2018 [%]

	Total mobility (credit+degree)					Credit mobility					Degree mobility				
	ISCED 5-8	ISCED 5	ISCED 6	ISCED 7	ISCED 8	ISCED 5-8	ISCED 5	ISCED 6	ISCED 7	ISCED 8	ISCED 5-8	ISCED 5	ISCED 6	ISCED 7	ISCED 8
EU-27	13.5	5.1	11.7	18.4	19.8	9.1	2.7	8.3	12.6	6.5	4.3	2.4	3.4	5.8	13.2
BE	10.6	:	10.1	11.7	:	6.7	:	7.6	5.9	:	3.9	5.5	2.5	5.8	13.2
BG	10.2	n.a.	10.7	8.0	14.5	1.4	n.a.	1.6	1.1	2.6	8.8	n.a.	9.1	6.9	11.8
CZ ²	14.0	51.0	9.9	17.6	23.5	9.0	0.0	5.7	12.8	16.6	5.0	51.0	4.2	4.8	7.0
DK	11.1	3.7	11.0	13.0	33.1	9.3	3.1	9.9	9.8	24.0	1.8	0.6	1.1	3.2	9.1
DE ¹	19.9	7.2	17.0	25.3	:	14.5	0.0 ⁴	13.5	17.9	:	5.3	77.2	3.5	7.3	10.7
EE	19.0	n.a.	13.8	16.0	:	5.5	n.a.	5.8	5.7	:	10.1	n.a.	8.1	10.3	19.7
IE ³	:	:	:	:	:	:	:	:	:	:	5.8	2.9	3.5	11.3	25.6
EL	12.2	n.a.	5.1	22.4	:	0.0	n.a.	0.0	0.0	:	12.2	n.a.	5.1	22.4	35.8
ES	9.9	1.8	16.3	9.5	:	7.7	1.4	14.6	5.3	:	2.2	0.4	1.7	4.2	5.6
FR	18.1	5.9	14.5	31.6	20.5	14.6	4.4	10.1	27.7	8.2	3.5	1.5	4.4	3.9	12.3
HR ²	7.0	90.5	4.5	8.5	28.3	3.6	0.0	2.2	5.1	8.8	3.5	90.5	2.4	3.4	19.6
IT ²	13.7	n.a.	8.8	17.1	64.0	8.9	n.a.	6.2	11.1	37.6	4.8	23.3	2.6	6.0	26.4

In 2018, 13.5% of higher education graduates in the EU were mobile, meaning that they studied abroad, partly or entirely (Figure 55). Overall, 9.1% of the graduates had a temporary experience abroad, known as 'credit mobility', and 4.3% graduated in a country which was not the one where they received their upper secondary school diploma¹³⁷, known as 'degree mobility'. Luxembourg, Cyprus, the Netherlands, Germany and Finland (in descending order) have the highest shares of outwardly mobile graduates.

PT	11.2	6.0	10.0	13.6	20.9	7.0	0.2	7.7	7.3	0.5	4.2	5.8	2.3	6.3	20.5
RO	7.7	n.a.	7.4	6.8	19.0	1.7	n.a.	1.9	1.5	1.1	6.0	n.a.	5.5	5.3	17.9
SI	4.0	1.5	2.3	6.6	14.7	0.0	0.0	0.0	0.0	0.0	4.0	1.5	2.3	6.6	14.7
SK ³	:	:	:	:	:	:	:	:	:	:	15.7	31.4	16.4	14.2	16.9
FI	19.2	n.a.	17.2	24.0	8.6	15.1	n.a.	14.1	18.4	2.1	4.1	n.a.	3.1	5.5	6.4
SE	15.0	2.6	14.4												

**“International experience alone does not guarantee interculturality”
(Jackson, 2020, p.449).**

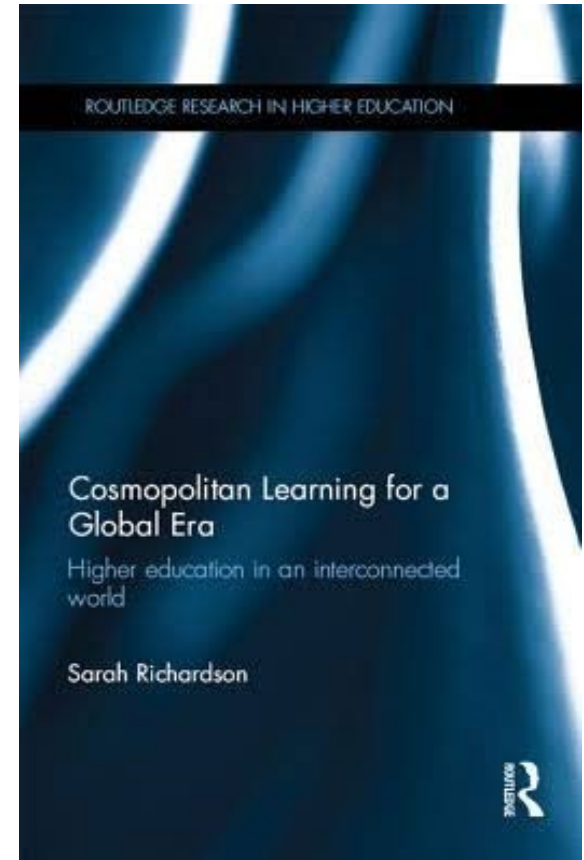
Sarah Richardson

Cosmopolitan Learning for a Global Era (2016):

“...the espoused benefits from [physical] mobility do not derive from the act of crossing borders but instead from two other factors.

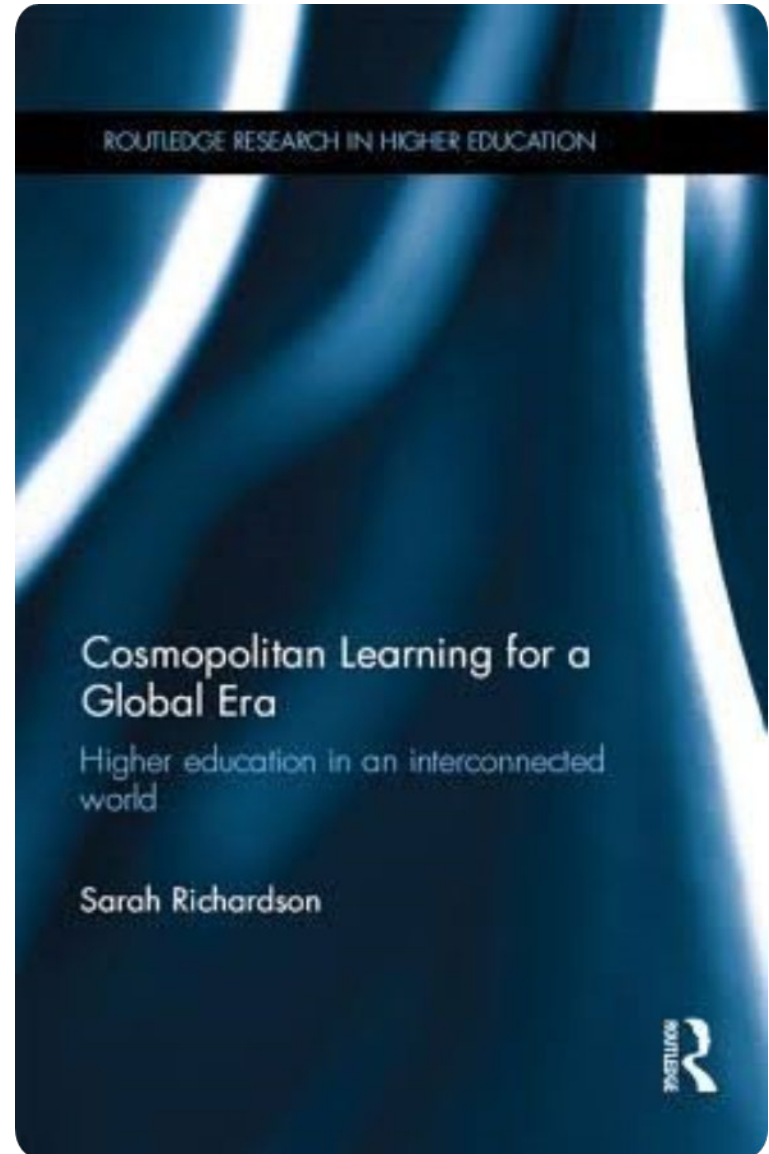
First, the encounters that students have.

And second, the influence of their psychological make-up on how they respond to these encounters”

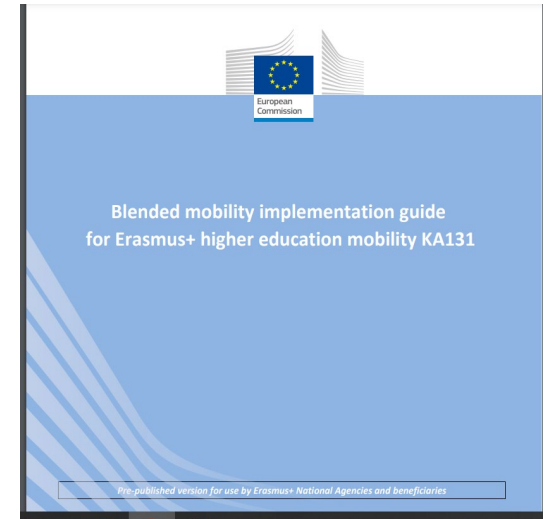


ANOTHER ISSUE: CAN PHYSICAL MOBILITY PROGRAMMES BE A FORM OF EXCLUSION IN UNIVERSITY EDUCATION?

“[m]obility tends to be socially exclusive, providing opportunities to elite students to enhance their distinctiveness from other students, but remaining inaccessible to many” (Richardson, 2016, p.53).



BLENDED MOBILITY – A MORE INCLUSIVE APPROACH TO STUDY ABROAD?



European Commission Report: “European Higher Education in the world”:

“...internationalisation should ensure that **the large majority of learners who are not mobile... are nonetheless able to acquire the international skills required in a globalised world (2013:6)**”

INCLUSIVENESS

The Erasmus+ programme sets inclusion as one of its horizontal objectives and the new mobility options were integrated in KA131 as novelties in the Erasmus+ 2021-2027 programme precisely in order to better accommodate the different needs and situations of a diverse student population. At its core,

blended mobility creates new learning opportunities for people who could not participate in a mobility programme before, in particular, students from different backgrounds, including those with fewer opportunities.

“Innovation in Foreign Language Teaching” An example of a Blended Intensive Programme



3 ECTS credits –
Students from Spain, Germany, Ireland, Finland, Italy and Lithuania.

Intercultural Interventions in Study Abroad

Edited by Jane Jackson and Susan Oguro

INTERNATIONALIZATION
IN HIGHER EDUCATION



STUDY ABROAD AS A PROCESS

- Pre-departure credit bearing courses – dealing with culture shock, coping mechanisms, culture learning strategies...
- Intercultural mentoring during the stay abroad – online debriefing sessions to discuss observations, concerns and experiences...
- Re-entry phase – stimulate deeper reflection on the intercultural learning experience...



DOES ENGLISH MEDIUM INSTRUCTION (EMI)
CONTRIBUTE TO THE GOALS OF
INTERNATIONALISATION?

The changing landscape of English-taught programmes

2021



Figure 4: Change of ETPs outside the Big Four Destinations

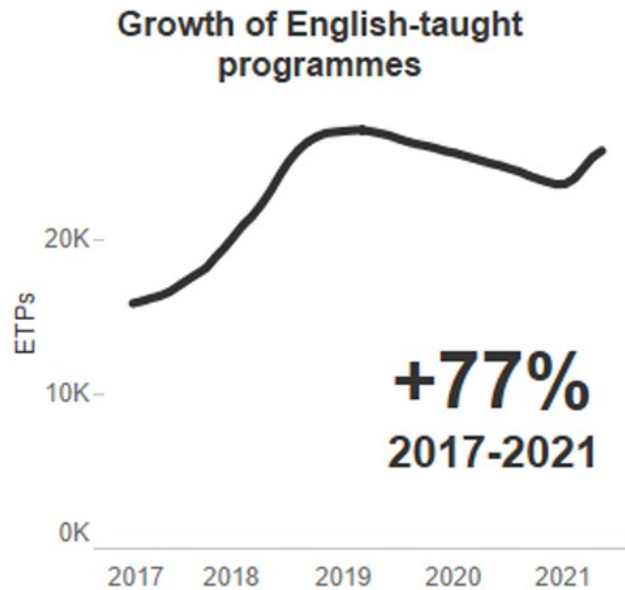


Table 1: Growth by disciplines - Bachelor's programmes 2017-2021

Public debates of the Englishization of education in Germany

A critical discourse analysis

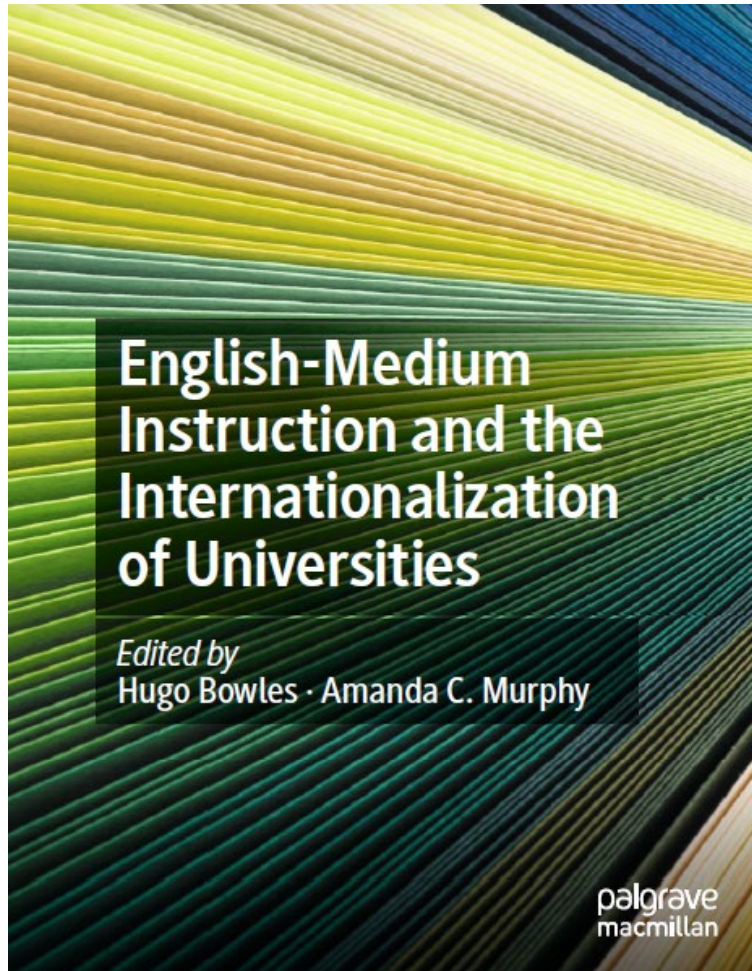
Ursula Lanvers

“Overall, Germany has responded relatively enthusiastically to the challenge of internationalisation of education. This is evident, among others,...comparatively (to EU average) high offers of programmes delivered via English at university level.

...After Sweden and the Netherlands, Germany is the third highest EMI provider (highest ratio population/EMI programmes)...

“...the German education system has embraced Englishization with remarkable speed. English dominance across all sectors and school types is seen as categorical (*“muss nicht weiter begründet werden”*-Quetz 2010, p172), with institutions and individual learners often viewing English skills as de rigour in an internationally competitive market.”





- Bowles & Murphy (2020): “Clearly, teaching through English is a successful means of attracting international students and internationalizing at home, but it is problematic from several points of view...firstly, ***in terms of the quality of education***...and secondly, in terms of the ***marginalization of other languages and cultures***” (p.8)
- Gabriëls & Wilkinson (2020): “Opponents of the Englishization of higher education often stress that Dutch as an academic language is important for the preservation of the cultural heritage of the Netherlands” (p.54).
- Doiz, Lasagabaster, and Sierra (2013, 216) - Many students “do not have sufficient language skills for EMI courses”
- Airey (2011) students who receive instruction through English as a foreign language are less capable of describing concepts, of interacting successfully in lectures and of listening while taking notes

- Content and Language Integrated Learning: Opportunities and Challenges

John O’Donoghue, Projektleitung „CLIL4ALL“, Sprachzentrum, Technische Hochschule Wildau



VIRTUAL APPROACHES TO INTERNATIONALISATION

DID COVID 19 PUSH UNIVERSITIES TO LOOK FOR ONLINE APPROACHES TO INTERNATIONALISING CLASSROOMS?



unesco

International Institute
for Higher Education
in Latin America and
the Caribbean

Moving minds: Opportunities and challenges for virtual student mobility in a post-pandemic world

In sum, the findings from this report and the global landscape lead to the conclusion that the **future of student mobility will combine physical international experiences with digitally driven virtual opportunities** that reach a wider range of students and build greater cross-cultural awareness and skills.

VIRTUAL APPROACHES TO INTERNATIONAL EDUCATION

What is the difference between **Virtual Exchange** and **Virtual Mobility**? (Because there IS a difference!!!!)

What do you understand by the term **Blended Mobility**?
And what is a **BIP**?



WHAT DO WE MEAN BY ‘VIRTUAL MOBILITY’?

Rajagopal et al. (2020): “...learners enrolled as students in one higher educational institute have the opportunity to follow a course at another higher educational institute in the online mode”.

Virtual Mobility - Students attend classes for a short period at another institution outside their own country, without physically leaving their home.

Students register to complete a number of credits with the foreign university.

Students follow classes at the foreign university via online platforms.

Students focus primarily on course content provided by lecturers in the foreign university.

Students may or may not receive credit / grades from the foreign university for their work / exams. In some cases these grades are sent to the home university.



Words matter: why we should stop talking about 'virtual mobility'

Policy & Strategy, Mobility

By PIET VAN HOVE

“The huge problem is that in traditional (physical) student mobility...the ultimate benefits in terms of competences don't generally come from the formal curriculum...

...in so-called virtual mobility, there are no opportunities 'outside the classroom'. While there are certainly good examples to the contrary, many online courses simply do not require collaboration or meaningful interaction between the students.”



Welcome to TÜ-VIP!

Tübingen - Virtual Intercultural Program



Bringing the student perspective to the debate on mobility, virtual exchange & blended learning

Joint position paper by the European Students' Union and the Erasmus Student Network

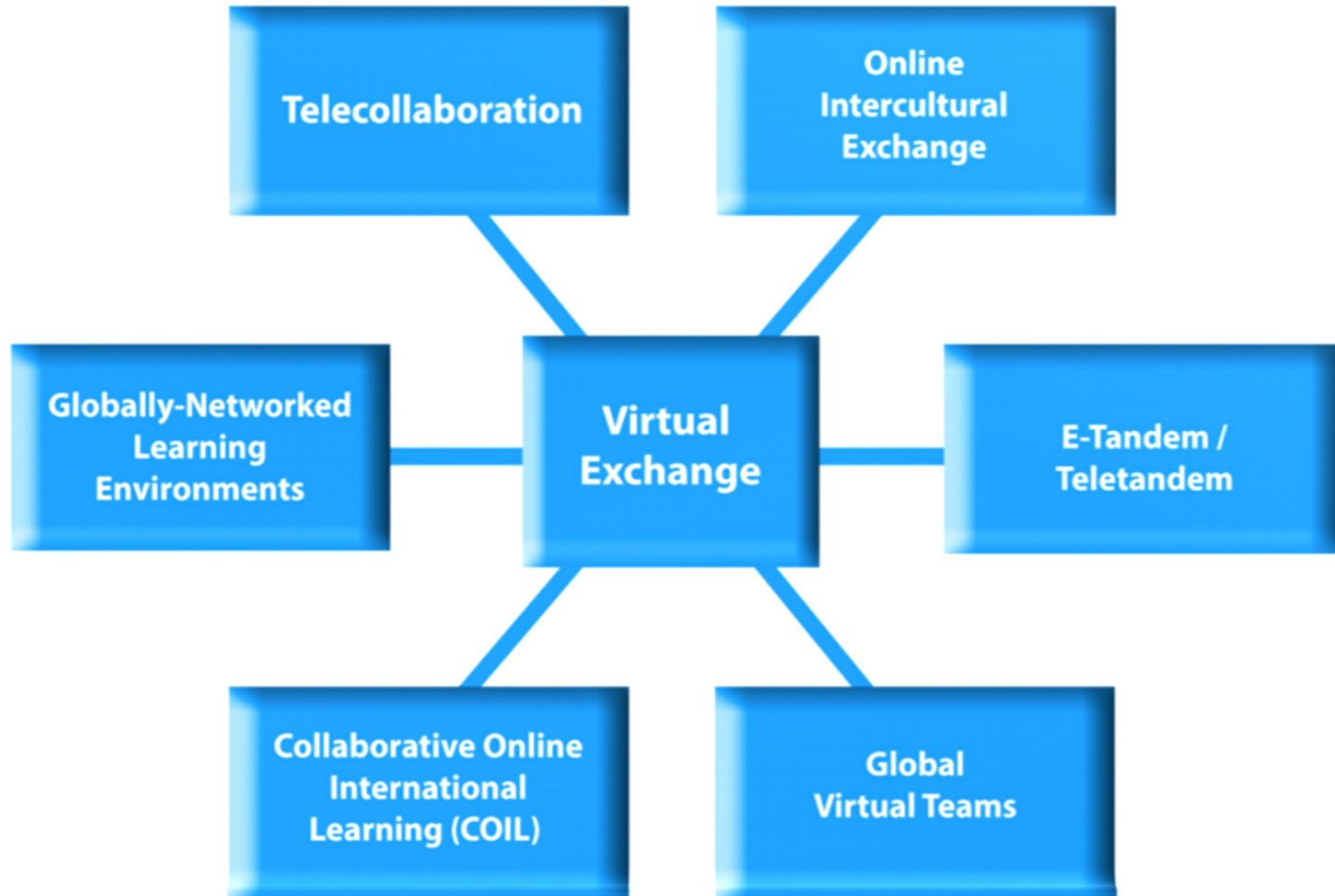
WARINESS OF HOW VIRTUAL MOBILITY WILL BE USED AT EUROPEAN AND INSTITUTIONAL LEVEL

Although quite popular in most policy documents, 'virtual mobility' is an ambiguous and oxymoronic term. A mobility experience is by definition physical and not virtual; if no physical movement has taken place, there is no need to call it "mobility" at all.

Virtual learning and thus virtual exchanges cannot substitute face-to-face interaction and physical mobility that imply cultural immersion and first-hand experience of the everyday life of the host culture,

Therefore, when counting participants in international mobility, participants in virtual activities should not be counted as "mobile students" but as another category, and funding for these activities should not be taken from the budgets for student mobility.

An overview of terminology used to refer to virtual exchange initiatives



INCREASING SUPPORT FOR VIRTUAL EXCHANGE AT NATIONAL AND EUROPEAN LEVEL



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

ingen
ondheid,

In Deutschland
studieren & forschen

Im Ausland
studieren, forschen & lehren

Infos & Services
für Hochschulen

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DIGITALE INTERNATIONALITÄT

DAAD unterstützt virtuelle Hochschulkooperationen

👁️ Pressemitteilung vom 24.08.2021

Der Deutsche Akademische Austauschdienst (DAAD) fördert ab heute 60 neue Projekte zur virtuellen Hochschulzusammenarbeit im Programm „International Virtual Academic Collaboration (IVAC)“. Die Projekte an 46 Hochschulen werden bis Ende 2022 aus Mitteln des Bundesministeriums für Bildung und Forschung (BMBF) finanziert. In einer ersten Ausschreibung waren bereits 61 grenzüberschreitende digitale Hochschulkollaborationen gefördert worden.

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HOW IS VIRTUAL EXCHANGE BEING USED IN INTERNATIONAL EDUCATION?

- Virtual Exchange as a tool for preparing students for study abroad programmes (***pre-mobility***)
- Virtual Exchange as part of a ***Blended Mobility*** programme
- Virtual Exchange as an integrated part of course work (***Class to Class Exchange*** – COIL, telecollaboration etc.)

IMPACT OF VIRTUAL EXCHANGE ON TEACHERS OF HIGHER EDUCATION

- **Networking opportunities:** “We’ve set up an official cooperation agreement between our two institutions. And I’m taking my class to Israel [the country of the VE partner] in May so they will meet each other face to face... I disseminated this project in our institution and now there are other colleagues who are interested in collaborating with the Israelis. ...I couldn’t have imagined this three years ago.”
- **Intercultural development:** “...[VE] means putting yourself in the position of the other, giving in at times, being more open and more aware of how other institutions work. So this collaborative work has been very enriching for me because it helped me to see other points of view and other ways of working. And it also enriched the subject, adding dimensions that weren’t there before.”
- **Professional Development:** “It motivated me to personalise my courses more. As I saw that the students responded and participated so much with their partners, this pushed me to create more interactive activities for the rest of my courses and teaching as well. Until now I had done more traditional methods.”



Executive Summary – The Key Findings
from the EVALUATE European Policy
Experiment Project on the Impact
of Virtual Exchange on Initial
Teacher Education.



STUDENT LEARNING OUTCOMES IN VIRTUAL EXCHANGE

- **Language development was regularly linked to pushing learners' out of their 'comfort zone':** "This virtual exchange enhances my communication skills. When we have a discussion about our project, I need to push my English communication skills to have a great discussion with my partners."
- **Developing confidence in language use:** "I've learned to overcome my fear of not being understood by the people from different countries. I tried to formulate my utterances as clearly as possible, and it worked. At first I was scared, but then not really. Our communication was great!"
- **Transversal skills:** "The fact of working with people from other countries *prepares us for the future problems* that we may have. That is to say, we learnt *how to face problems of timing or agreement*. I have also learnt that we have to understand and respect other people's thoughts."



The Impact of Virtual Exchange on Student Learning in Higher Education

EVOLVE Project Report

December 2020

EVOLVE Project Team

But again, contact does not ensure intercultural learning - What do you notice about these Spanish students' reactions when asked about cultural difference?

- Student 1: "...It has been such an exciting experience because we have learned English while we have known a different culture. To my mind, we aren't too different, both of us like sports, music and spending time with our friends."
- Student 2: "I have realized that my partner and I aren't so different, in fact, we have similar hobbies and ways to spend our free time. Like I have said, the main differences I see between her country and mine are the timetable and the weather."

'Minimisation of difference' (Bennett, 1993)



What do students learn in virtual exchange? A qualitative content analysis of learning outcomes across multiple exchanges

Robert O'Dowd

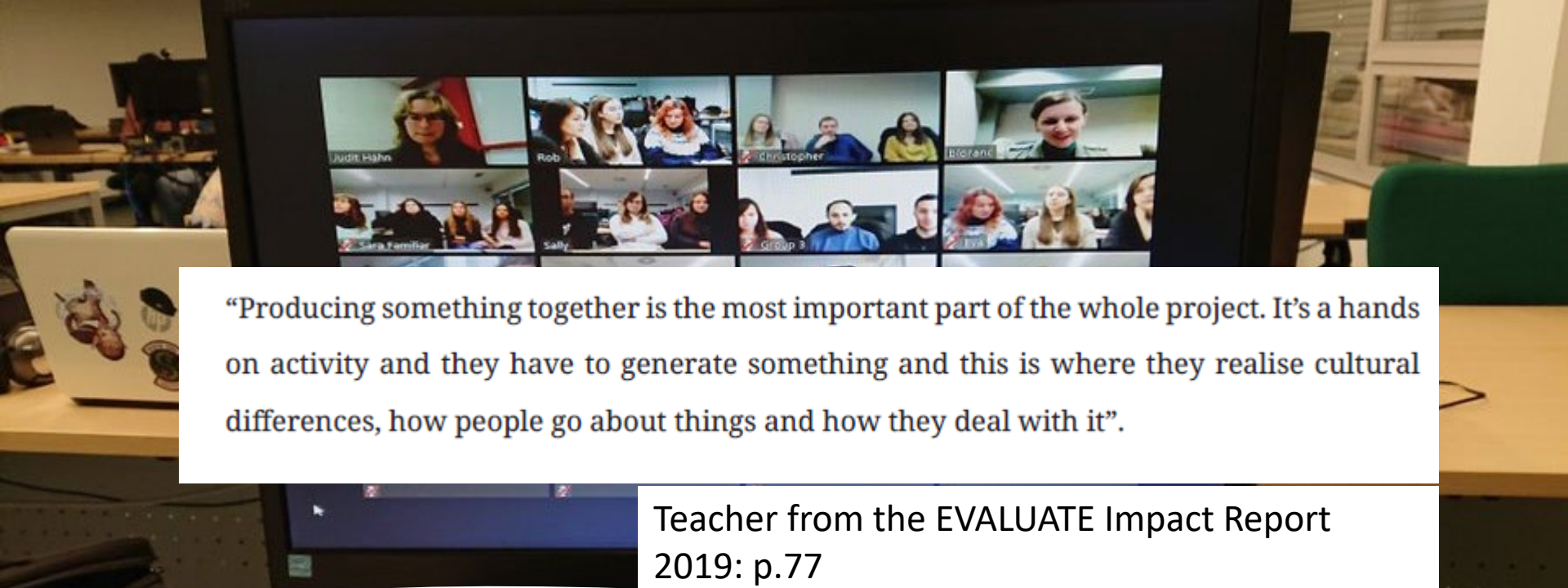
Universidad de León, Facultad de Filosofía y Letras, León, 24071, Spain

ARTICLE INFO

Keywords:
Virtual exchange
Telecollaboration
Online learning
Intercultural learning
Global citizenship

ABSTRACT

Virtual exchange refers to the engagement of groups of learners in online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of course work and under the guidance of educators and/or expert facilitators. This study presents a qualitative content analysis of reported learning outcomes by students of English in a Spanish university following their participation in one of thirteen online intercultural exchanges. Based on the analysis of 345 learner portfolios, several key themes were identified which provide insight into the type of learning which virtual exchange can contribute to second language classrooms. These included how virtual exchange contributed to overcoming students' stereotypes, gaining confidence as communicators in their second language (L2) and reconceptualizing English as a tool for communication rather than as an abstract academic activity. A comparison of two models of virtual exchange within the dataset also revealed how task design can influence the outcomes of this activity.



“Producing something together is the most important part of the whole project. It’s a hands on activity and they have to generate something and this is where they realise cultural differences, how people go about things and how they deal with it”.

Teacher from the EVALUATE Impact Report
2019: p.77

THERE IS A CLEAR
RELATIONSHIP
BETWEEN LEARNING
OUTCOMES AND THE
TYPE OF TASKS
STUDENTS ARE
ASKED TO DO

- Tell your partner about your favourite places to go out at night in your hometown.
- Post an image to the forum that exemplifies to your partners an aspect of their daily routine.
- Compared to...
- Work with your international partners to create a document called “Making the European Union more relevant for young people”. The final documents will be submitted to your representatives in the European Parliament.
- Work together with your international partners to design a video proposing a solution to an environmental problem on your two campus. Once your videos are ready, they will be published by both Universities in their social networks.

A PRINCIPLED APPROACH TO VIRTUAL EXCHANGE

Internationalism, Democracy, Political Education

An Agenda for Foreign Language Education

*Michael Byram, Irina Golubeva and
Melina Porto*



GLOBAL CITIZENSHIP IN FOREIGN LANGUAGE EDUCATION

CONCEPTS, PRACTICES, CONNECTIONS

Edited by
Christiane Lütge, Thorsten Merse
and Petra Rauschert



- (1) Students use a variety of languages (including their first languages) to do the tasks [= the plurilingual focus];
- (2) They engage with perspectives different from their own by interacting with their international peers and engaging in collaborative work [=the intercultural focus];
- (3) Students take action in their communities [= the democratically active citizen focus];
- (4) They develop a sense of togetherness which stimulates them to create openings for empathy, solidarity and hope arising from their engagement with the [= the internationalist focus].

An abstract painting featuring a large, colorful globe in the center, rendered in shades of green, blue, orange, and brown. Below the globe, several figures are depicted from behind, wearing light-colored clothing, suggesting a group of people looking at the globe. The background is a mix of soft pink and white tones. The overall style is expressive and textured.

To conclude:

1. Achieving intercultural contact (through mobility, EMI courses, virtual interaction) does not guarantee intercultural development.
2. If internationalisation activities are to support foreign language learning, intercultural development etc., ICC frameworks should be integrated into curricular objectives, learning outcomes, structured pedagogical approaches and careful task design.
3. The question whether VE could replace study abroad programmes is a false debate which should be avoided as it deviates attention from more helpful and relevant questions: How can VE complement and enhance physical mobility programmes? What can VE offer universities' IaH programmes?



- **VIELEN DANK!**

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Bibliography and collection of links and resources on VE available from this Google doc.

