

# **Staff development as a strategic imperative for embedding internationalisation across the institution**

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“As high quality teaching is essential in fostering high quality education, academic career progression should be built on successful research and quality teaching.

It should also take due account of the broader contribution to society.

We will promote and support **institutional, national and European initiatives for pedagogical training, continuous professional development of higher education teachers and explore ways for better recognition of high quality and innovative teaching in their career.”**

(Paris Communiqué EHEA 2018)



# EQUIiP

**Educational Quality at  
Universities for  
inclusive international  
Programmes  
2016-2019**

**[www.equiip.eu](http://www.equiip.eu)**

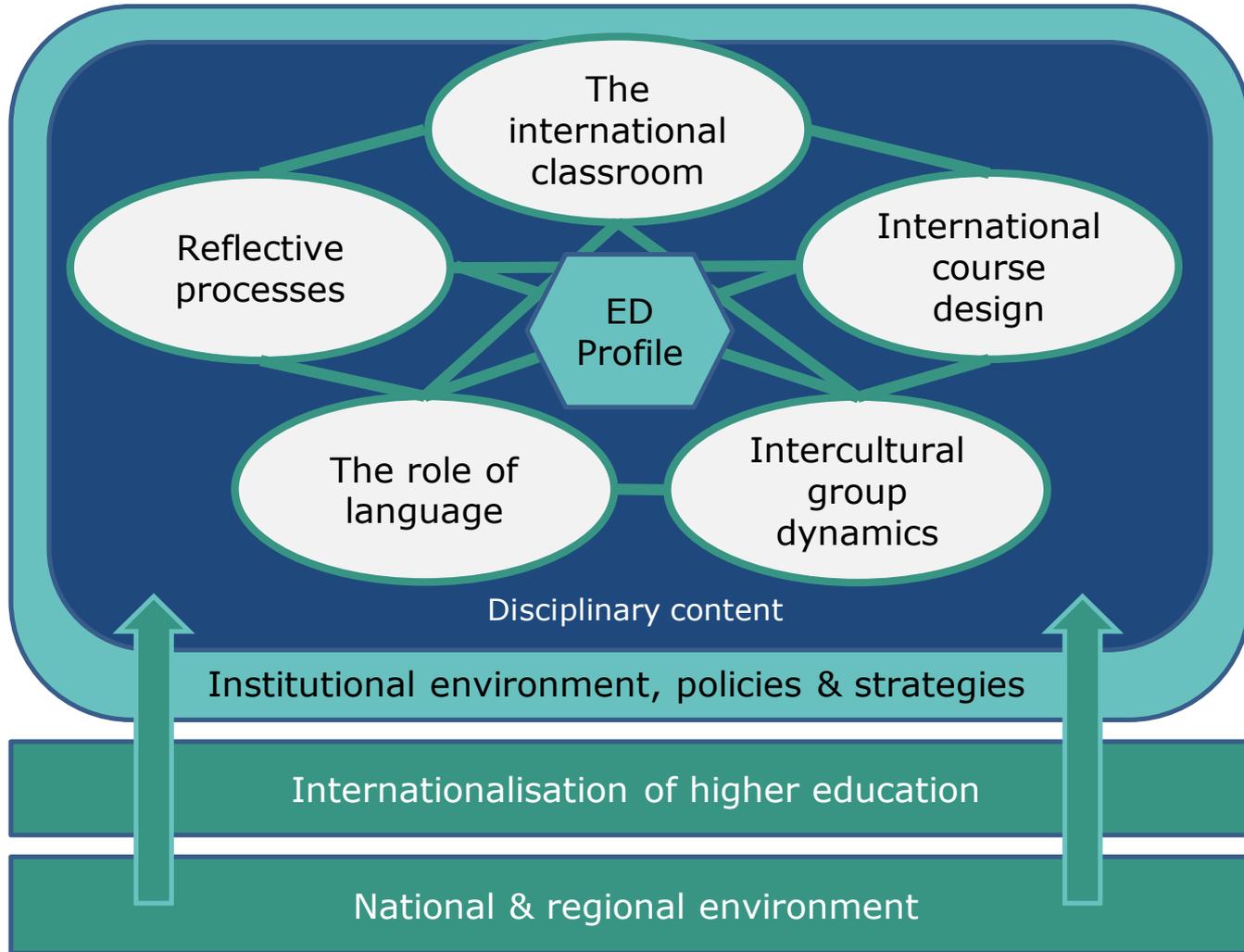




# EQUIiP definition of Educational Developers

Educational Developers (EDs) support lecturers in their work in universities, both in relation to the design of programmes and courses and the delivery of these programmes and courses (the didactics).





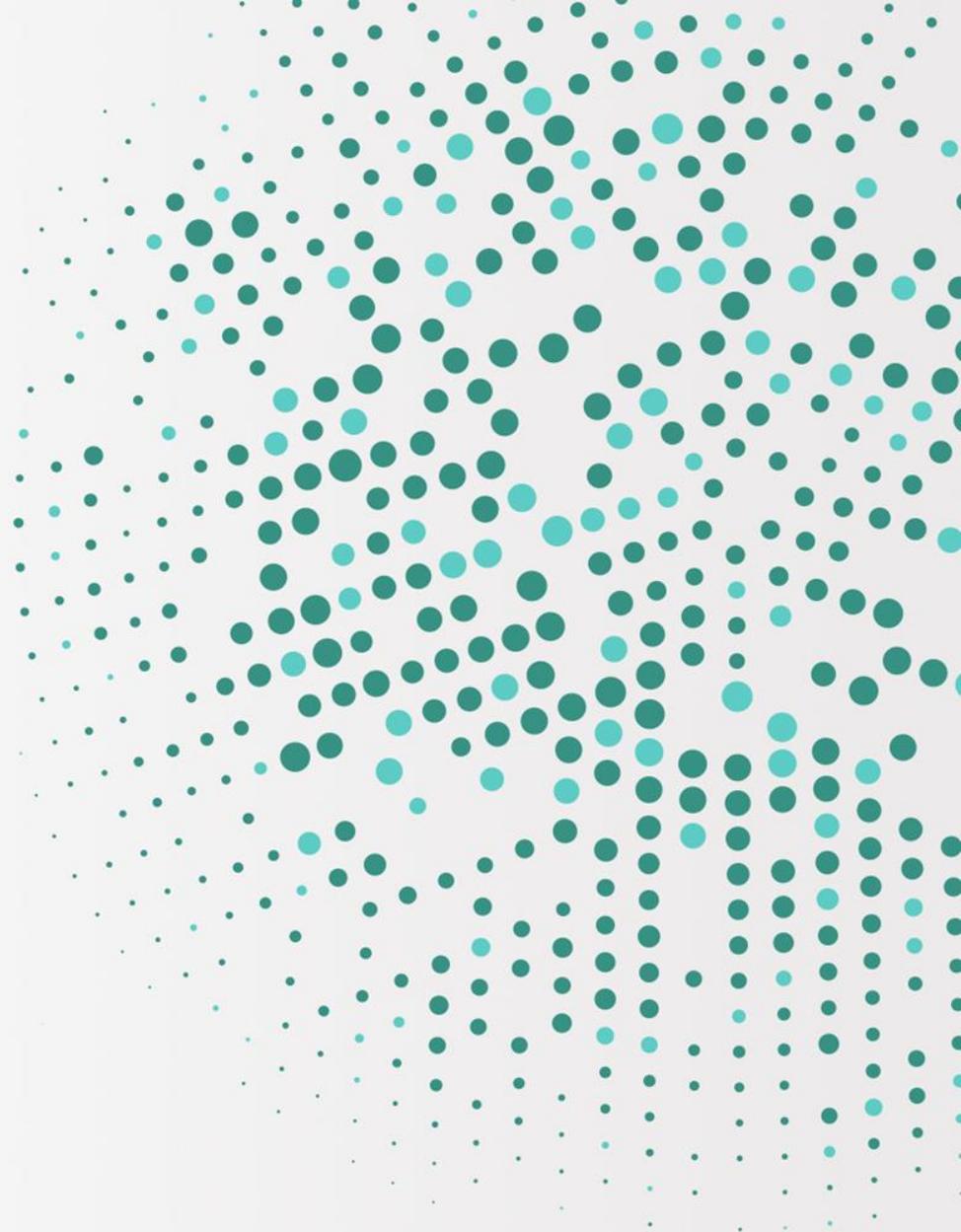


# This workshop

- Introduction to EQUIiP
- Conceptual underpinnings of EQUIiP
- Opportunities and challenges in the international classroom
- How to develop students' intercultural competences
- Language in the international classroom
- The strategic imperative of staff development



# Conceptual underpinnings





# Internationalisation of higher education

[Internationalisation of Higher Education is]

the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or 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.

Slide 8

(de Wit et al. 2015:29)



# Opportunities and challenges in the international classroom





# Opportunities and challenges

Individually, consider the following questions:

**Opportunities:** What are for you the most significant opportunities in the international classroom?

**Challenges:** What are for you the biggest challenges in the international classroom?

Slide 10

Challenges?



Opportunities?





# Opportunities and challenges

At your tables:

Share your thoughts with the person(s) sitting next to you and be prepared to share main points in the large group.

Slide 11

Challenges?



Opportunities?



# How to develop students' intercultural competences





# Intercultural Competence

Intercultural competence has different meaning for different audiences.

To enhance its development in students, a clearly defined and measurable delineation of this construct is needed.





# Intercultural Competence

In your group

- Share your understanding of 'intercultural competence'.
- List three to four measurable attributes or examples that are associated with IC.

Be prepared to share your thoughts in the large group.





# An 'interculturally competent' graduate

- Is able **to understand, evaluate** and **relate** to ambiguous and uncertain situations and to make culturally correct **attributions**.
- Realises the **relative validity** of his or her own frame of reference, yet is firmly rooted in it.
- Is able to select and use **communication styles** and **behaviour** that fit a specific local or intercultural context.
- An intercultural interaction is seen as successful when interactants are able to develop shared meaning, while acknowledging their own and others' sociocultural context.

(Gregersen-Hermans 2016, p. 111)





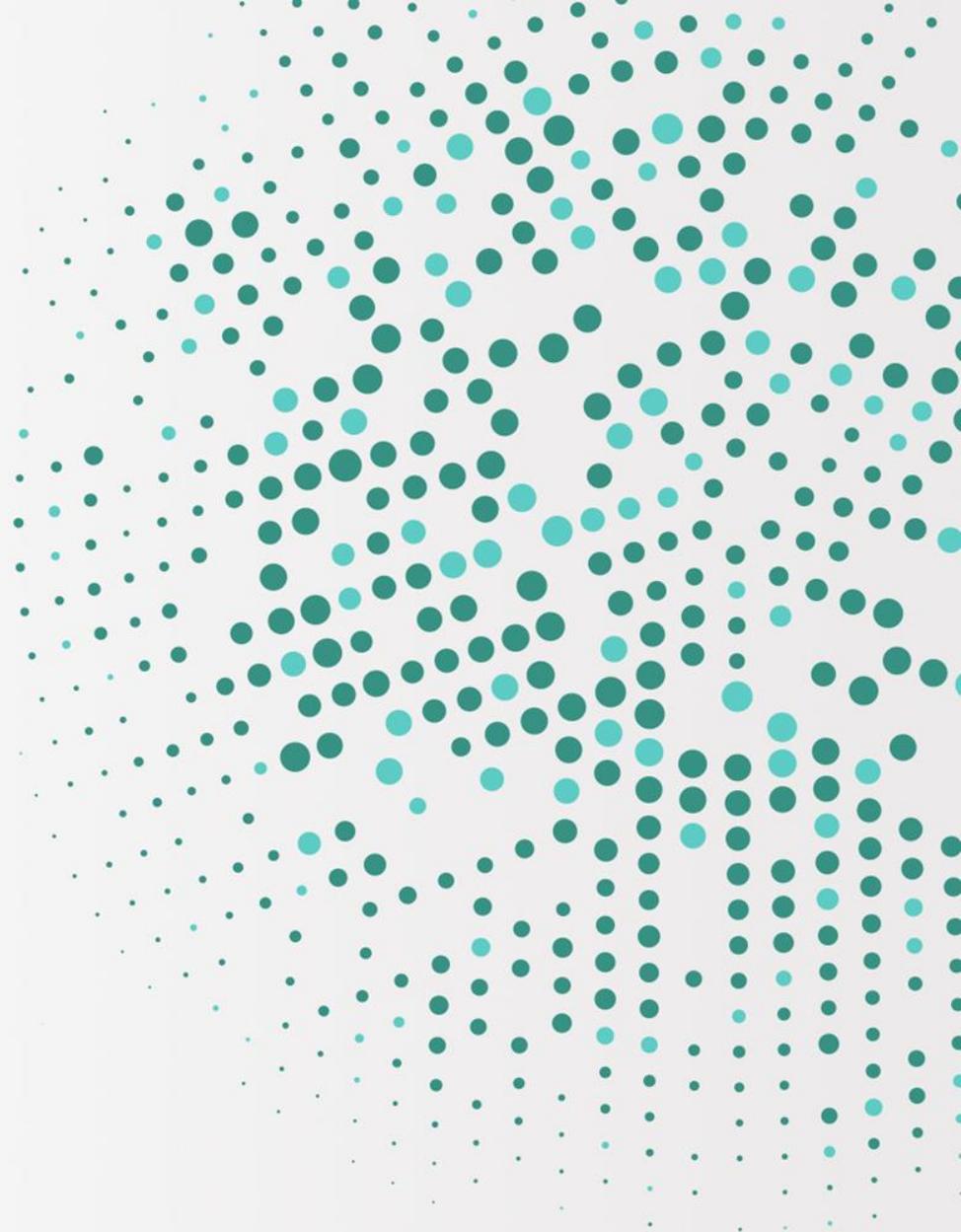
# An intended pedagogical approach

## Six underlying principles

- Create a culturally rich and inclusive environment: a lived experience.
- Students' learning needs come first: adopt a developmental approach.
- Facilitate intentional and guided reflection: is what you see indeed what you get?
- Engage in behavioural practice: the fun is in the sharing.
- Balance challenge with social support: aren't we all human?
- How to value development: assessment is fundamental to learning.



# Language in the international classroom





# Language in the international classroom

- *International Academic Communities communicate in largely non-native groups. What counts is clarity, effectiveness, and contextual appropriateness of communication. While high academic standards are vital, native-like English is not. (Mauranen 2007)*
- *All teachers are language teachers. (Airey 2012)*





# Language in the international classroom

In your groups, reflect on and discuss your views on these two statements (Mauranen & Airey).

- Do you agree or disagree? Why (not)?
- In your context, how do you ensure that all stakeholders have the necessary language proficiency to teach and learn in the international classroom?

Be prepared to share your observations in the large group.



# Staff development as a strategic imperative





# International Competence Profile for EDs

1. Promote inclusive behaviours
2. Develop and facilitate learner-centred programmes
3. Promote intercultural engagement and effective intercultural relations
4. Enable and embed a global learning experience
5. Embed social responsibility in the curriculum
6. Apply learning from different international contexts
7. Embed the various means of creating, critiquing and exchanging knowledge
8. Engage in critical reflection and continuous professional development

Slide 22





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