

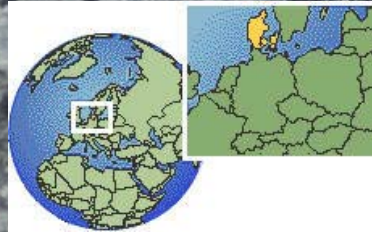


PRESENTATION 2

2013



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Centre for Teaching
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School of Business
and Social Sciences**





Why IntlUni?

- An unprecedented increase in migration and the internationalisation of higher education in Europe.
- More people than ever before teach and learn through the medium of another language than their own first language.
- We have what we might call a Multilingual and Multicultural Learning Space in the International University.
- What are the implications for lecturers and students? And for the quality of European higher education?



Why IntlUni?

- The internationalisation of higher education adds value – or has the potential to add value – to the programmes offered and to the learning outcomes achieved by students: Recognition of diversity; Intercultural understanding.
 - Generic learning outcomes in their own right.
 - Preparations for the realities of the work place.



Overarching aims of IntlUni are

- To identify the quality criteria (reference points) that should characterise teaching and learning in the Multilingual and Multicultural Learning Space (M&MLS), and
- To develop recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the M&MLS.



IntlUni Work Packages (WPs)

WP 1: Management

WP 2: Identification of HEI Scenarios

WP 3: Identification of linguistic, cultural and pedagogical / didactic challenges

WP 4: Identification of examples of successful practice and quality criteria

WP5: Development of Recommendations

WP 6: Evaluation and Quality Assurance

WP 7: Dissemination

WP 8: Synthesis of impact and exploitation reports





Objectives: Research A & B

A:

To identify the various different types of settings for the international Higher Education Institution (HEI) with a view to establishing a typology of such settings (e.g. teaching through the national language or another language to national and international students with lecturers teaching through their L1, L2 or L3).

B:

To identify the linguistic, cultural and pedagogical / didactic challenges in the various types of HEIs in the typology.





Objectives: Development A & B

A:

To identify possible ways to meet these challenges within different HEI teaching and learning cultures by identifying

- Examples of successful practice in different settings as well as issues that still need to be addressed; and
- A set of quality criteria and reference points that should characterise teaching and learning in the M&MLS.

B – based on the outcomes of A:

To develop a set of recommendations for the implementation processes that meet these quality criteria at institutional, national and European levels.



Partner university focus groups: First results (1)

- Globalisation and increase in migration makes it difficult to define ‘international faculty’ and ‘international students’. A recent development in Europe.
- So who and what are we talking about?
- It is extremely difficult to get any reliable comparable statistics from HEIs, national or European authorities.
- Reference points (characteristics) rather than a typology.



Partner university focus groups: First results (2)

- With very few – and easily explainable exceptions – programmes not in the official language of the country or region, are in English.
- More so in the northern and western than in the southern and eastern parts of Europe.
- Teaching and learning through the medium of a second or third language in a foreign culture is a challenge.



Partner university focus groups: First results (3)

- The Multilingual and Multicultural Learning Space comprises students and lecturers with a range of first languages and cultures.
- Their shared language is – presumably – the language of instruction.
- In EMI there are not necessarily any interlocutors for whom the language of instruction is their first language.



Partner university focus groups: First results (4)

- This scenario has linguistic, cultural and educational (didactic) implications such as:
- Insufficient language skills > lack of mutual comprehension and understanding;
- Academic reading and writing becomes even more difficult than in the student's first language.
- An added cognitive load.



Partner university focus groups: First results (5)

- Student assignment, reports, and papers: What are the genre conventions? Who decides that? And who teaches the students what they are supposed to do?
- Exam and assessment forms (e.g. oral exams).
- Teacher and student roles; informal / formal modes of interacting.
- Cultural differences > misunderstandings.



Partner university focus groups: First results (6)

- Student collaboration and team work becomes even more difficult than in monolingual & monocultural groups.
- And yet we claim that internationalisation of higher education adds value to the teaching and learning experience!
- Because diversity is the reality of the 21st century and students must learn how to deal with it!



Next steps for action

- Synthesis reports are currently being prepared.
- Draft versions will be posted on our website and we will invite comment to them in a blog (mid-2013).
- Final version of synthesis reports will be published by the end of the year.
- Identification of exx of successful practice to solve the problems identified (yr 2) .





www.intluni.eu

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WELCOME

Welcome to the website of IntUni Erasmus Academic Network. IntUni addresses the Challenges of the Multilingual and Multicultural Learning Space in the International University.

The aims of the IntUni Erasmus Academic Network are

- > to identify the quality criteria that should characterise teaching and learning in the Multilingual and Multicultural Learning Space; and
- > to develop recommendations for how Higher Education Institutions may implement and ensure the sustainability of quality teaching and learning in the Multilingual and Multicultural Learning Space.

Almost all European Higher Education Institutions (HEIs) have undergone tremendous changes as a result of internationalisation and the development of the European Higher Education Area. Until now, many resources have been devoted to key areas such as motivating and funding mobility (grants), ensuring transferability of credits (ECTS and the Qualification Framework) as well as joint European Quality Standards. However, what actually goes on in the classroom, where lecturers as well as students have different first languages and have grown up in different educational cultures with different educational traditions and norms, has attracted less attention. This is where IntUni aims to make a difference!

[...Read more](#)

INTRODUCTION

Here is an introduction video to the project IntUni - The Challenges of the Multilingual and Multicultural Learning Space in the International University.



[Karen M. Lauridsen](#), Associate professor at Aarhus University and IntUni coordinator introduces the IntUni Erasmus Academic Network 2012-2015

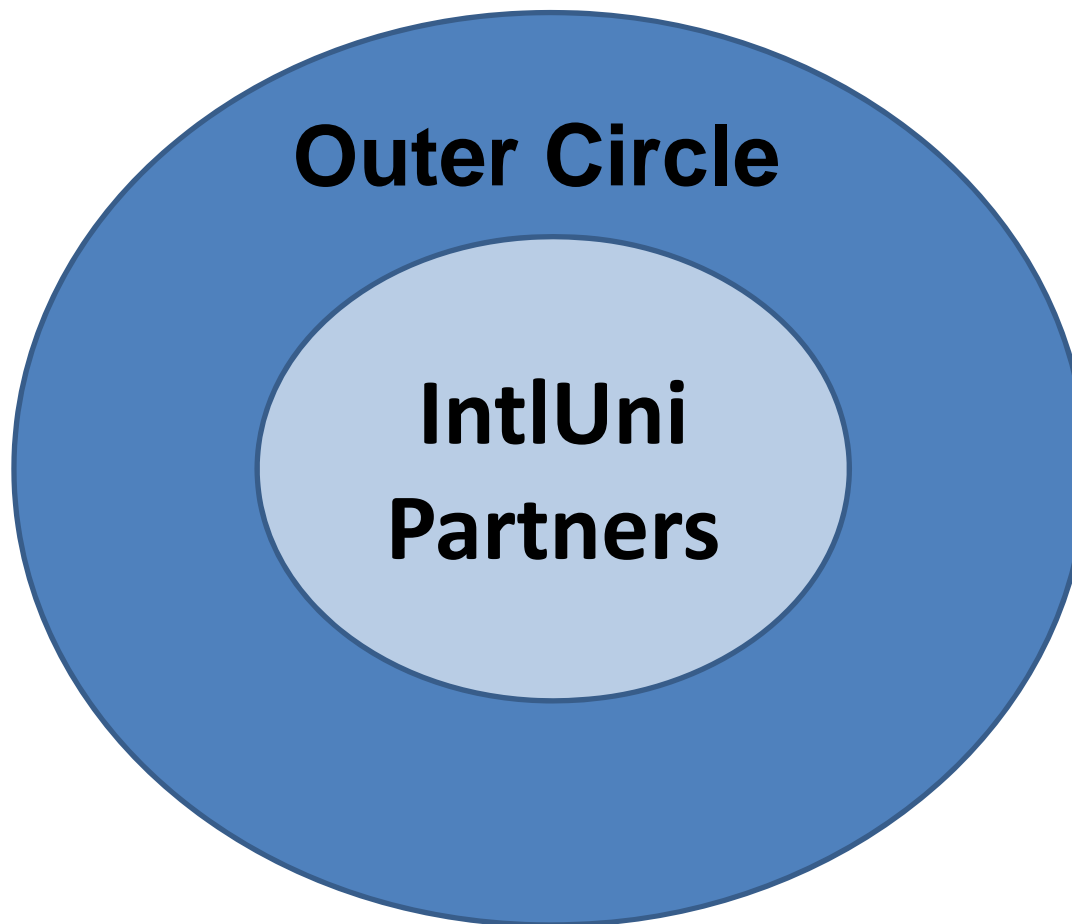




ORGANISATION



Organisation (1)





Organisation (2)

- IntlUni partners = Inner circle.
- One person from each institution participates in IntlUni meetings twice a year.
- At each partner institution members of a Working Group cooperate on IntlUni tasks.

- Outer circle: Other interested parties
 - who may be kept informed about the progress of IntlUni (web site, electronic newsletter), and
 - who may interact electronically via e.g. blog, commenting on draft results.





www.IntlUni.eu

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Basic facts

- Has grown out of a Special Interest Group under the European Language Council (CEL – ELC).
- An ERASMUS Academic Network – 1 October 2012 – 30 September 2015: 526646-LLP-1-2012-1-DK-ERASMUS-ENW.
- 38 partners in 27 countries.
- Budget of EUR 1,120,494 – Maximum grant from the Lifelong Learning Programme EUR 612,348.



THANK YOU FOR YOUR ATTENTION!



IntlUni Management Committee

- Karen M. Lauridsen, Aarhus University, DK
(Project Coordinator)
- Carmen Pérez Vidal, Pompeu Fabra University,
ES
- Daiva Pundziuvienė, Vytautas Magnus
University, LT
- Mette Kastberg Lillemose, Aarhus University,
DK (Project Manager)



IntlUni Evaluation Board

- Krista Varantola, Tampere University, FI (Chair)
- Regis Ritz, University of Bordeaux, FR
- Arthur Mettinger, FH Campus Wien / University of Applied Sciences, AT
- Bernd Wächter, Academic Cooperation Association (ACA), BE
- Mari Simola, European Students' Union, BE

