NVAO

Cases

INTERNATIONALISATION IN THE CURRICULUM

System-wide Analysis 2021-2022

NOVEMBER 2022

Content

1. Introduction

The Quality Assurance System – Flanders 2019-2025 involves the organisation of system-wide analyses that are intended to share good practices within the higher education community. The institutions thus learn from one another, specifically with respect to issues relating to educational policy and programme quality.

System-wide analyses are open to all recognised providers of higher education in Flanders. Universities and university colleges are required to participate in two such analyses in every six-year cycle of the Quality Assurance System, either as an institution or on a programme-basis. Representatives of the participating institutions for a specific system-wide analysis form the task force, supported by a policy advisor of NVAO.

The subject for the academic year 2021-2022 is 'internationalisation in the curriculum'. The participating higher education institutions are **Artevelde University of Applied Sciences**, **Howest University of Applied Sciences**, the **Institute of Tropical Medicine Antwerp**, **UCLL University of Applied Sciences** and **Vives University of Applied Sciences**.

The task force, composed of representatives of each of the institutions involved, has further specified the subject to Collaborative Online International Learning (COIL). Part of the system-wide analysis was an online peer-to-peer event during which the preliminary insights of the task force and the cases presented by each of the institutions involved were tested and discussed by international peers. The aim of the peer-to-peer event was to jointly identify good practices and to deepen the insights gained by the task force, whereby the Flemish practices were tested against international ones. The peer-to-peer event was held on July 6th 2022. The international peers involved were Eva Haug (Amsterdam University of Applied Sciences), Francesca Helm (University of Padova), Hans de Wit (Boston College), Robert O'Dowd (University of León) and Sarah Guth (University of Padova).

The results were presented during an announcement event of the System-wide Analysis 2021-2022 on November 21st 2022 in Brussels. To make the announcement event a true learning and reflection event it was organised by NVAO in collaboration with the Flemish University and Colleges Council (VLUHR) to be a mutual-learning event of VLUHR International at the same time. Next to a poster presentation of the cases of each of the institutions involved in the task force, the event started with a keynote speech on the relevance and effectiveness of COIL from a scientific angle by Simone Hackett (The Hague University of Applied Sciences) and a panel discussion on trends and evolutions in the COIL universe with Ana Beaven (University of Bologna), Mirjam Hauck (The Open University), Reinout Klamer (The Hague University of Applied Sciences) and Piet Van Hove (University of Antwerp) as expert panel members.

2. Artevelde University of Applied Sciences

2.1 Strategic Management Virtual Collaboration Project

GOOD PRACTICE	
Name	
Strategic Management Virtual Collaboration Project	
Characteristics	
Number and name of participating institutions	Artevelde University of Applied Sciences (Ghent, Belgium) and British Columbia Institute of Technology (Burnaby, Canada)
Validation (ECTS)	1ECTS project work in larger course of 6 ECTS
Start date / number of times organised	4 times, each spring term since 2018
Duration	8 weeks
Number of participating students (Total and in own institution)	380 in total, about equal between the two institutions
Group size when applying COIL	Students are assigned to a **virtual team** of 5-7; each team is composed of BCIT and AUAS students.
Number of online sessions (Distinction between large group and smaller groups)	Varies according to need (minimum 2 with student teams; minimum 2 alignment sessions with co-coaches apart from pre-start project startup meetings)
Assessment method (Including international competences)	Online log, Team planning package, bibliography of sources, video presentation of research + team and virtual collaboration reflection (= deliverables, team grading)

Description

The project partners are Artevelde University of Applied Sciences (Ghent, Belgium) and British Columbia Institute of Technology (Burnaby, Canada). We have engaged in this project with first year students of bachelor programmes in both institutions for the fourth time this year.

Students are assigned to a **virtual team** of 5-7; each team is composed of BCIT and AUAS students. Collaboration is required to complete a **research project in Strategic management.** The first focus of the project is to explore two business organizations: one in Canada and one in Belgium. The teams select one company within the same industry from each home base. They engage in secondary research (desk research) and primary research (field research) to acquire information and prepare a joint creative online presentation. The external business environment is compared using the PESTLE analysis as a management tool; they identify and describe the extent to which each company's strategy is responding to the external environment and its competitors as well. The second focus of the project is to reflect on challenges and opportunities of the virtual team. The students will begin their project by designing and executing a **team building** activity, thus creating trust and intercultural bridges within their virtual team. The project learning is demonstrated in a jointly created video documenting their management content and team experience, as well as in an online log.

Contextualisation within the internationalisation strategy

Virtual collaboration is a much needed **21st century competence** in professional teamwork as a **global citizen**. This project initiative contributes to transformative Global education learning for the students and incorporates **diverse** learning processes. Each intercultural team will be prepared for effective collaboration by coaches, teaching them to work with a **Team Charter** as part of the pre-project learning path and providing an introduction to **intercultural communication skills**. The student team will **take responsibility** for their own actions in their learning process. They will become aware of the constraints and possibilities of working together in different time zones. Exploring work values in different cultures will create understanding and empathy within the team which will lead to a more global mindset and **attitude of tolerance**.

Strengths
Inspiration from the theme sheets of professional learning, student centred learning, interdisciplinary learning, sustainability, inclusiveness, quality …

Neither Bachelor programme was involved in a **virtual** student project before. We feel it is an ambitious and inspiring idea to involve so **many students** (380 in total, about equal between the two institutions). This project provides a learning **incentive for first-year students** of higher education who are traditionally more focused on theoretical models and introductory courses that are more general in content. Applied projects involving the real business world and complex student team work are usually situated in more advanced programme years but we feel this project has the potential to really **inspire** students to become future business managers in a diverse and globalized world and thus giving them a taste of what lies ahead.
This project has led to an increase in COIL work across our institution and was presented as an inspiring case study to other study programmes. It has also been presented externally at the DAAD conference in Germany (2020) and IVEC conference (2021).

Development points and obstacles
Description of elements for further development and of partial solutions

The scope of the project: feasibility of work for team coaches if number of teams per coach should increase

Academic calendars of both institutions vary. The 8 project weeks envelop a term break in one institution, but students discuss this in advance with the team to avoid unrealistic expectations during that week. Future changes to academic calendars or lesson organization could hamper project work.

Tips & tricks from this practice

- Ensure thorough discussion of evaluation criteria by the coaches and meet up with co-coaches of both institutions to align final marks for student teams

- Ensure deadlines for deliverables are fixed and clearly communicated

- Keep each other posted on exact communication with the student teams, ensure access to a shared platform for feedback of teams

- Stimulate teams to engage in teambuilding to develop trust at the start of the project and to develop insight into cultural differences with regard to output, time management, task or people orientation etc.

Questions for the international peers
Perspective this practice needs from the international peers
Based on strengths and development points

How can you optimally support team coaches?

- ICC training for coaches, COIL facilitation professional development, student assistants (for example 2nd year students that have participated in earlier years, for administration tasks and keeping an eye on the online questions etcera or to coach students)

Do you have any tips for coaches who have over 20 student groups to coach in a COIL project?

- Student assistants or coaching assistants with previous COIL experience.
- Set specific times for (online) consultation, more peer-to-peer consultation before asking the coach.
- FAQ page

What makes these projects with big cohorts of students different from smaller initiatives? What kind of practical check-ins and contacts with the student groups would be ideal?

- What makes them different: embedded in mandatory curriculum = accessible to all students, allowing for internationalisation for all students.
- Check-ins: small within large> lecturers/coaches can do informal reflective check-in during regular class moments. Encourage reflection and cultural mentorship. Not always activities but also short conversations.
- Try visualisations, music (pick a Spotify song/image etc that reflects how the collaboration went last week).

Feedback Peer-to-peer review

- Strong partnership, working together for 4 years, so pre-Covid.
- Intentionally want to introduce COIL in the first years of studies of the Bachelor's degree in order to raise awareness of the globalized world they'll be working in.
- Challenges with the coaches, tasks, platform and ways to engage students. Therefore there would be the following recommendations:
  - train coaches or choose to use trained facilitators to help students in the relationship building process and learning how to work with one another;
  - train the educators who develop the tasks so that they intentionally draw out intercultural learning;
  - choose a platform that works for all participants, not just those on one side, and allow time for both teachers and students to become familiar with it and one another.
- Good mix of deliverables
- Strengthen management support for lecturers involved
- Involve students in changes to the project

Contact persons:

- **Séverine Van der Stighelen**, Office of International Policy, COIL coordinator / Global Engagement Officer / Inclusive mobility
- **Tania Van den Bergh**, Expertise Network Business and Management, Teacher of Intercultural Communication Skills and Talent and Management Development, Student Community Coach, Study coach, Track coach & Diversity coach

2.2 Building a strong multi-COIL collaboration in different study areas in a bilateral partnership

GOOD PRACTICE	
Name	
Building a strong multi-COIL collaboration in different study areas in a bilateral partnership	
Characteristics	
Number and name of participating institutions	Seneca College (Canada) and Artevelde University of Applied Sciences (Belgium)
Validation (ECTS)	(1) International Corporate and Issue Management/ Public Relation Management Techniques 3 ECTS (2) Programming /Technical writing: 6 ECTS (3) English 3/ Introduction to Integrated Newsroom 3 ECTS
Start date / number of times organised	(1) International Corporate and Issue Management/ Public Relation Management Techniques : 6th time organized, 2nd time as a COIL project (2) Programming /Technical writing: 1st time organized, started September 2021 (3) English 3 / Introduction to Integrated Newsroom: 1st time organized, starts on October 10, 2022
Duration	(1) International Corporate and Issue Management/ Public Relation Management Techniques: beginning of October-7 November / running for 5 weeks (2) Programming /Technical writing: end of September to mid-December / running for 7-8 weeks (3) English 3 / Introduction to Integrated Newsroom: end of September to mid-December / running for 7-8 weeks
Number of participating students (Total and in own institution)	(1) International Corporate and Issue Management/ Public Relation Management Techniques : about 15 students on either side. Total : 30 students participating (2) Programming /Technical writing: about 8 students on either side. Total: 16 students. (3) English 3 / Introduction to Integrated Newsroom: about 20 students on either side. Total: 40 students participating
Group size when applying COIL	(1) International Corporate and Issue Management/ Public Relation Management Techniques : 3 groups of 4-5 AUAS + 4-5 Seneca students (2) Programming /Technical writing: 4 groups with 2 AUAS students and 2 Seneca students . (3) English 3 / Introduction to Integrated Newsroom: 5 groups of 4 AUAS + 4 Seneca students
Number of online sessions (Distinction between large group and smaller groups)	(1) International Corporate and Issue Management/ Public Relation Management Techniques: 2 – 3 sessions (2) Programming /Technical writing: 7 sessions in total, each week organized, mainly for retrospective. (3) English 3 / Introduction to Integrated Newsroom: 3(-4) synchronous sessions

Assessment method (Including international competences)	(1) International Corporate and Issue Management/ Public Relation Management Techniques : assessment of student's output based on specified deliverables (same on either side). (2) Programming /Technical writing: one assignment with several (different) deliverables on either side. (3) English 3 / Introduction to Integrated Newsroom: assessment of students' output (using a rubric on either side)

Description

The coronavirus pandemic revealed that both Seneca College (SC) in Toronto, Canada and Artevelde University of Applied Sciences (AUAS) in Ghent, Belgium - partners for more than 10 years - relied heavily on student mobility activities to accomplish global learning goals. Both institutions made the strategic decision to fill a global learning gap together. With travel at a stand-still, Seneca and Artevelde shifted their study abroad resources to begin a process of exploring virtual models that would accomplish similar outcomes to study abroad. These outcomes included equipping students with the knowledge and skills to tackle complex global problems and to engage effectively with people from around the world. By exploring a faculty collaboration that began by-chance four-years prior during AUAS international days, Seneca and Artevelde set out a plan to support one another in a learning journey that would fill a gap and land them on COIL- the agile method of curricular internationalization. Subsequently several initiatives were taken. In 2020 AUAS secured mobility funding from Province of East Flanders to support COIL project development. The COILing faculty met in real life in Canada in May 2022 to discuss the collaboration. In October 2022, Seneca faculty will visit AUAS. Also in 2020, AUAS faculty participated in a COIL design workshop, hosted by Seneca College and organized by Florida International University. Four AUAS faculty were invited to participate as a preferred partner, along with other matched faculty on Seneca's side, to dive into this peer-to-peer learning environment. This has led to a total of four faculty-led virtual exchange projects (with support of Province East Flanders funding).

For the purpose of this system-wide analysis we focus on the ones developed in the expertise network of Communication, Media and Design:

> (1) Bachelor in International Communication (AUAS), course: International Corporate and Issue Management and Graduate Certificate Program, Public Relations-Corporate Communications (SC), course: Public Relation Management Techniques- Internal
> (2) Associate Degree in Computer Programming (AUAS), course: Programming (AUAS) and Graduate Certificate Program Technical Communication (SC), course: Technical writing
> (3) Bachelor in Journalism (AUAS), course: English 3 and Journalism Diploma Program (SC), course: Introduction to Integrated Newsroom (SC)
> *(4) Bachelor in International Business Management (Bachelor project / Marie Gildemyn, AUAS) and Bachelor in Business Management Iintegration project / Abdul Naveed Tariq, SC)*

(1)   International Corporate and Issue Management/ Public Relation Management Techniques

The COIL collaboration focuses on internal communication. Seneca students in the course
Public Relation Management Techniques collaborate with Artevelde students in the elective course International Corporate and Issue Management. The goal of this course is to create an experiential opportunity for students to collaborate and practice global internal communications while completing two course deliverables. The collaboration is structured in such a way that multiple groups per class are formed. Each Artevelde group is introduced to a Seneca group. These groups join to collaborate and function as a global internal communications team. During this approximately five-week collaboration the students complete the following deliverables together:

- Selection of one platform to communicate, such as Microsoft Teams or the virtual classroom
- Icebreaker activity –introducing the teams and lecturers. Both lecturers intervened in each other's class.
- Internal communications policy – individual and group
- Declaration of academic integrity submit with each deliverable
- Hypothetical case study – Each group studies the same scenario to design a strategic internal communications plan to address a decrease in employee engagement. In the last edition the focus was set on motivating employees to support the organizational vision on sustainability and circular economy.
- Town Hall presenting the solution the joint group designed
- Personal reflections – Each participating student completes a personal reflection and discusses both their experience, as well as the application of key lessons they will apply to their future professional practice.

(2) Programming /Technical writing

The cross disciplinary collaboration brought together students from the associate degree in programming (AUAS) and the graduate certificate program technical communication (SC). The virtual exchange takes place in the courses Programming 5: Full Stack and Technical Writing. The students are given the task of working in groups to develop a web application based on data management. The students start the assignment together with a number of brainstorming sessions, after which they work out the assignment within their own expertise. On the one hand, the programming students programmed both the front-end and the back office and on the other hand the students technical writing were responsible for developing a technical manual of the web application. The students worked together via the SCRUM method (agile) with a weekly retrospective to keep each other informed and adjust if necessary. The systematic working, taking into account the time differences between Belgium and Canada, and the online communication have contributed through this project to strengthening the soft skills and working within a diverse team.

(3) English 3 / Introduction to Integrated Newsroom

For 6 weeks, Seneca journalism students in Toronto will work with journalism students from Artevelde in Belgium on multimedia stories about local heroes who contribute to a global circular economy by either "designing out waste and pollution, keeping products and resources in the loop longer, or regenerating natural systems". Their stories will explore how their subjects are improving the environment and creating a more sustainable future. Students are put into multicultural groups of 8 (4 from each school) and assigned a topic ranging from "Reuse, Redesign, Recycle, Repair, Remanufacture or Share". Each group will produce a main article that explains how successful local initiatives, an ocean apart, are incorporating the same circular economy principles into their strategies in a world altered by COVID-19.

- Weeks 1-3: Students participate in ice breaker sessions
- Weeks 3-5: Asynchronous faculty welcome from both schools using a powerpoint that will include information about COIL partner's program and about COIL concept and project details.
- Weeks 5-7: Asynchronous and synchronous collaborative content creation group sessions between both schools.
- Weeks 7-9: Synchronous collaborative content creation group sessions between
- both schools.
- Weeks 7-9: Reflection assignment will be posted and linked to icebreaker.
- Weeks 9-11 - COIL final multimedia projects due in form of five collaborative multimedia stories with multiple outputs from both institutions.
- Weeks 8-10 - COIL reflection written assignment due and shared between groups from both institutions, again linked to icebreaker. There are synchronous and asynchronous components to this final reflective exercise.

Contextualisation within the internationalisation strategy

In 2008, AUAS opted for an institution-wide approach to building qualitative global partnerships by focusing its efforts and resources on five countries outside the European Union, the 'strategic alliances': Ecuador, Canada, China, South Africa and Vietnam. Each alliance is represented by a strategic agent who manages the contacts in the partnernetwork. Canada is therefore an important region for AUAS. Since 2011, Artevelde University of Applied Sciences realizes student exchanges and several double degree programmes have been started. Canada has been a preferred partnership country for AUAS department Business & Management / and Communication, Media & Design. The cooperation with Seneca College is one of AUAS' oldest partnerships in Canada (since 2013.) It is mainly situated with the programs journalism, graphic and digital media, communication management and (international) business management. Seneca College offers degree, diploma and certificate programs, full- and part-time online and on-campus in the Greater Toronto from health care to technology, business to creative arts, community services to arts and sciences. Seneca has launched a renewal initiative called 'Au Large' to adapt to the new reality that has emerged since the pandemic hit. The third pillar in 'Au Large' aims to focus on retaining innovative and flexible virtual approaches that originated during the pandemic .One of the initiatives in this 3rd pillar includes delivering - post-pandemic, more programs and courses online and in hybrid format to increase options for students and to expand markets where Seneca programs can be offered locally and abroad.

The COVID-19 pandemic had a major impact on higher education in general: institutions were and still are being challenged to switch to online and distance learning in a very short time. In addition, the domain of internationalization has also been strongly affected. The pandemic and associated travel restrictions suddenly make

student / staff mobilities, the biggest pillar of internationalization, impossible or difficult. The unpredictability of the duration and impact of the pandemic forced higher education to invest more intensively at an accelerated pace in alternative internationalization activities that can compensate for the decline in the possibilities of mobilities. That is why we consider developing virtual exchange projects an important strategic option in the development of our international relationships.

Besides the pandemic contextualization Artevelde University of Applied Sciences aims at 33% mobile students and 100% mobile minds. Internationalisation@home is high on the agenda and we consider COIL as powerful tool to internationalize the curriculum @home.

Strengths
Inspiration from the theme sheets of professional learning, student centred learning, interdisciplinary learning, sustainability, inclusiveness, quality …

On the level of each COIL collaboration:

- International Corporate and Issue Management/ Public Relation Management Techniques:
    - Applying an intercultural framework to support the design of inclusive course content and equitable assessments.
    - Create meaningful relationships between students and lecturers, rooted in acceptance, understanding, trust and respect
    - Facilitate dialogue that navigates differing values, belief systems, and norms to inform expectations of classroom conduct, and inclusive practice within learning community by all members.

- Programming /Technical writing:
    - The collaboration between two student profiles that are very complementary makes the value of a diverse team insightful.
    - On one hand the programming students are challenging the team technically, on the other hand the technical writing students make the technicality understandable. Therefore, the student needs to brainstorm on both a high and low level, what results in a constructive and important thinking exercise.
    - A remote collaboration requires extra effort in terms of project management. Working compulsively within an agile environment ensures that the students' communication skills are trained.
    - Finally, working with students from Canada is broadening for the students, not only in terms of content but also in the opportunities that a globalized workplace has to offer.

- English 3 / Introduction to Integrated Newsroom:
    - Taking part in a COIL project, students can obtain increased digital literacy skills by using online collaboration tools and content platforms to produce outputs with cross-cultural peers, and learn about how online output is seen on either side
    - Through working in multicultural teams, they further their cross-cultural collaboration and communication skills, while gaining more insight into themselves
    - Getting insight into how some journalism output is approached in both universities

On the institutional level:

Both institutions have set institutional implementation of COIL high on the agenda. They follow their own trajectory, adapted to the structure and resources available within each organization, but made a commitment to stay together in the learning process. A strong partnership is being built that delivers high quality COIL projects. Working together as preferred partners will facilitate every future COIL project as with every new project a better insight in each other context will be generated. The partnership can function as a best practice for new partnerships and it will contribute to building an active community on virtual exchange at each institution. Sharing knowledge, best practices, building a strong partnership and engaging in a learning trajectory together contributes to an increased capacity for implementing COIL on an institutional level. Additionally it also contributes to a strong internationalization@home offer.

Development points and obstacles
Description of elements for further development and of partial solutions

(1) International Corporate Communication / Public Relation Management Techniques

Lecturers and students learn a lot from this yearly cooperation. The fact that an extra international collaboration is integrated in the course International Corporate and Issue Management motivates students to choose this expert track in international communication management. This shows the importance students attach to international, intercultural exchange of ideas and theories. It's attractive and challenging. For the lecturers it is and remains challenging. It's not always easy to find a compromise in creating/adjusting the project, to align our agendas and time schedules nor our content and deliverables of our courses. But still, they have grown into this project and will continue to work together and try to optimize it. Simply because it makes them better (international) teachers/individuals and because it enables them to make their students better 'international) students/individuals.

(2) Programming /Technical writing

Collaborating remotely, without physical contact between the two student profiles, creates a somewhat artificial engagement. Brainstorming sessions in a virtual environment are often purposeful, but lack the openness of a physical workplace. To break through this, much extra effort is required of the student, as well as being a major focus for instructors throughout the course. In a programming course, students often work form behind their computers. An inextricable virtual environment creates additional screen time, and thus additional screen fatigue. The time difference does not help here. Students who at the end of the day can only interact with their teammates via screen are more likely to be demotivated, which has a negative effect on the whole collaboration and results of the assignments.

(3) English 3 / Introduction to Integrated Newsroom

This COIL collaboration hasn't happened yet. It will be organized for the first time in fall 2022.

Tips & tricks from this practice

On the level of each COIL collaboration:

- International Corporate and Issue Management/ Public Relation Management Techniques: Creating an internal communication guideline by the students for each team helps in adapting time zones and individual time tables. It doesn't have to be perfect. Dealing with misunderstandings, difficulties,... helps levelling up the intercultural understanding. Introducing more informal moments between the students helps them to getting to know each other better and helps them understanding some differences and frictions.
- Programming /Technical writing: being transparent:
    - o Communicate transparently about the course and what students can and should expect from each other.
    - o An assignment description should stick to the essentials and be very specific. This may limit the freedom of the student when working on the assignment, but it prevents confusion of ideas and ambiguities.
    - o Starting with a good icebreaker is important for the students to get to know each other, which has a positive effect on the cooperation between the students during the whole course.
- English 3 / Introduction to Integrated Newsroom: needs yet to be organised, so no tips and tricks based on experience yet. However, we do realise that the icebreaker is very important to start a good rapport among the students in the groups, but it cannot be too complex. Snappy and effective.

On the institutional level:

Live contacts between the organising lecturers is a real asset in developing the COILprojects.
It helps in adjusting the existing cooperation and in bringing it to a higher level. Exchanging ideas and doubts or

pitfalls with other COILpartners as well as the personal reflections from participating students help in the further development of existing and new initiatives.

Questions for the international peers
Perspective this practice needs from the international peers, based on strengths and development points

Do you have any tips on strengthening a multi-COIL bilateral partnership? Do you see any benefits or pitfalls in developing such a partnership?

- Benefits: COIL and other collaboration is repeated and often improved over time
- Benefit: trust between institutions, often consolidated with bilateral agreements, mutual campus visits, collaboration beyond International Relations officers (= between academics)

How to remediate 'screen fatigue' in COIL collaborations?

- Not all collaboration is or needs to be synchronous (synergistic); consider intentionally using asynchronous collaboration (parallel, sequential).

How can you stimulate openness during online brainstorm sessions? What can instructors do? What can students do?

- Openness is easier when there is trust (icebreaker) and the groups are smaller.
- Also: consider the cultural preferences when brainstorming (feedback, communication, conflict, persuading styles), consider diverse methods to brainstorm for example with indirect communication, anonymous (wordclouds), using visualization (mindmapping)

How to design icebreaker activities as engaging as possible?

- Small groups (goal is trust building in COIL teams, allow for engagement in small teams)
  clear instructions (step by step)
- Consider cultural challenges (topics that are inappropriate or challenging)
- Consider various consecutive activities: from more general and cultural to more personal.
  focus on the people (team members, relationship building) and not on the task

Feedback Peer-to-peer review

- Strong partnership and commitment on both sides. To promote sustainability over time, the two institutions should add COIL to the official agreement and commit to adding the COIL activities to the official curriculum.

- The programming/technical writing project nicely resembles a real-life work scenario

- The task in project 3 'journalism' is a good practice: students look for local examples and discuss them from a global context.

- Find the balance between disciplinary content and intercultural content.

- A better dissemination in the faculty is needed.

Contact persons:

- **Séverine Van der Stighelen**, Office of International Policy, COIL coordinator / Global Engagement Officer / Inclusive mobility
- **Roeland Pype**, Expertise Network Communication Media and Design, International Coordinator
- Monica Kronfli, Director, International Academic Programs & Mobility
- **Els Van Betsbrugge**, Lecturer of Strategic Communication | Expertise Network Communication Media and Design | Bachelor in Intercultural Communication ~ **Holly Cybulski**, Professor Public Relations-Corporate Communications Program | Faculty of Communication, Art, and Design | School of Marketing & Media | Graduate Certificate Program, Public Relations-Corporate Communications
- **Nadine Colleman**, Lecturer of English | Expertise Network Communication Media and Design | Bachelor in Journalism
- **Barbara Caines**, Lecturer of Journalism | Faculty of Communication, Art, and Design | School of Marketing & Media | Journalism Diploma Program
- **Tim De Paepe**, Lecturer of web and mobile technologies | Expertise Network Communication Media and Design | Associate Degree in Programming ~ **Amy Briggs**, Lecturer of Technical Communication | Faculty of Communication, Art, and Design | School of Marketing & Media | Graduate Certificate Program Technical Communication

Key data of the institution	
Address	Hoogpoort 15 9000 GENT
Number of students	15.000 students
Number of programmes	• 21 bachelor programmes • 10 associate degrees • 5 advanced bachelor programmes • Various postgraduate programmes
Mission	Artevelde University of Applied Sciences is creating tomorrow's world, with a habitat where we push boundaries, as preferred partner in our fields of expertise, with society in mind. At Artevelde University of Applied Sciences, words become deeds, now and in the future.
Vision	Our five expertise networks are the preferred partner in education, research and services. We offer strong high-quality programmes with a focus on innovative and relevant types of education. We aim to train students to become enterprising and competent professionals. We aim to disseminate our ground-breaking research findings with a focus on research with impact and beacon of quality for society We speak the language of the professional field. With daring choices, leadership, and flexibility we make an impression on tomorrow's world
Link to website	https://www.artevelde-uas.be/about-us

3. Howest University of Applied Sciences

3.1 COPILOT (Cooperative Online Peer-assisted and Intercultural Learning in Occupational Therapy)

GOOD PRACTICE	
Name	
COPILOT (Cooperative Online Peer-assisted and Intercultural Learning in Occupational Therapy)	
Characteristics	
Number and name of participating institutions	6 European universities: FH Joanneum (Austria), University of Rousse (Bulgaria), Zuyd University of Applied Sciences (The Netherlands) , Luleå University of Technology (Sweden), ZHAW Zurich university of Applied Sciences (Switzerland) and Howest University of Applied Sciences (Belgium)
Validation (ECTS)	9 innovative online learning modules from 1 ECTS
Start date / number of times organised	Erasmus+ : Nov 2018 until Sept 2021 11 pilots from COPILOT modules were organised
Duration	Erasmus+ project: 2 years and 10 months 1 online module takes usually 9-10 weeks (1 semester), can be shortened if agreed upon by all participating universities in that module
Number of participating students (Total and in own institution)	The modules were piloted with 498 students from 9 universities (participating institutions and guest partners)
Group size when applying COIL	In 1 module the number of participating students is (optima) between 40-50, distributed in groups of 4-5
Number of online sessions (Distinction between large group and smaller groups)	**Module 1** (ICC@home) 3 pilots, 126 students **Module 2** (Vision of the Future) 1 pilot, 102 students **Module 3** (Am I an OT?) 2 pilots, 32 students **Module 4** (OT Identity across Europe) 1 pilot, 29 students, **Module 5** (Family Occupations through Generations) 1 pilot, 79 students **Module 6** (OT goes public) 1 pilot, 40 students **Module 7** (Enabling occupation) 1 pilot, 48 students **Module 8** (Digitalization & OT) 1 pilot, 42 students
Assessment method (Including international competences)	Assessment from the Erasmus+ project: systematic evaluations using online questionnaires with open-ended questions for students and a version for lecturers. They were distributed at the end of each module. Assessment from the modules from student perspective: For each module generic (eg. interpersonal competences, interdisciplinary

	teamwork, creativity) and specific competences (eg. OT knowledge, OT teamwork) were mentioned. They were based on the TUNING competences, developed by ENOTHE (European Network of Occupational Therapy Education), most European OT degree programs are using this framework.
	Learning goals are described. Also the Canmed roles were mentioned. Assignments connected to the content of the module were graded with a 100-point system used in Erasmus+. The grading was made by the home institution from the participating student. For group-work a peer assessment method was used.

Description

In the Erasmus+ funded project, undertaken by a consortium of six European universities from 2018 to 2021, it was the goal to address the need for **internationalization** and **intercultural learning**. Internationalization has become one of the main avenues to developing global learning in higher education. Online education has a significant role in providing opportunities for internationalization online without the high cost of travel that might deter some students. **COPILOT addresses two needs**: (1) identifying and putting into practice online pedagogical approaches that will support occupational therapy students in developing their transversal competences or 21st century skills; and (2) bringing more of an international and intercultural dimension into their education by making use of online learning.

The COPILOT project produced a theoretical framework and a practical **model** for facilitating online intercultural learning in Occupational Therapy, as well as **a manual** with **nine** innovative, accessible and flexible **online learning modules,** complete with practical tips on how to implement them, and a collection of online educational resources (OERs).

The COPILOT **online modules** are related to broad themes relevant within the context of occupational therapy (fig.2 dark green), and are augmented by detailed study guides for the online tasks, which Gilly Salmon dubbed "e-tivities" (2013). Each module is related to a small investigation that the students conduct in their own countries and then compare the results in the international group. The variety of final products includes reports, discussion blogs, videos, cartoons, recorded interviews etc. with some form of evaluation and reflection in the end.

The study guides are presented in the COPILOT **manual** together with practical tips for their implementation and helpful explanations of the COPILOT **model**.

The **didactic background and learning design** of COPILOT project is grounded in the **constructivist learning theory** that is based on the idea that people actively construct their own knowledge, and that reality is determined by their experiences as learners. Constructivism suggests that students learn best when engaged in learning experiences rather than passively receiving information. Learning is inherently a social process, because it is embedded within a social context as students and teachers work together to build knowledge (Hein, 1991, Bada & Olusegun, 2015). Constructivist learning strategies applied in the project include cooperative learning, reciprocal teaching/learning, inquiry-based learning (IBL), experiential learning, and problem-based learning (PBL).

Intercultural learning is the second informing principle of learning design and is used both as a means and an end with a view to skill development. Learning activities in the modules combine subject-specific assignments with international comparison or intercultural reflection. The study guide design is inspired by the criteria of "culturally responsive online learning" (Morong & DesBiens, 2016), and Salmon's five-stage model of online learning (Salmon, 2013).

The **competences addressed in the modules** are based on the TUNING competences in occupational therapy. The set of subject-specific occupational therapy competences was developed by the European Network of Occupational Therapy (ENOTHE) (Berding et al, 2008). They have become an integral part of most European occupational therapy degree programs.

A COPILOT **partnership** consists ideally of **four to eight occupational therapy** or other **health studies programs** from **different countries**. Partners set the timeframe for the online module and divide tasks. One institution serves as coordinator and is responsible for the e-learning platform, communicating the start and end of the module and providing orientation while it is running. The process of organizing an online module is illustrated in fig. 1.
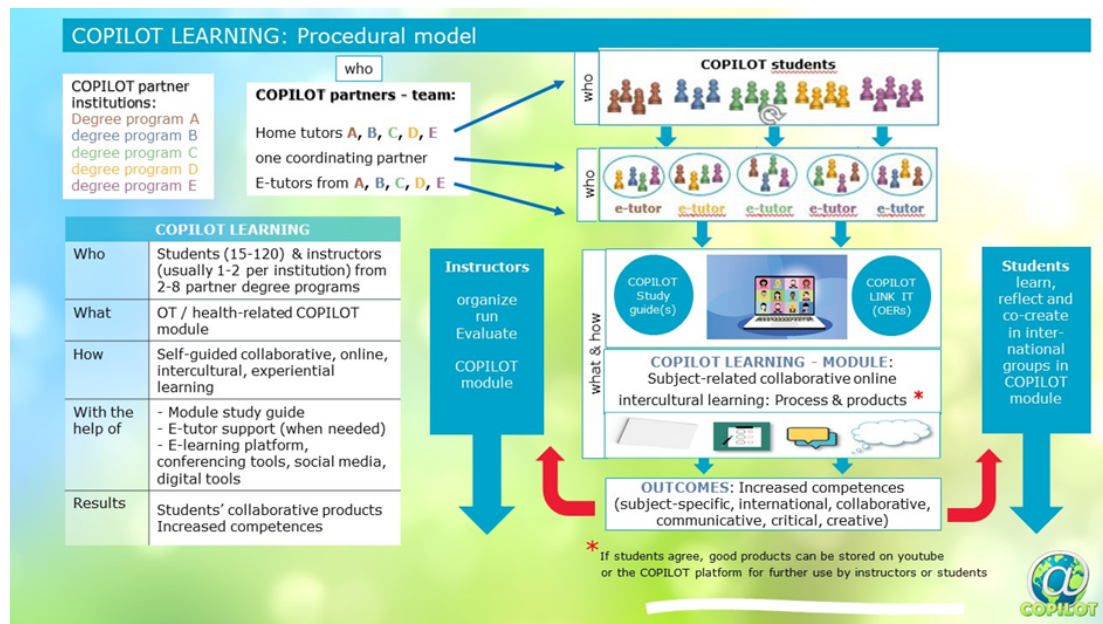

Figure 1: Organization of a COPILOT module

Partnering universities either choose one of the modules developed within the project or define a set of competences they want students to acquire in an international context and then design their own online module by using a study guide template provided in the manual.

The COPILOT online modules can be **integrated into the curricula** in several different ways – replacing an existing class, becoming a part of an existing class or as an elective class (e.g. internationalization requirement). The module study guides provide information on the goals, content, methods, deadlines, and assessment criteria of the module.

The **optimal number of participating students is 40 to 50, distributed in groups of 4-5**. The **variety of languages and cultures enriches** the shared experiences of mutual learning.

Each partner institution announces the upcoming modules and selects students. COPILOT recommends a variety of options – 4-5 students from each country, all students from a cohort of two or three universities, groups of 3-4 students from each university, who share their results with their colleagues, groups of 2-5 students from different courses at each university in a research project. The coordinator assigns students to internationally mixed groups and provides e-moderation through postings which are intended to motivate and draw attention to deadlines.

The students are **supported by tutors**, who follow the learning progress based on the activities on the learning platform. Two types of tutors have been established in COPILOT – **e-tutors and home tutors**. Each international

group of students is allocated a group e-tutor by the coordinator of the module. E-tutors are usually teachers from the partnering institutions, who are involved in the particular module. They are responsible for ensuring that the work of the international group runs smoothly and effectively. Home tutors are responsible for organizing student recruitment, information and assessment at the home institution. The performance of the individual students is assessed either by the tutors or by the course leaders at the home universities.

The **usual duration of a module is 9 – 10 weeks**, but can be shortened if agreed upon by all participating universities. At the beginning, all participating students receive a short introduction by home tutors. Then the coordinator introduces the study guide, the time frame and the electronic resources. Each international group of students works independently following the instructions in the study guide using the learning resources on the e-learning platform. Depending on the length of the module, interim results are uploaded to the platform at regular intervals (usually every 2-3 weeks). Students are free to choose which tools they use to communicate and to carry out their tasks, and to plan their communication at a time that fits their own schedules.

The **professional communication** for all modules is conducted **via online learning platforms**. They are used for publishing instructional materials, tutoring and guidance, communication and documentation of the results and process. The main requirements for the e-learning platform are opportunities to work in groups, to upload and store information and for video conferencing. The number of online learning platforms has expanded enormously lately, as well as the skills needed for working online. The variety of e-learning platforms includes Moodle, MS Teams, BlueJeans, Zoom, Canvas, Google Classroom, Google Meet etc. In addition, a variety of **digital tools for online collaboration** and presenting shared work results have been tested by the partners and recommended to students, such as Animoto, Voice Thread, Powtoon, Screencast-O-Matic, Monosnap, Peerwise, Quizlet, Kahoot, Poll everywhere, Sway.In line with the didactical principle of co-creation, the best of the students' digital products resulting from the modules will be included in the COPILOT collection of **open education resources** (OER), thus also ensuring the ongoing expansion and sustainability of the collection.

Within the project, so far **seven topics** with **nine modules** have been agreed upon (fig. 2). The study guides for eight of them are fully developed (in italics). All modules have been tested during 2019, 2020 and 2021.

Figure 2: COPILOT topics with the COIL Modules

The modules briefly described below are 3 examples intended to illustrate which content can be integrated into various curricula.

OT Identity across Europe

Students explore and compare professional roles and identities of OTs across Europe through online research, developing and conducting expert interviews and critical exchange, all in their international groups.

OT Goes Public

Students first individually and then jointly carry out a SWOT analysis of the situation in their professional field, compare and compile the results and then build a possible marketing strategy for a new target group ("client group"), with the help of target group and stakeholder interviews and a joint review. Open educational resources (OER) provide an introduction to SWOT analysis and marketing strategies.

Enable Occupation and Participation in Your Community

Students explore common public places in their communities to find good and not so good examples of accessible and usable environments. Within their internationally mixed groups, they choose one type of public place and a specific target group and then examine and document its accessibility and usability. Students apply the Seven Principles of Universal Design as well as national and local policy guidelines, and they develop recommendations for improving accessibility to stakeholders.

The modules were piloted with 498 students from nine universities and then evaluated by students and teachers. The results show that **the project products offer a practical opportunity to implement international and intercultural learning online** for all students of Occupational Therapy.

Contextualisation within the internationalisation strategy

Howest trains competent, immediately employable professionals, for and together with regional and international partners in the work field. During their training, Howest students acquire international and intercultural competencies, as an essential component of a future-proof, practice-oriented profile. They come into direct and experiential contact with the international context in which their study programs are situated, from both an educational and professional perspective.

Howest bachelor students graduate with a deep understanding of international developments within their field and with the skills and attitudes needed to keep the international context in view, to work efficiently with international actors at home and abroad and to find their way smoothly in our global society. Howest achieves this by integrating an international dimension within all its bachelor's programmes and actively encouraging students to engage in international/intercultural learning experiences. Students within the associate degree programs also work on the

international competencies that are in line with the expectations of the professional field, and they benefit too from the chance to have international/intercultural learning experience(s).

The structural embedding of internationalisation starts with the competence profile of each curriculum, which makes the relevant international and intercultural learning outcomes explicit, and proceeds along five paths, the five pillars of the Howest internationalisation strategy, which each programme builds on to varying extents depending on its specificity. These 5 paths facilitate the participation of each student in multiple international and/or intercultural learning activities and enable the acquisition of the intended competences:

1) Internationalisation@home (I@H) & of the curriculum from the first year onwards, which includes (among others) completion of assignments in collaboration with international students/teachers, physically or through COIL methodologies.

2) Achieving outbound mobility for all Howest students is at the forefront of international operations. Howest actively pursues the Flemish and European objectives concerning "mobile diplomas". Study programmes provide in their curriculum windows of mobility for study abroad, internships and other short-term mobility options. At the same time, Howest is developing a varied offering of affordable and high-quality opportunities for mobility, individually or in groups, during the academic year and in vacation periods. Howest is also seeking blended mobility opportunities, a concept that combines physical and virtual mobility. From the second bachelor's year onwards, Howest is explicitly committed to offering short-term mobility projects, as these lower the threshold to long-term mobility possibilities in later years and are also the only opportunity for a significant group of students to actually go abroad. In such projects, an online component with application of COIL is encouraged, since it reinforces a short stay abroad.

3) International campuses through incoming credit and degree mobility 4) Staff mobility 5) International projects.

In 2016 two bachelor departments started to develop online modules with their international partners in the framework of Erasmus KA2 Strategic Partnerships (COPILOT and DLAB 2018-2021), and were the Howest pioneers in collaborative online international learning. Since 2018 Howest International Office has been actively promoting COIL initiatives to the study departments, by publishing a COIL info chapter on our staff platform and dedicating our "Howest Forum Internationalisering" to the topic, by disseminating internal good practices, organising an in-service training session for lecturers, and eventually funding 9 COIL projects. By the end of 2022-2023, almost half of Howest BA programmes will have embedded a COIL component into their curriculum, and we intend to increase that number the coming years until all bachelor departments involve their students in online collaborative projects with their international peers.

Strengths
Inspiration from the theme sheets of professional learning, student centred learning, interdisciplinary learning, sustainability, inclusiveness, quality …

Approachable internationalization:

The feasibility to use online modules like the COPILOT modules is a great advantage not only in times of COVID-19, but an **option for internationalization** that is also **climate-friendly**, since it does not require travel. That was also the first objective of the project.

Participation in the COPILOT modules i**mproves the qualification and opportunities** for a better understanding of skills needed to work in an **international environment** and create international contacts all done from home.

The students mentioned many **benefits** related to the participation in a COPILOT module: getting in contact with occupational therapy students and occupational therapists from other countries and learning about OT education and the profession; training and improving English language skills; getting insight into another culture; improving organizational skills in an international team; improving knowledge about online communication etc.

Integration in the curriculum:

Determine the modules to **one or two ECTS credits** helps with **integration into existing curricula** in individual courses, making it possible to integrate without changes in the curriculum. However, taking COPILOT modules into account when changing the curriculum also supports the sustainability of the modules. The modules are designed on different levels of difficulty, which allows the participation of students from all years.

Working in small groups allows for a relatively **high degree of flexibility in planning** and **tolerates fluctuations in the number of participants**, as long as the national and linguistic mix in the student groups is guaranteed in order to support intercultural exchange and language skills training.

Transferability of the COPILOT model and modules to other health studies programs, groups of universities from other health disciplines: started already

Feasible workload:

The complete study guides, developed within the COPILOT project, can significantly **decrease the workload** and efforts of the teaching staff in other occupational therapy program when organizing a module. The content-related and organizational preparation time, individually and in exchange with the other tutors, can be reduced to approximately 3-4 hours before starting a module. Another advantage of the complete study guides from the project is that they can reduce the workload for the supervision during the implementation of the module to approximately 3-5 hours per module and group.

Development points and obstacles
Description of elements for further development and of partial solutions

Connection to the curricula

Implementing a COPILOT module by replacing an existing unit in the curricula of the partner universities worked in general but showed some limitations. The participating HEI's used always a 'carrier course' of their existing curricula. But, this course had a fixed place in the curricula and limited the number of participating partners (and students) or the kind of Module who could be chosen by students because of limitation in the content.

English language

In the student evaluation from the COPILOT project, the English language sometimes was an inhibiting factor, however the students stated that the intercultural learning about the profession and common life issues were highly appreciated.

Technological competences

Students need self-regulation skills and technological competences in order to manage their learning independent of their instructors, at their own pace using online technology. Teachers need to be technologically competent to manage and use technology for teaching, as well as to create and upload online learning materials. Educational institutions are responsible for providing training and technological support to both students and teachers. Still many students around the globe do not have technology, reliable internet access and/or skills to participate in digital learning.

Assessment – competences/learning goals

The less developed part in COPILOT is the competence based assessment in the modules. Although the Tuning Competences were used and all participating HEI's there curricula are based on those Tuning Competences, the way of evaluating the students competences had a considerable difference in using learning goals and scoring (giving points, scoring system) eg. Some institutions are working with an indication succeed/not succeed, some with A/B/C/D, others with point on 20 or 100.

Tips & tricks from this practice

Flexibility:

Cooperation with several HEI's asks flexibility in order to make it possible for the students and the teachers work together and reach the goals from the module(s). The question is how far the flexibility should be tolerated? Students will be guided by tutors from other HEI's with different English language skills levels.

Timeframe:
When setting the timeframe, consider the different academic calendars, especially holidays and exam periods.
Identify possible curricular "slots" at partner institutions for any module(s).
Integrate the planning of the COPILOT module into the annual planning of your degree program.
Reliability, flexibility, and motivation of all partners are more significant than strategic considerations.
Involving flexible number of students increases the options of integrating the
module into the course program.

Coordination:
Coordinating a module does not mean that all the work is done by the coordinator – tasks can be divided. Alternating the role of coordinator within the partners increases the understanding of and identification
with the module and may stimulate creative modifications.

Pedagogical and practical tips:
Discuss the e-tutor roles in the preparatory meeting before the start of the module, but do not expect all of the tutors to agree on the extent of tutoring or perform in exactly the same ways. This is fine. Teaching and learning cultures are different – opinions may vary. Use them as the starting point for enriching discussions within your own intercultural journey.

Duration: A recommended duration is usually 5-10 weeks, however, most COPILOT modules can be done in less or more weeks.

Number of participating students: The most common group size is between 30-60 students. The only important aspect is to keep a balance in nationality and native languages of students, so that they need to use English as their common working language. Watch the balance of native languages! Invite "guest partners" for a higher degree of internationalization. Size of internationally mixed groups: Between 4-6 students per group
are recommended.

Choice of e-learning platforms
- Use the platform which is most familiar to the majority of users in the module.
  - More secure and licensed platforms and tools such as MS Teams, Moodle etc. are recommended. However, if all partners agree (with a view to GDPR), open platforms and tools that allow chats and storing
- documents may be used (Google hangout, Google docs, or similar software).
  - If using your institution's server, talk to your IT team about accounts and the rights of guest users. These may cause complications.
  - All e-learning platforms have advantages and disadvantages. Choose the one that best fits all partners.
- We recommend to have a tutors' forum or channel on your e-learning platform which is not visible for students.
- Make sure you have a general forum / channel on your e-learning platform for ALL participants.

Online learning calls for clear structures.
- Providing structure and orientation:
- Provide students with a "one page module timeline" on the e-learning platform.
- Create a clear and – if technically possible– visually attractive structure on the e-learning platform.
- If possible, create links to the individual study guide sections.
- Be as specific and descriptive as possible in naming online group channels, or the folders where students can find information or upload their own products.

Sources of inspiration

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Questions for the international peers
Perspective this practice needs from the international peers, based on strengths and development points

1. How to make COIL initiatives sustainable and fully embedded in the curricula of each international partner
2. How to measure impact of improved intercultural/international competences of students who participated in a COIL initiative
3. What type of training/professionalization do you recommend for teaching staff who wants to start with a COIL initiative

Contact persons:

- Frederik D'hulster, vice rector HOWEST

- Isabelle Pertry, director International Office HOWEST

- Siska Vandemaele, professor in bachelor Occupational Therapy and member in COPILOT consortium

Key data of the institution	
Address	Marksesteenweg 58, B-8500 Kortrijk (Belgium)
Number of students	9200 students
Number of programmes	• 12 Associate Degree programmes • 23 Bachelor programmes • 2 Advanced Bachelor programmes
Mission/vision/context	Key-features: creative, innovative, entrepreneurial, anticipating the future, student centered, talent development Values: serve, empower, care
Link to website	www.howest.be

4. UCLL University of Applied Sciences

4.1 Working Across Borders

GOOD PRACTICE	
Name	
Working Across Borders	
Characteristics	
Number and name of participating institutions	Al-Farabi Kazakh National University, Kazakhstan Binus University International, Indonesia CIS, Gestione d'Impresa, Italy Communication Technology University, Ghana Daffodil International University, Bangladesh DOBA Business School, Slovenia Durham College Oshawa, Canada Inholland University of Applied Sciences, Netherlands Laurea University of Applied Sciences, Finland Plekhanov Russian University of Economics, Russia North-West University, South Africa Northwood University, United States Universidad del Istmo, Guatemala Universidad Catolica de Santiago de Guayaquil, Ecuador University of International Business, Kazakhstan West Ukraine National University, Ukraine
Validation (ECTS)	3 ECTS
Start date / number of times organised	2017 / 5 times and running
Duration	October – December
Number of participating students (Total and in own institution)	Around 600-700 students of which around 260 from UCLL
Group size when applying COIL	5
Number of online sessions (Distinction between large group and smaller groups)	Large group: kick-off and Closing Ceremony Small group: students have a weekly meetings
Assessment method (Including international competences)	The student's work will be evaluated in the different phases of the project. The total score of the project is 100 points (pts) and includes different assessment methods including peer and self-evaluation. For all the deliverables different rubrics were created allowing for consistent assessment.

Description

The project aims to provide students with an opportunity to experience the challenges and workarounds of doing a multi-location and multi-cultural project that focuses on sustainable business opportunities for an internationally oriented client.

Students will work in multi-national teams of max 6 members from different institutions on a research project for a client company. The client is looking for sustainable solutions to develop its business operations in one assigned target country. The teams will be allocated a target country and will collaborate effectively to investigate possible solutions and deliver their findings and recommendations in a team video and a one page written document.

Students will collaborate in MS Teams and communicate asynchronously using Teams and Whatsapp. Every team meets on a weekly basis during the project execution phase with a coach present during at least 2-3 sessions.

Students can ask questions and raise issues during weekly consultation hours online or on-campus.

Each coach coaches a team of 6 students and will evaluate the final deliverable (+ the deliverable of the teams the coach is co-evaluating). In addition, the coach will grade each student individually, based on the work done in the Teams environment, interventions during the team meetings and the self and peer assessment. All coaches have an online meeting on the status and progress of their teams during the project execution phase and will also have a meeting with the home contact person who is considered the primary contact for the coaches at each partner institution.

The aims of the project are to:

- create and develop business recommendations for the client based on 3 selected SDGs, relevant for the assigned country and present these effectively
- experience the realities of multicultural, multi-location online collaboration, deepen understanding of the challenges involved and develop effective team working skills.

The objectives of the project are to:

- understand the context (SDGs, the company's needs, the special conditions of the target country)
- formulate a business proposal, recommendations for the company and deliver these in a video presentation
- gain an understanding of one's own profile as a team worker (initial self-assessment + peer and self-evaluation)
- develop International Competences
- learn about sustainable business opportunities and develop and/or create solutions to the proposed sustainable challenge
- act as a professional business consultant

Contextualisation within the internationalisation strategy

UCLL University of Applied Sciences is very ambitious in its internationalisation efforts. Our faculties are actively involved in (EU) regional development and continue to invest in strong partnerships in Europe and globally. UCLL uses the ICOMs framework to integrate international competences in the curriculum. As a complement to student mobility, ALL students can develop these competences through Internationalisation At Home activities embedded within the curriculum (e.g. COIL projects), as well as offered as extracurricular informal learning activities (e.g. buddy project, international game nights,...). With an unprecedented surge of technology-enabled international teaching and learning as a result of the pandemic, virtual exchanges (e.g. COIL) encourage students to actively participate in a virtual international classroom, and encourages staff to co-create learning materials.

Strengths
Inspiration from the theme sheets of professional learning, student centred learning, interdisciplinary learning, sustainability, inclusiveness, quality …

- Embedded in the curriculum of all partner institutions
- Strong partnership
- Readiness test serving as a tollgate for further participation in the project.
- Different evaluation methods (peer, individual, group,…)
- Shared assignments and evaluation methods
- Real cases and real companies. The companies rank the pitches and may eventually use the student's proposed solutions within their companies, adding to the students' overall enthusiasm and commitment towards the project.
- International experience for ALL students
- Innovative solutions
- Improved digital skills (as well as other 21th century skills)
- Inclusive (all students can participate, no limits on student numbers) – large scale
- Sustainable solutions: SDG's selected by the students
- Team coaching

Development points and obstacles
Description of elements for further development and of partial solutions

- Individual scoring within limited timeframe
- Peer assessment is an important part of the evaluation, and needs further development
- Optimize coaching (provide training on intercultural facilitation)
- Encourage active involvement of partner institutions in the preparation phase of the project.

Tips & tricks from this practice

- Equal level of commitment from all partners (responsibilities should be clear)
- Invest in the coaches as they will facilitate and stimulate intercultural learning
- Using real cases adds to the enthusiasm of the participants
- Align expectations and prepare students well in advance (readiness test)
- Use (different) rubrics to allow for consistent assessment
- opt for a user-friendly learning platform
- Do a thorough evaluation of the COIL and continue to make improvements to the format

Questions for the international peers

Perspective this practice needs from the international peers, based on strengths and development points

- Expertise on drafting agreements with partner institutions

- It is up to the consortium to decide on whether or not an Interinstitutional Agreement or an MoU is necessary. If all evaluation is done by the home institution, an IIA is not essential but an agreement formalizes the commitment of the partners

- Ideas on how to get sufficient evidence to substantiate a student's individual grade, within limited (virtual) contact moments

- Make use of a portfolio in which a student provides evidence (e.g. audio files, print screens) of his/her progress (Global competences) and input in the group work.

Feedback Peer-to-peer review

Positive:

- COIL for a large cohort of students
- Use of real cases and real companies
- Good mix of assessment methods
- Large and diverse group of international partners
- Project goals and context are connected to the SDG's

Room for improvement:

- Peer evaluation remains tricky and should only be used as a guideline and should not be counted towards the final grade
- Be careful not to impose Eurocentric views on evaluation and involve all partners from the onset
- Uniformity in evaluation is not necessarily better. Sometimes keeping some flexibility and diversity is the key to success
- Define more student-centered intercultural learning outcomes and make the alignment of the student outcomes more explicit
- Invest in the coaches (professional development). Raise awareness and coach the coaches on intercultural learning and facilitating intercultural dialogue

Contact persons:

- Bernadette Abts, Management, Lecturer

Key data of the institution	
Address	Geldenaaksebaan 335, 3001 Leuven
Number of students	15.000 students
Number of programmes	Associate degrees and bachelor degrees
Mission	Our university college's main goal is providing quality in higher education, research and regional collaboration. It draws its inspiration from valuable and broad Christian principles, while interacting with and offering services to an open, pluralistic and intercultural society.

Cooperating

Our education model, practice-based research and regional collaboration are evidenced by dynamic and creative interactions between students, employees, professionals and society. We are very internationally minded and highly involved in the (EU)-regional development.

Inspiring and lifelong learning

We are a faculty of inspiring professionals, alumni driven by entrepreneurship, open-minded global citizens and strong personalities who share a lifelong commitment to a sustainable and just society.

Appreciating and inspiring confidence

The foundation and strength of our university college is appreciating every employee, student, and partner, each of them a unique part of the whole organisation. As an organisation, we are committed to providing a congenial and inspiring work and study environment, characterised by a warm and respectful approach. By trusting each other, we increase the commitment of our employees and we build a strong community.

Vision	

Developing competences and talents

Networked learning is one of the pillars of our educational model. We focus on the interaction between students, staff, professionals, and society. Thus, we create relevant, authentic study programmes which aim to develop competences and talents while in-depth, broad, and future-oriented learning is at the very core of our institution. Study programmes support and stimulate the curious, inquisitive and critical minds, the eagerness to learn and the creativity of our students. They, in turn, become internationally oriented, open-minded, change-friendly, entrepreneurial alumni who make a lifelong contribution to a sustainable and just society.

Creating and sharing knowledge

Our university college is an international crossroads of knowledge: our practice-oriented research and our regional collaboration stimulate the propagation and sharing of knowledge which results in co-creations in an international setting. We embed practice-oriented research in our programmes, for it is our goal to equip our students with an inquisitive attitude and a strong sense of curiosity. We tend to focus on research and regional collaboration in the field of sustainable innovation and we aim for output that is relevant for society and the world, and more specifically for the (EU) region.

Creating active involvement and participation

Every single student is challenged to become responsible for his/her own learning process and graduation profile, at the university college and in the broader community, during and after the study programme. All students receive equal and high quality coaching. Besides, it goes without saying that our students are actively involved and participate in developing policies, in shaping our programmes and our research activities.

Educating students to become global citizens

Demonstrating an open attitude towards a broader society and towards one's own professional identity: it is one of the goals of our university college, our students and alumni, yet also of our staff members and the professionals involved. Therefore, we focus on internationalisation, at home and abroad. Internationalisation offers broad opportunities for contacts, reflections and contrasts, challenges and co-creations. And students and staff have the occassion to (learn how to) be entrepreneurial and to become global citizens. Our graduates can be employed anywhere in multicultural regions and the global society. Our university college is determined to create better opportunities for everyone and is strongly committed to development cooperation.

Reinforcing regional knowledge networks

Our university college is an open space allowing local players to connect with each other. We have room for demonstrations, meetings, co-housing, and co-creations. On top of that, we contribute to 'interregional community building': on behalf of our students and the professional world, we link the best practices of European and international organisations to our local and regional organisations; As a result, we turn issues and questions from our region into opportunities. We are committed to establish strategic partnerships in the "Euregion". By strengthening our networks, we strive to increase the human capital in the region and to become active partners in the field of sustainable innovation.

Ensuring quality - always, everywhere and by everyone

We focus on appreciative quality management by showcasing our success stories and our strengths and by encouraging and supporting innovation and a diversity-friendly framework. Yet , we must stay critical at all times. Quality management is the critical friend who keeps everyone alert and on their toes. We aim for continuous, structural quality improvement and quality monitoring in all areas at at all levels.

Creating an inspiring, stimulating work environment

The foundation and the force of our university college lies in the professional attitude and efforts of every staff member. Thus, we are able to create a stimulating work environment which every staff member feels part of and where every staff member has ample opportunities and is encouraged to take on responsibility.

Providing optimal ICT solutions for organisation, education and research

ICT is intrinsically linked to our society, and as such to our university college. We want to be a trendsetter and major partner when it comes to ICT. ICT allows our teams to be flexible network partners for talent-oriented and competence-oriented partnerships. We want to set an example for our students, the educational and professional world by using ICT while we work, learn, and perform research.

Offering opportunities to ensure lifelong success

Our university college is an open knowledge network which interacts with society. We are committed to offer everyone the opportunity (to learn how) to develop one's talents and to enjoy lifelong success. That is the reason why our university college aims for diversity and sustainabillity: every individual is welcome and is respected. In short, we are an inclusive organisation. We deliver internationally oriented, change-friendly and entrepreneurial professionals. Our university college is a haven for entrepreneurship and experiments. Taking risks, success or failure, these are elements that our students must be familiar with in our complex, rapidly changing world.

Link to website	www.ucll.be

5. Vives University of Applied Sciences

5.1 LiveLab International (ISTEP + BIP)

GOOD PRACTICE	
Name	
LiveLab International (ISTEP + BIP)	
Characteristics	
Number and name of participating institutions	ISTEP (3 courses): approximately 16 partner countries, various institutions of higher education/country BIP (2 courses): 13 partner institutions
Validation (ECTS)	3 ECTS
Start date / number of times organised	ISTEP: October 2020 / 2 times BIP: January 2023
Duration	ISTEP: 1 year course BIP: semester course
Number of participating students (Total and in own institution)	Maximum 25 VIVES students/course (max. 125 in total) Total: ISTEP: ± 290 students BIP: ± 140 students
Group size when applying COIL	Small groups of approximately 10 students and 1 tutor
Number of online sessions (Distinction between large group and smaller groups)	8 online sessions (opening session – specific topic sessions – closing session)
Assessment method (Including international competences)	Permanent evaluation: assignment after each session • community-oriented and linked to the topic • using a creative tool • feedback by peers through grading rubric

Description

LiveLab International is a unique concept in which the central principles are **interprofessional**, **international**, **virtual** and **community service learning**. It creates an opportunity for students to take classes with an international class group and experience cross-cultural and interdisciplinary collaborations. Each of the courses in LiveLab International is designed in an authentic setting (community), in which students focus on real-life challenges which are approached from an interprofessional point of view.

Students can participate in the LiveLab International via two different tracks: *a global and fully online programme* or a *European Blended Intensive Programme with a physical and virtual component* that brings the real-life experience together with the theory.

LiveLab International is a COIL that is being developed on the one hand in co-creation with partner institutions of higher education of the **worldwide network 'Towards Unity For Health'** (TUFH, https://thenetworktufh.org/, iSTEP) and on the other hand within **a network of European partner universities and universities of applied sciences** (BIP).

The **LiveLab International collaboration with TUFH** has led to 3 courses for students:

1. ISTEP - international student training & exchange programme course: **Social determinants of Health** with as a central theme the organisation of a 'Healthy community' via 'community health assessment' and 'community engagement'. Here, medical care and social studies reinforce each other.
2. ISTEP - international student training & exchange programme course: **Innovative and adaptive healthy cities**. This course brings together students in care and welfare, bio- and agricultural sciences, architecture, political sciences, ...
3. ISTEP - international student training & exchange programme course: **Communication - Talking with partners, patients and communities**. This course focuses on interprofessional cooperation, exchange of information, observations and actions, case management and especially the active and participative involvement of the patient.

After completing one of the ISTEP courses, any student (voluntary) can participate in workshops on the yearly International Conference organised by one of the participating partner institutes.

In the academic year 2020-2021, 224 students from 14 countries (Egypt, Burundi, Uganda, Kyrgyzstan, USA, Kenya, Belgium, Colombia, Sudan, Mexico, India, Indonesia, Nigeria, Ghana, Jamaica and the SNO network) participated. In the second year of the LiveLab International 2021-2022, more than 300 students from 15 partner countries (e.g. Sudan, Indonesia, India, the Netherlands, Belgium, United Arab Emirates, Ireland, Kyrgyzstan, Colombia, SNO network etc.) participated.

Approximately 30 coaches are also involved in these courses. These tutors are guided and professionalised, both pedagogically and in terms of content, through training sessions and tutor guides by the iSTEP committee.

Programme: These courses consist of 8 online sessions: an opening session, 6 sessions on specific topics and a closing session. During these monthly sessions, students work together in interprofessional and intercultural teams, mentored by a dedicated coach.

Each session, students attend a webinar on a specific topic by an international expert, after which they discuss their own findings from within their community with their small student teams. These experiences, which are discussed in the interprofessional teams, allow students to gain insight in real-life challenges from an interprofessional and intercultural angle.

Evaluation: After each session, the students are given a creative assignment linked to the presented topic. These assignments are community-oriented, and therefore executed and developed in the individual student's own community. The results are uploaded to an online learning platform. The students can see each other's assignments and give feedback to each other via the online platform. The assignments are also discussed during the sessions. Students have to write a reflection on the lessons learnt within the sessions. The main focus is that students learn to transfer theory to practice so they can experience firsthand what the theory means when they put it into practice. Therefore, it is important to focus on concrete examples and also share them with others. This breaks down barriers and crosses boundaries. The tutor evaluates via a co-created grading rubric. The students receive permanent evaluation from the tutor after each session.

The **LiveLab International collaboration with European Institutions of higher education** has led to 2 Blended Intensive Programmes (BIP) under the new Erasmus+-programme KA131. These BIPs were built using the same structure of the ISTEP programme but with a related physical component, an exchange week in which the participating students physically collaborate on the themes of the BIP.

1. BIP '**Positive Health**': Belgium VIVES University of Applied Sciences, The Netherlands Saxion University of Applied Sciences, Germany Osnabruck University of Applied Sciences, Germany Fachhochshule Bielefeld, Lithuania Kaunas University of Applied Sciences, Lithuania Klaipeda State University of Applied Sciences and Romania University of Medicine and Pharmacy 'Carol Davila'.

2. BIP '**Sustainable and Smart Healthy Cities**': Belgium VIVES University of Applied Sciences, Spain University of Murcia, Portugal Instituto Superior de Engeharia - Polytechnico de Coïmbra, Portugal Instituto Superior de Ciências Educativas -Lisboa-Porto, France Ocellia Lyon – Grenoble – Valence and Greece University of West Attica.

Contextualisation within the internationalisation strategy

LiveLab International fits within the new VIVES education policy plan (2022-2028). One of the four major goals of this plan is: "VIVES offers globally engaged education", with more specific sub-goal 3.2.: "The program confronts students step-by-step with socially relevant authentic learning experiences they approach in cooperation with other disciplines and/or external partners"

LiveLab International is framed within the VIVES 'take on Global Engagement'.

Our take on Global Engagement

We live in a world with major social, economic, cultural, technological, environmental and political challenges. Learning to deal with these challenges asks for a global and sustainable way to look and act. Understanding that we are all part of a continuously changing world and that we are interconnected, inspires VIVES to Engage Globally. VIVES challenges students and staff to explore the world, to learn from it, shape it and integrate it into their own learning, living and working environment. In this way, the world becomes a meeting place and a home for every student and staff member. Global Engagement is therefore part of the core mission of VIVES.
The way in which we interpret Global Engagement at VIVES, is described in detail in the inspirational framework 'Global Engagement in Higher Education' through strategic objectives for 2030 and related actions. This framework aims to link internationalisation with sustainable development, taking the United Nations Sustainable Development Goals (SDGs) as its inspirational frame of reference.

The SDGs are clustered according to the five principles or Ps of sustainable development: People, Planet, Prosperity, Peace and Partnership. This take on Global Engagement is therefore also defined using the same 5 Pillars.

PEOPLE - Global Engagement as a drive for self-development and international orientation
VIVES is determined to provide its students and staff with knowledge, skills and attitudes that prepare them to live and work in a globalised society. Being confronted with other perspectives on humanity and the world, students and staff are inspired to professionalise, engage locally and globally, and grow into critical, empathetic and responsible global citizens. International competences and competences for sustainable action are the driving force behind this lifelong learning process.

PLANET - Global Engagement as a motivator for eco-responsible choices
VIVES wants to take the ecological capacity of the earth into account in all its international commitments through environmentally conscious screening.
In doing so, VIVES aims to embed its ambitions by promoting a sustainable travel policy and by developing, supporting and offering virtual mobility.

PROSPERITY - Global Engagement as an inspiration for sustainable social change and innovation
The demand for knowledge exchange and research to find innovative answers to global and local issues is stronger than ever. International collaborations, contacts, networks and events are an important source of inspiration for this and offer a challenging learning environment.
VIVES opts for sustainable and SDG-related projects, research topics and collaborations in which the knowledge of the own institution and its stakeholders are used to find an answer to relevant social challenges. VIVES emphasises inter- and transdisciplinarity and co-creation.

PEACE - Global Engagement as an appeal for an inclusive, just and peaceful society
VIVES wants to take up its social role and responsibility by contributing to the pursuit of universal rights and justice for all. In doing so, VIVES advocates "education that promotes a culture of peace and non-violence, alongside global citizenship and the appreciation of cultural differences" in order to come to a peaceful, just and inclusive society.

The activities VIVES undertakes worldwide are also strongly embedded in what goes on at the institute. The challenges we face globally have local implications. At the same time, we are aware of the global impact of the choices we make locally.

PARTNERSHIP - Global Engagement as a key to qualitative and reciprocal partnerships
By being globally connected and actively engage in dialogue with the work field and society, VIVES aims to be a dedicated partner.
VIVES consciously opts for qualitative, reciprocal and sustainable partnerships with organisations at home and abroad in order to deploy further research, inter- and transdisciplinary knowledge exchange and curriculum development. This partner policy focuses on co-creation, reciprocity, ethical and ecological impact and recognition of each other's interests.

Strengths
Inspiration from the theme sheets of professional learning, student centred learning, interdisciplinary learning, sustainability, inclusiveness, quality …

The good practice LiveLab International focuses on interprofessional learning, within Primary Health Care. It emphasises the importance of collaboration between the various healthcare professional groups in order to be able to offer quality patient care. The programme wants to build a bridge between different disciplines. This can be both care-related disciplines such as care technology, audiology, midwifery and medicine, and other disciplines such as education, social work, psychology, architecture etc. The aim here is to give students a taste of the field as an inter-professional domain and thus teach them to look beyond the boundaries of their expertise.

LiveLab International ISTEP contributes to sustainability through its virtual aspect, but also through the applied topics that can be linked to Sustainable Development, the SDGs, Wicked Problems and Global Challenges, Community-engaged learning and Futures Literacy.

These ISTEP courses are an example for inclusive interprofessional internationalisation@home for the following reasons:

- Opportunities to bring the global context into one's own learning environment and work on international and intercultural competences
- It stimulates the development of complex skills such as critical thinking, creativity and problem-solving
- The development of digital literacy for students and teachers
- Improvement of intercultural awareness on the part of students and teachers
- Adding new educational topics to the existing curricula
- Opportunities to develop or improve the English language
- Accessibility for different types of students, as we embrace the idea of inclusiveness
- Opportunities to work interprofessionally within different countries and institutions
- Opportunities for reciprocity with partner institutions
- Professional development of teachers and coaches

- Minimal/No cost for the student, but with great impact on the student
- Minimal cost for the institution, but with large geographic reach and student numbers

Development points and obstacles
Description of elements for further development and of partial solutions

The main challenge lies in the fact that all the qualitative aspects of a course must be present, such as learning goals, evaluation, feedback, coaching etc., and that its meaning, interpretation and importance are not the same for all partners. This is addressed by the iSTEP committee by starting each course with an orientation session to discuss these issues with the coaches.

An additional difficulty is the coordination with the international partners, such as agreements, division of the tutors and the tasks, etc.

Another challenge is to streamline the task of the coaches and the way they coach and guide the students. The LiveLab is trying to tackle this by organising a specific session for the tutors and by guiding them in this process. Scaffolding is an important challenge and finding the right balance for this can be difficult for the tutors.

There are also technological and digital challenges:

- User-friendliness of the learning platform
- A safe digital environment where students can communicate openly
- The drop-out rate of participating students or 'invisible' students

Pedagogical hurdles:

- variety of working methods
- offline component is needed
- students need clear descriptions and guidance during the course
- self-regulated learning is difficult for students
- a rubric to evaluate the assignments has to be clear for all teachers and can be biased by cultural and professional aspects

Tips & tricks from this practice

We started in 2020 with a smaller pilot project (1 course and a limited group of students) and build on this experience in the elaboration of the other courses.

Some tips and tricks from LiveLab International:

- Coaches/tutors: how can you make sure that tutors coach, evaluate, … in a similar way?
    - *Use that richness of diversity to get other perspectives into the course. This gives chances to work on the decolonisation of the curriculum.*
        - *Let coaches also communicate among themselves to discuss coaching and assessment.*
    - *Maybe not all students should be evaluated in the same way? Having explicit agreements on what will be evaluated is important. There should be shared objectives and learning outcomes, but they should not all be shared among partners. Also, evaluation may have a different focus. A grading rubric is indeed useful, but partner universities may use different weights for the different components.*

- Central management: how to make the organisation of all courses efficient (1), centralised (2) and sustainable (3) for all participating partners?
    - *Engage in ongoing communication with participating partners and discuss the degree of flexibility you want to adopt.*

- Learning platform: which learning platform is useful and efficient for both teachers and students?
    - *There is no solution here that fits everyone. For whom should the platform be efficient?*

Sources for inspiration

Network:

- Collaboration with TUFH, Towards Unity for Health The Network: Towards Unity For Health | Startpagina (tufh.org)
- VIVES, LiveLab on the move LiveLab | Hogeschool VIVES

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- Tine Ternest - Global Engagement Office - Head Global Engagement Office
- Lies Verstraete – Global Engagement Office – Global Engagement Officer

Key data of the institution	
Address	Doorniksesteenweg 145, 8500 Kortrijk
Number of students	17.000 students
Number of programmes	4 faculties: - 32 Bachelor's Degree programmes, 63 specialisations

	- 20 Associate Degree Programmes
Vision	The educational vision of VIVES University of Applied Sciences focuses on Drive, Connection and Innovation.
	DRIVE
	Becoming the best you can be. Students and lecturers continue to develop their strengths and deepen their personal and professional identities with enthusiasm. They make choices that are in keeping with their talents and goals.
	Managing your own learning process. Students and lecturers manage their own learning process. As professionals, they are committed to lifelong learning, and to broadening and deepening their understanding and expertise.
	CONNECTION
	Learning from and with each other. Students and lecturers learn together as a team. They build their own professional network with opportunities for informal and interdisciplinary learning. To accomplish that, they make full use of the facilities of the digital world.
	Finding your way in higher education. To assist students in making the right choices, and in order to help them climb the learning ladder VIVES works together with its educational partners. VIVES also fully recognises previously acquired competences.
	Engaging in active dialogue with the workplace and society as a whole. Students and lecturers learn from and with external parties. They take a critical view of society and make their expertise readily available outside the university of applied sciences environment.
	INNOVATION
	Shaping the inspirational education of tomorrow. Students and lecturers work on a challenging learning environment, which may or may not be independent of time and place. Innovations capitalize on research results and on the expectations of current and future generations of students, the working environment, and society.
	Preparing for the jobs of the future. Students and lecturers strive to acquire the competences needed for the professions of today and tomorrow. The interaction between theory and practice challenges them to push their boundaries. Education, practical experience, and their own practice-based research are interwoven to that end.
Link to website	www.vives.be

6. The Institute of Tropical Medicine

6.1 Reaching the goals of COILs, as Open and Global Campus?

The Institute of Tropical Medicine
Reaching the goals of COILs, as Open and Global Campus?

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Education Office, Institute of Tropical Medicine, Antwerp

November 2022

1. Introduction

Within the framework of 'systemwide analysis', the NVAO launched a call towards the Flemish Higher Education Institutions to participate in such an analysis on the theme 'internationalisation in the curriculum'. The purpose of this systemwide analysis is to make explicit good practices in the Flemish Higher Education landscape and to learn from each other. This particular analysis focuses on how international and intercultural competencies are developed in educational programmes. Given the fact that this topic in itself is quite broad, with the participating institutions it was decided to focus on 'COILs', which stands for Collaborative Online International Learning.

Generally speaking it is the aim of a COIL to develop intercultural competencies via multicultural online learning environments. Within COILs technology in itself is not a goal, though it requires technological means. The final objective of COILs is to develop competencies so that graduates know how to work in intercultural work environments. It is normally student centred, interdisciplinary and problem based education. In fact, by developing those competencies, students are educated in such a way that they can contribute in addressing societal problems that have a global character[2].
A COIL is a large concept with many aspects: intercultural learning, internationalization, interdisciplinary. It can take place within one course, within one educational task or throughout a whole programme.

The Institute of Tropical Medicine (ITM) was very much interested to participate in this systemwide analysis given the nature of the institute: ITM is a well-known international institution for postgraduate education, it has a large international and multicultural student population, it has used online learning since many years, and it contributes to health challenges worldwide. Though ITM in itself doesn't have explicit 'coils' in her educational portfolio, it aims and achieves the same objectives regarding internationalization through many different means. With the case of ITM it is our purpose to demonstrate how similar objectives of internationalisation are reached at our campus, without the explicit label of "COIL".

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[2] Portland State University (2022), *Collaborative Online International Learning.* URL : https://www.pdx.edu/international-partnerships/collaborative-online-international-learning

2. Institute of Tropical Medicine

2.1 Background

The Institute of Tropical Medicine (hereafter: ITM) was established in Belgium as a training institute in 1906 with the vision of enhancing global health through fostering scientific progress as a motor of societal development. ITM received the legal status of a foundation of public utility (in 2000), in accordance with the Law of 27 June 1921 on non-profit organisations, international non-profit organisations and foundations. ITM's mission is laid down in its statutes (art. 3) and the Flemish Higher Education Codex:

> *"To conduct and promote scientific research, professional and academic education as well as scientific and community services in the field of tropical diseases and global healthcare, with special attention to low and middle income countries."*

The main areas of activity are based on the three academic pillars of research, education, and service delivery. The pillar of service delivery entails international cooperation, medical services, and laboratory work. The international cooperation is a fundamental part of ITM's engagement in the Belgian development cooperation.

ITM is not a 'regular' higher education institute as the Flemish universities or the university colleges. While the universities and university colleges are constituted as 'ex officio registered institutions', ITM falls under the category of 'other officially registered institutions' *("andere ambtshalve geregistreerde instellingen")*, which implies that in general it is treated as universities, but within specified boundaries: ITM's scientific niche is specified and it only offers postgraduate education, from short courses to postgraduate master programmes, postgraduate certificate courses, and PhD. programmes (though it does not deliver PhD. degrees itself). Most of the courses are taught in English.

2.2 International in many aspects

2.2.1 Identity

Because of its institutional mission and scientific niche, ITM can be perceived as international *by nature*. Until the 1980s, the target group for ITM's postgraduate courses offered in Belgium consisted primarily of development workers for the Belgian Development Cooperation or NGOs, training and preparing them for their missions in the Global South. With the increasing need for own veterinary and medical personnel in low and middle income countries, often after their newly-gained independence, ITM began to develop a new concept not just to transfer knowledge to the Global South, but to foster international exchange through the creation of international master's courses in Public Health and Tropical Animal Health in 1964. In the late 2000s, the reform process "ITM2020+" was initiated. It formed an important cornerstone to shape the future strategic orientation of ITM and its educational activities in reaction to a rapidly changing global context with redefined "North-South relations, academic duties and health policies."

Within that rich history of ITM, the international strategy and policy have always, almost *by definition*, intrinsically been part of ITM's overall policy and strategy. As an example, the strategic plan 2020-2024 specifies concrete strategic and operational objectives with internationalisation as core principle.
Three of the four main strategic operational objectives are the following:
- "**SO1** *- To build on our reputation and expertise to* **expand to new health challenges** *using novel approaches of cooperation and scientific research.*
- **SO2** *- To thrive as an* **open and global campus** *for students, teachers, alumni, professionals and researchers with a flexible teaching approach.*
- **SO3** *- To forge and strengthen synergistic* **partnerships** *through which we widen the impact of our unique expertise and knowledge and thus further enforce our academic reputation."*

From those objectives, three core pillars in internationalisation can be derived. First, ITM's scientific niche is to address health challenges worldwide. Second, and deduced from its scientific focus, ITM aims to be an open and global campus for international and national students. Third, international partnerships are key for the educational (and other) activities of ITM, and in fact form an important backbone for ITMs activities.

2.2.2 Educational vision and offer

ITM renewed her educational vision in 2019, and as can be seen below, the international characteristic and the focus on exchange is key within that vision:

> *"It is ITM's ambition to be a **global open campus** that offers science-driven and societally relevant postgraduate training, in the field of tropical medicine and international public health. Studying at ITM means benefitting from a setting where **international** students, alumni and staff co-develop participatory learning, enriched by academic, professional and socio-cultural diversity. Highly motivated students, eager to **contribute to societal development**, are coached towards scientific discovery and the application of acquired competencies in **their respective contexts**. Teaching and learning methods at ITM are adapted to the needs and expectations of the students: flexible and blended learning, **international mobility** and tailored student support are at the heart of ITM's educational vision. With this approach, ITM together with its **worldwide alumni**, aims at playing a prominent role in tropical medicine and public health science and practice."*

At the moment, ITM offers three English masterprogrammes, two postgraduate certificates, and a large number of specialised short courses. The master programmes are mainly, but not exclusively, targeting professionals from low and middle income countries, who pursue a career in international or global health: the 'Master (MSc) in Public Health' (MPH), the 'Master (MSc) in Global One Health: diseases at the human-animal interface' (which is an online masterprogramme, jointly organised with the University of Pretoria), and the 'Master of Tropical Medicine' (MTM).

ITM also offers two different postgraduate courses: The Postgraduate Certificate in Tropical Medicine and International Health (TMIH) in English and the Tropical Medicine for Bachelors in Nursing and Midwifery (TMED) in English and in French. Between 2008 and 2019, around 800 students attended the postgraduate course for doctors, while around 900 students attended the postgraduate course for nurses and midwifes. These formats mainly attract students from Belgium and other EU-countries who want to study tropical medicine and international health and are interested in an exchange to work abroad.

Yearly, on average, about 110 early stage researchers are working on their PhD at ITM. The PhD programme for students from low and middle income countries is based on the 'sandwich' concept which entails periods of mobility from their local research institutes to Belgium or elsewhere in the European Union.

The high ongoing impact of ITM's education is reflected in the many alumni who have become leaders of international and national research, higher education and policy institutes in their home countries. To further nurture the internationalisation of education, the consolidation of the alumni network and the collaboration with Flemish and international higher education institutions are key, reflected in the joint development and exchange of short courses, including mobility of staff and students.

2.2.3 Student population

Every year, more than 500 postgraduate students, including researchers, medical doctors, nurses and other health professionals, follow advanced (blended) courses at ITM. ITM's **student population is highly international**: for master students the majority comes from outside of Europe; in 2021-2022 that student population originated from about 28 different countries. The short course students originated in that same year from almost 50 different countries. Interesting in this respect is that the master courses at ITM are built with the short courses offer, which means that the population for every short course at ITM shifts, and, consequently, that master students are throughout the year studying with changing student populations. This contributes largely to the development of intercultural and international competencies.

An evaluation report published by an external consultancy company (Syspons[3]) came to the following conclusion: "In terms of the countries of origin, [...] students come from a **wide range of countries**. In the evaluation timeframe, 122 nationalities were represented at ITM. Zooming into the different course types shows that the European students mostly participated in the postgraduate certificate courses (PGC). For instance, out of 1.297 students from Belgium

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[3] Syspons (2021). *Social, Developmental and Professional Impact Evaluation of ITM's Educational Activities and Scholarship Programme. Final Report.*

at ITM, 1.000 participated in the PGC. In contrast, African, Asian and Latin American students mostly attended the Master, Short Courses and PhDs".

Map of Students' Countries of Origin
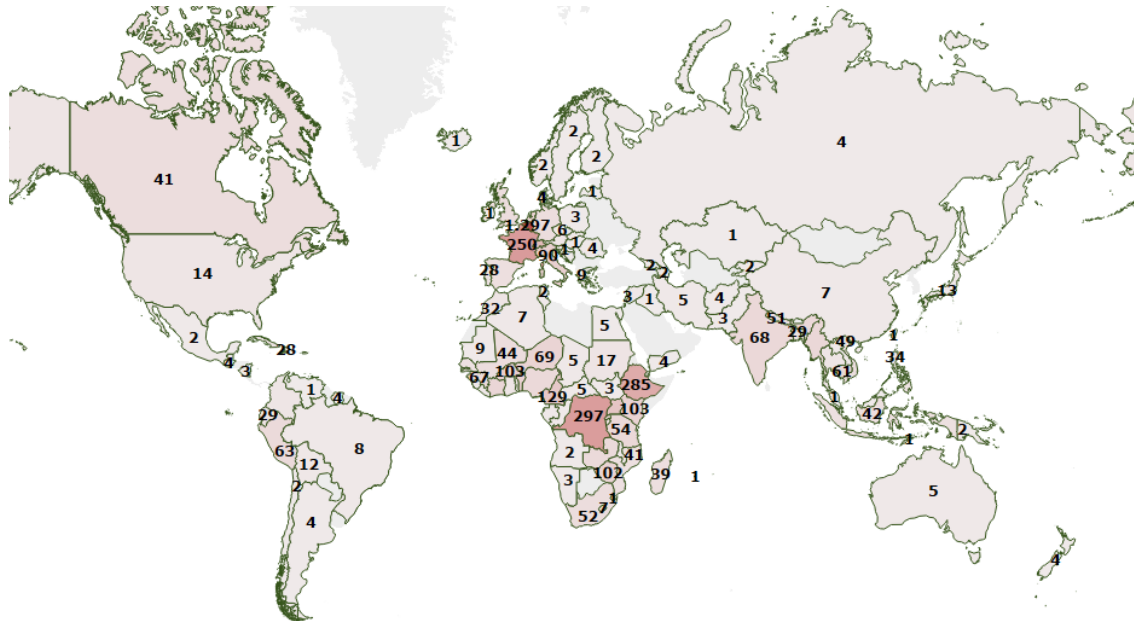
ITM is committed to guarantee access to its education for its target groups. The inclusion of students from disadvantaged economic backgrounds is being enabled by a scholarship programme, coordinated by ITM, funded by the Belgian Development Cooperation (DGD). A reviewed tuition fee policy with differential fees for students from within and from outside the European Economic Area (EEA) since 2020 facilitates access of EEA students as they rarely have access to scholarships (as opposed to students from low and middle income countries).

As ITM is an open and global campus welcoming yearly more than 500 students from around the globe, **intercultural competences and communication skills workshops** are embedded in the curriculum of Master degrees and postgraduate certificate programmes. Students are challenged to discuss with each other, and exchange across programs knowledge and perspectives based on different disciplines, traditions and personal experience. Some examples:

1. ITM organises **intercultural debates** for her students on health systems worldwide. This enhances the international learning, and increases their understanding of their own and other health systems.
2. ITM organises **campus-wide debates** on transversal topics, such as the impact of climate change on health. This nurtures the expertise of students, and staff, on the complexity of global issues.
3. Students are challenged to present and explain their **own health systems** to other students, which contributes to their own perspective.
4. The **international dimension** is included in the learning outcomes of masterprogrammes.

Technology Enhanced Learning (TEL) coordinators and IT staff support digital skills development for teaching and learning for lecturers and students. ITM specifically focuses on **digital skills** in the fields of healthcare, public health and biomedical sciences. Those investments are particularly relevant when working internationally. The Master of Science in Global One Health is an online international programme, jointly organised with the University of Pretoria, and has included in her programma a face-to-face induction week so that students have the opportunity to get to know each other personally before working digitally together throughout the programme.

2.2.4 Cooperation

International cooperation is embedded in ITM's overall policy. ITM focuses on the regions where tropical diseases occur, through about **24 institutional collaborations** in partner countries in Africa, Asia and South-America. These collaborations allow an interdisciplinary approach and institution-wide involvement of ITM staff. Note that the majority of the ITM staff that is teaching has an international experience, which contributes to the international nature of the courses.

ITM has strong international bonds and is (founding) member of many EU and international strategic networks. Interesting in this respect is ITM's participation in **tropEd** (https://troped.org/), the international network for higher education in international/global health, providing postgraduate opportunities for education and training contributing to sustainable development. Within the network students have the opportunity to circulate between tropEd-institutions to acquire more international experience. As such, this approach is based on mobility of students, credit recognition through tropEd accredited courses, the exchange of experiences in different disciplines, and the establishment of a common standard in education and training.

The tropEd network currently offers over 130 different courses on various public and global health related topics. The different degree programmes within the network are characterised by a synergy of experience and expertise of leading institutions from all over the world. It prepares people to work more effectively in a multicultural environment by exposing them to multiple perspectives and encouraging students to network, and offers a flexible structure with world-wide recognition of quality. The programme is also open to students world-wide. The Masters Programme in International Health (or related) is offered across tropEd member institutions. The modular programme (see https://troped.org/4-master-programme/) for full-time or part-time study consists of an introductory core course, specialised optional modules and a research project submitted as a thesis. It is intended for completion within a minimum of one year (full-time) up to a maximum of five years (part-time). Studies comprise a number of public health-related disciplines.

In the ITM Policy Plan 2020-2024, strategic priorities are to further strengthen and expand collaborations with partner countries worldwide and to invest in partnerships for excellence and innovation at the regional, national and European level.

Cooperation and exchange of good practices and expertise with higher education partners worldwide is being enhanced under ITM's '**Alliance for Education in Tropical Medicine and International Public Health**' (the 'Alliance') and through the consolidation of the ITM **Alumni Network**. The 'Alliance', supported by the Belgian Directorate General for Development Cooperation and Humanitarian Aid (DGD), serves as an institutional framework to develop educational partnerships, collaboration and exchange with international partner institutions in higher education. The main aim is to foster quality, innovation, internationalisation and peer learning in our postgraduate education. It is a platform for mutual learning and collaborative initiatives including incoming and outgoing staff mobility, joint educational initiatives (curriculum development, joint courses and educational professionalisation initiatives), and exchange on management and quality assurance in higher education. The Alliance framework serves to promote new educational initiatives and collaborations between ITM global partners in higher education. Four types of initiatives are organised under the Alliance: 1) joint development of **new educational initiatives**; 2) staff **mobility** initiatives: staff of Alliance partners, ITM alumni or ITM staff to teach or coach at other partner institutions or at ITM (open and global campus); 3) **decentralisation/delocalisation of existing ITM courses**, based on a concrete demand and need of partner institutions and adapted to the local reality; 4) joint **educational professionalisation initiatives**, based on shared demands and needs from Alliance partners (including ITM).
Mutual learning through South-South, North-South & South-North cooperation and exchange is at the heart of the Alliance.

2.2.5 Alumni policy

The ITM Alumni network brings together students, alumni, and staff members living and working around the world. It seeks to facilitate scientific knowledge and information sharing and networking, strengthen career development of students and alumni, generate interdisciplinary and cross-regional collaboration, develop mentorship opportunities, as well as enable lifelong relationships with ITM. For this purpose, ITM launched an **online alumni platform** in January 2020 to offer the possibility for exchange. Through this platform, students, alumni, and staff announce webinars, conferences, and colloquia, share sector related opportunities, and have the possibility to pitch projects.

Lifelong learning opportunities are being published on the platform. Since the COVID-19 outbreak, ITM alumni webinars are being organised. In these webinars, ITM alumni share their research findings and expertise on specific health-related topics. The main aim is to share research findings, expertise and experiences within the ITM community of alumni, students, staff, partner institutions and the wider global health community. They strengthen the alumni as mentors, role models and agents of change. In 2021, 12 alumni webinars took place, attended by more than 500 participants worldwide and with more than 500 views of the webinar recordings.

ITM provides **travel grants for alumni** from low or middle income countries to present their research findings at international scientific conferences, to attend alumni meetings and profit from social networking and thematic inputs. With support of the Belgian Development Cooperation (DGD) , alumni meetings have been organised both within and outside the context of pre-defined scientific conferences like the ITM Colloquium, the Health Systems Research Symposium, the European Congress on Tropical Medicine and International Health (ECTMIH) or the International Conference on AIDS and STIs in Africa (ICASA).

The international ITM alumni community is a diverse network composed of more than 11.000 former students with around 5000 national and international alumni currently registered in the alumni database. At least **50% of them are international students**. The Alumni Network is yearly increasing by around 500 national and international master, postgraduate, short course and PhD students including researchers, medical doctors, nurses, and other health professionals. In September 2014, a cohesive alumni strategy for alumni networking and support was developed at ITM.
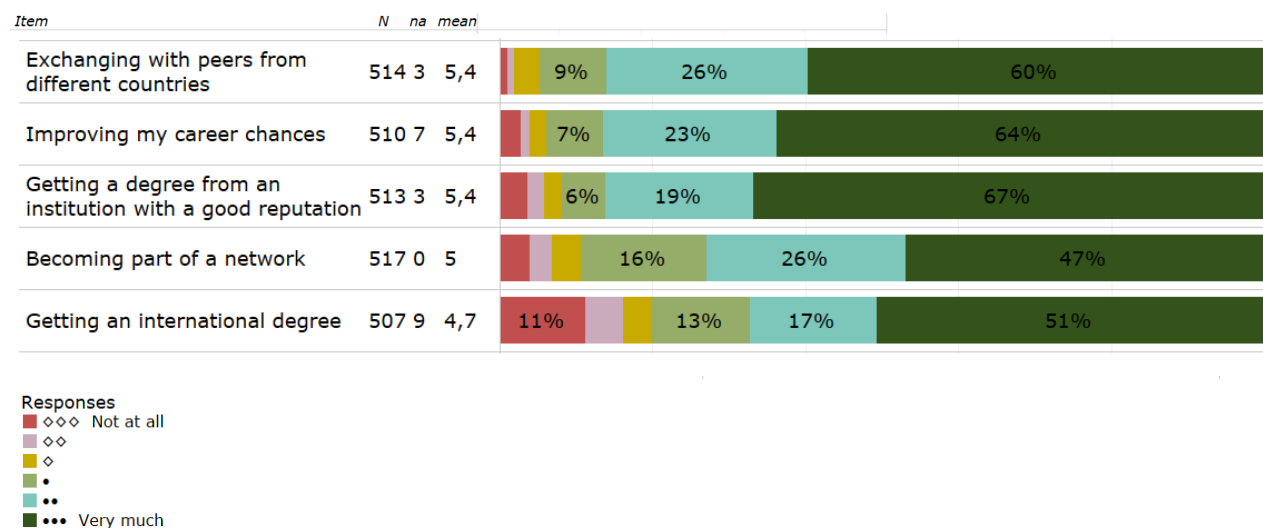
2.3 Some facts and figures

From the above, it is clear that ITM is an international higher education institution in many aspects, and that it has a high number of objectives in internationalisation. ITM offers international programs, has a highly international student and staff population (open and global campus), provides the opportunity for intercultural and interdisciplinary exchange throughout the whole educational portfolio (and beyond), brings in the expertise of international partners and alumni as external lecturers in courses, develops joint courses with global HEIs, and uses online learning methods throughout the totality of her educational offer. With her partners ITM organises international collaborative online educational activities.

In this section we will highlight some facts and figures to provide more insight into some of those aspects.

In 2020, ITM commissioned an external evaluation company, Syspons, to conduct a Social, Developmental and Professional Impact Evaluation of ITM's Educational Activities and Scholarship Programme. The evaluation focussed on ITM's Master courses, Short Courses, and Post-Graduate Courses between 2008 and 2019, as well as the respective DGD-funded scholarships. In addition, the PhD programme in the period between 2003 and 2019 was analysed, with a focus on the DGD-funded sandwich programme. That report will be used to provide some insights into the impact that ITM realizes with her educational offer. Notice that this is only a selection of the results that have been provided in that report, published in July 2021.

2.3.1 Relevance

As a confirmation of ITM as an institution that aims to foster international exchange, the results below indicate **why students apply to ITM**. It is clear that this confirms the international nature and reputation of ITM, and that this international community creation (including exchange with peers from other countries) is a major reason to study at ITM. This community creation happens intentionally and is an important cornerstone of ITM's educational activities (see examples above).

Item	N	na	mean					
Exchanging with peers from different countries	514	3	5,4		9%	26%		60%
Improving my career chances	510	7	5,4		7%	23%		64%
Getting a degree from an institution with a good reputation	513	3	5,4		6%	19%		67%
Becoming part of a network	517	0	5		16%	26%		47%
Getting an international degree	507	9	4,7	11%	13%	17%		51%

Responses
◇◇◇ Not at all
◇◇
◇
•
••
••• Very much

When asking how **satisfied** graduated students were with some aspects of their studies, the results below indicate that group diversity and soft skills, but also the adapted offer to an international audience was well appreciated by the students.

	N	na	mean					
Diversity of the study group / cohort	455	19	5,3		11%	29%		55%
Value-driven approach (e.g. Satisfaction: emphasis on excellence, integrity right to health, solidarity, collaboration)	469	9	5,3		10%	35%		49%
Emphasis on soft skills (e.g. Satisfaction: leadership, decision-making)	471	6	5		17%	34%		42%
Flexible course design, including part-time studies, combining, choosing different course components	411	61	4,8		15%	28%		42%
Possibility of distance learning	332	134	4,3	14%	6% 8%	17%	17%	38%

Percent axis: 0 20 40 60 80 100
Percent

Across different types of institutions, Syspons came through the study of a number of case studies that ITM meets a need for practical skills, transferable knowledge and soft skills. According to interviews with ITM's partner institutes as well as other employers, transferring theoretical knowledge into practice is a key skill across disciplines. Employers emphasised that other study programmes do not always ensure a practical orientation and application of contents. Among ITM graduates, however, the interviewed supervisors and employers valued the practical skills, which graduates gain through the hands-on orientation of the courses. In addition, soft skills like leadership and decision-making were identified as needs and valued by employers of ITM graduates. Moreover, increased team management and presentation skills were needs which were met by the programmes according to the interviewed graduates and their employers. Furthermore, improved skills in drafting and formulating proposals as well as reports were needs the employers and supervisors referred to as having been met.
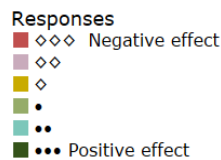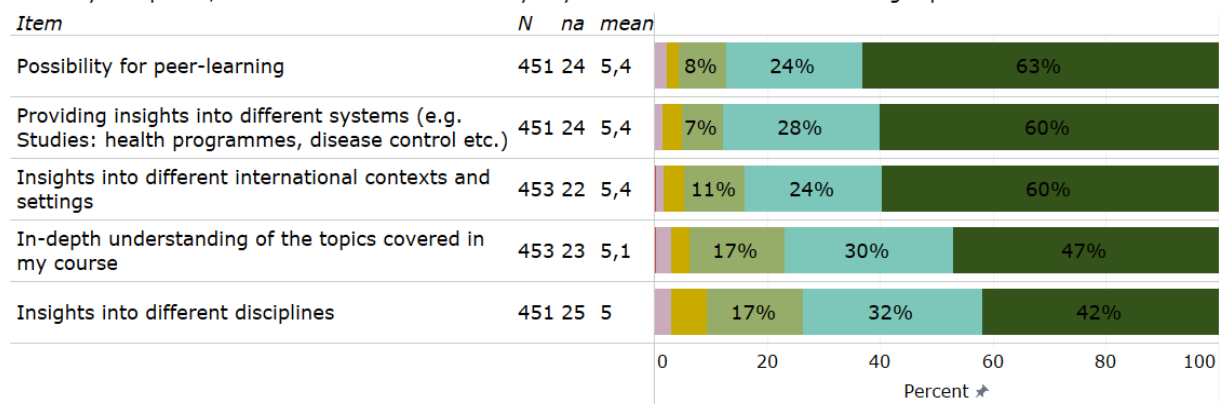
Next to the overall usefulness and adequacy of ITM's teaching to (potential) employers, the evaluation showed that institutional partners were able to some extent to use the individual capacity building strategically. Overall, the interviews and validation focus group with partners showed that the combination of institutional partnerships and individual-level funding means that partner institutes can rely on capacity-building in the long run. As a result, they know that a certain number of their staff can be trained at ITM over the time of the partnership. In this regard, the case studies showed that the partners used this knowledge to strategically train their staff.

2.3.2 Effectiveness

ITM aims to provide an **enabling environment for peer-learning and knowledge transfer** that will lead to the creation of formal and informal networks to contribute to life-long learning. The networks that are expected to be developed can be formally supported by ITM but can also emerge informally from the ITM graduates themselves and can take different shapes (some groups are relatively small, while others include a whole cohort, or even include all ITM alumni in a country). ITM supports this objective by providing a **diverse educational environment** in its educational activities and programmes that fosters exchanges. This enhances significantly the collaborative nature of ITM's educational activities.

ITM aims to **diversify**, intentionally, each cohort by mixing students in terms of professional and geographical background as well as gender. In this way, ITM aims to foster a diverse international and professional exchange through its selection process. In this regard, the results of the online survey show that the cohorts at ITM were relatively diverse. 81% (n=465) of the respondents answered that the cohorts were composed of students from different countries.

25. In your opinion, to what extent did the diversity in your cohort influence the following aspects?

Item	N	na	mean			
Possibility for peer-learning	451	24	5,4	8%	24%	63%
Providing insights into different systems (e.g. Studies: health programmes, disease control etc.)	451	24	5,4	7%	28%	60%
Insights into different international contexts and settings	453	22	5,4	11%	24%	60%
In-depth understanding of the topics covered in my course	453	23	5,1	17%	30%	47%
Insights into different disciplines	451	25	5	17%	32%	42%

Percent

Responses
- ◇◇◇ Negative effect
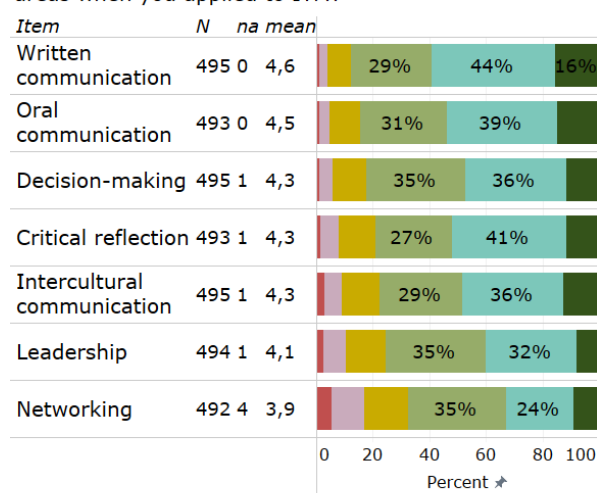- ◇◇
- ◇
- •
- ••
- ••• Positive effect

Lastly, ITM expects that through invited lecturers and ITM staff, **graduates exchange knowledge and perspectives based on different disciplines, traditions, and field experience**. The explorative interviews conducted by Syspons showed that ITM also contributes to this objective by creating a learning environment that encourages close **interaction** between students and staff. The graduates interviewed recognized that the availability of the teaching staff for academic supervision facilitated the exchange on specific topics. As such, the participants to the online survey stated that the staff diversity at ITM allowed them to have an in-depth understanding of the topics covered in the course (94%; n=453). In this regard, the graduates interviewed mentioned that the professional experience and specialisation of teachers and lecturers gave them an opportunity to discuss different diseases, such as HIV and

malaria. In particular, the **alumni** note that the **field experience of teachers** in developing countries made the teaching pertinent to the reality of students back home. This, in turn, facilitated **exchange** with and advice from teachers. Considering the role of the teachers in supporting exchange on certain topics and giving advice to students, the diversity of the teaching staff was identified as an important facilitating factor. In that sense, the graduates considered that the lecturers and supervisors were most diverse in terms of work experience (83%; n=436 of participants indicated diversity in this aspect) and professional background (81%; n=469).
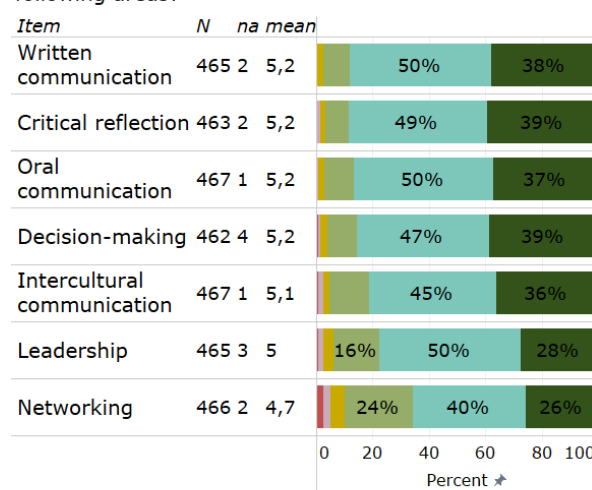
The figure below gives some insight into how graduates assess their skills before and after studying at ITM. Within the framework of the COIL, intercultural communication and networking seems particularly relevant: both have improved throughout the study at ITM.

13. How would you rate your soft skills in the following areas when you applied to ITM?

Item	N	na	mean				
Written communication	495	0	4,6		29%	44%	16%
Oral communication	493	0	4,5		31%	39%	
Decision-making	495	1	4,3		35%	36%	
Critical reflection	493	1	4,3		27%	41%	
Intercultural communication	495	1	4,3		29%	36%	
Leadership	494	1	4,1		35%	32%	
Networking	492	4	3,9		35%	24%	

0 20 40 60 80 100
Percent

43. Now, how would you rate your soft skills in the following areas?

Item	N	na	mean				
Written communication	465	2	5,2		50%	38%	
Critical reflection	463	2	5,2		49%	39%	
Oral communication	467	1	5,2		50%	37%	
Decision-making	462	4	5,2		47%	39%	
Intercultural communication	467	1	5,1		45%	36%	
Leadership	465	3	5	16%	50%	28%	
Networking	466	2	4,7	24%	40%	26%	

0 20 40 60 80 100
Percent

Responses
◇◇◇ Very low
◇◇
◇
•
••
••• Very high
••• Very high

2.4 Conclusion

COIL stands for "Collaborative Online International Learning", and often takes place within the framework of a course, a part of a course, or throughout the curriculum. ITM in itself has the fundamental objectives of COILs as institutional characteristics, though the label of "COIL" is not applied.

A highly **international** student population studies every year at ITM in the masterprogrammes, short courses, PhD. programme or postgraduate certificates. Exchange between students and between students and staff is key at ITM, as scientific expertise and country expertise are mixed in the different cohorts by the parties (students and staff) involved. From this perspective, the aspect of '**collaboration**' and 'international' are definitely present: students are stimulated and expected to work together, and exchange perspectives and expertise. This contributes to the achievement of the learning outcomes, and to the collaborative nature of the courses at ITM. Notice also that short courses at ITM can be picked up within the framework of a masterprogramme, and as a credit certificate. This implies that, also because of the modular structure of ITM's education, the student population changes through the masterprogrammes. As stated above, students are also challenged in interdisciplinary debates to discuss with each other, across programmes, global health issues.

While a coil is organised as an **online** activity, ITM has a quite broad offer in online activities: the MSc in Global One Health is an online master, several short courses have first an online part and then a face-to-face part at ITM ('blended courses'), hybrid teaching is – due to the covid-pandemic – more present at ITM, and online activities are very much

organised in the framework of the Alliance and Alumni Network (eg alumni webinars). Especially in her partnerships, ITM builds upon the collaborative online nature of educational activities. However, despite the offer and collaborative international nature of online learning activities, courses and programmes, there is still a potential learning trajectory for ITM **to further strengthen this offer in such a way that it reaches the same objectives as the on campus learning activities.**

Developing a singular COIL at ITM seems from that perspective on the one hand obvious – as many of the educational activities are already having those key characteristics - but on the other hand it will not easily be defined as a coil exactly because of that same reason: while COILs may be projects in many institutions and a mean to achieve objectives of internationalisation, its fundamental characteristics are already intrinsically present at ITM since many years. We aim to achieve those goals at our campus, and in our online offer. And this is what defines our open and global campus