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“When students learn how to form connections within their scientific community, the entire field benefits”
GLOBAL PERSPECTIVES ON THE GALAXY

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“You tend to learn more from people who are different from you, because they provide a different perspective and provoke you to think about something in a different way”
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“Global Labs were designed to simulate the environment of international software companies, where modern project development means working with teams spread across multiple locations”
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“If a combined 35% of our student population tells us they feel more included through pedagogical approaches such as Universal Design for Learning, it is perhaps time to acknowledge that the classroom has indeed evolved”
UNIVERSAL DESIGN FOR INTERNATIONAL LEARNING
We have become used to saying that change is a constant in our lives, and that the pace of change is getting faster and faster. We only have to look at the mobile phones that we carry to realise how communication and connectivity have been radically transformed in the digital age. In our professional lives, those of us working in international education also generally feel that we’re at the forefront of leading or responding to change in our work environments, given the fundamental shifts which exposure to the international world has brought to students and staff, to our institutions and organisations.

However, for many of us, our direct experience of the classroom is now several years ago (or indeed a few more!) and we perhaps haven’t spent a lot of time reflecting on how the classroom has evolved since then. For many of us, memories of secondary and higher education are fixed at a point in time, only perhaps to be revisited when a new generation in our community – our children, nephews and nieces – starts to discover them. In this way, we are like the alumni who return to their alma mater several years after graduation only to discover that there are new buildings, that favourite cafes or bars are no longer there, and some of the schools and departments have new names.

So, this issue of Forum gives us an opportunity to reflect on the ways in which the classroom has responded to a globalised world, as well as to re-frame our understanding of how institutions have moved to adjust to new forms of diversity on our campuses. Presenting perspectives from Europe, North America and Asia, the authors in this edition look at technological innovations in the classroom and new ways of leveraging a more diverse community on our campuses. Some of the authors also look beyond the physical classroom to consider faculty development needs, for example, or to frame the learning environment as the campus as a whole, rather than its individual classrooms. We’re also delighted that Prof Eric Mazur, a Dutch physicist and educator at Harvard University, accepted to be interviewed for this edition.

What we know, from the latest EAIE Barometer and other surveys, is that higher education institutions are now more internationally focused than ever before. A full 78% of respondents in the second edition of the EAIE Barometer (September 2018) indicated that their institution referenced internationalisation in its strategy in some way. And this focus on internationalisation has led to greater geographical and cultural diversity in our student and staff communities, as well as new approaches to the curriculum that make use of internationally-relevant subject matter, and pedagogical techniques designed for a new age. We started to reflect on what these changes meant in the Winter 2015 edition of Forum on Internationalisation at Home, and this edition allows us to examine these questions in more depth.

As new Chair of the EAIE Publications Committee, this is also the first issue of Forum which I have had the honour to edit. With thanks to the other members of the Committee, to our Editorial Coordinator and, in particular, to Laura Rumbley (former Committee Chair and now Associate Director, Knowledge Development and Research for the EAIE) for all of their support and guidance.

— DOUGLAS PROCTOR, EDITOR
PUBLICATIONS@EAIE.ORG
Karen M. Lauridsen
Associate professor and educational developer, Aarhus University, Denmark
Karen has studied in Denmark and the USA and now specialises in teaching and learning in the international classroom. When she’s not designing international programmes, you might find her participating in a local bridge tournament.

Jeanine Gregersen-Hermans
Member Supervisory Board Thomas Moore and Senior Lecture Zuyd University of Applied Sciences, the Netherlands
Jeanine researches internationalisation and intercultural competence development. Between publishing in Forum and elsewhere, she’s been training for a four-day walking tour in the Netherlands this July.

Andrea Kingwell
Freelance writer, University of Calgary, Canada
The University of Calgary regularly engages Andrea to write science stories. A naturally curious communicator, she was excited to capture the collaboration between BNU and the University of Calgary Faculty of Science.

Claudia Bulnes
International Policy Advisor and Spanish lecturer at The Hague University of Applied Sciences, the Netherlands
Claudia has studied in Spain, the Netherlands and the UK, and in between has spent time teaching both English and Spanish as a foreign language. In her spare time, she enjoys un-winding with handicrafts.

Eveke de Louw
Senior International Officer at The Hague University of Applied Sciences, the Netherlands
Starting out as a lecturer in an international degree course, Eveke has always been fuelled by a desire to make sure all students have a rich and exciting learning experience within the university and beyond.

Marloes Ambagts
Lecturer, teacher trainer and researcher at The Hague University of Applied Sciences, the Netherlands
Marloes’ areas of expertise are teaching and learning in the international classroom and lecturer professionalisation in internationalisation. She also loves to shake it up at Zumba.

Hioko Akiba
Assistant Professor, Hitotsubashi University, Japan
Hioko spent a year studying abroad in Malaysia, and now specialises in study abroad advising and intercultural communication. In her free time, she’s learning sado, the traditional Japanese tea ceremony.

Yukako Yonezawa
Associate Professor, Tohoku University, Japan
Yukako specialises in management of internationalisation and intercultural collaboration between university students. Outside of work, she has spent over 20 years practicing Tai Chi.

Kazuko Suematsu
Special Advisor to the President (International Affairs), Tohoku University, Japan
Kazuko loves intercultural learning and teaching almost as much as dancing. At the end of each term, she gives a special dance performance to her students, which has earned her the nickname ‘Sue-Gaga’.

Mette Jørgensen
Head of Internationalisation, University College Copenhagen, Denmark
Mette’s work is focused on strategic integration of internationalisation in education, research and development. She is also an avid climber, having climbed the Sri Pada in Sri Lanka.

Anders Riel Müller
Senior Consultant of Internationalisation, University College Copenhagen, Denmark
Anders has studied in Denmark, Canada, the UK and South Korea. His area of expertise is in internationalisation of the curriculum and intercultural education.

Rikke Pedersen
Associate lecturer, Internationalisation, University College Copenhagen, Denmark
Rikke’s expertise lies in being able to see how international activities can strategically support development of the core tasks of education and research.

Svenja Zenz
International Development Manager, EURO-PEN-PEN International
Svenja has worked for universities in Australia, Canada and the USA. She speaks four languages, and even remembers a few words of Maori from her time in New Zealand.

Paul Doyle
Head of Adult Education and Online Learning, the School of Computer Science, Technological University Dublin, Ireland
Paul specialises in developing and delivering blended learning courses to native and non-native speakers of English. He previously lived in Hong Kong and wrote computer software to help predict the outcomes of horse races.

Frederic Fovet
Associate Professor, School of Education and Technology, Royal Roads University, Canada
Frederic has been educated in France, the UK, Canada and Australia, and finds himself naturally drawn to the perspective of international students through this shared experience. In his free time, he enjoys the Canadian west coast.

Eve Court
Program Advisor, Global Campus Initiatives, University of British Columbia, Canada
After an international education spread across Canada, Spain, Mexico, Poland, Austria and the USA, Eve has come to specialise in social justice and global citizenship education.

Magdalena Lukosz
Lecturer and programme coordinator, Centre for International Students, Osnabrück University of Applied Sciences, Germany
Magdalena specialises in teaching German as a foreign language and conveying general intercultural as well as country-specific knowledge in order to increase students’ intercultural competence.
Danish university colleges educate students who will work in the caring professions, such as nursing and social work. As the population of people working in and benefitting from these professions grows more diverse, faculty at university colleges need more international training in order to better care for a changing society.
For an international study environment to unfold successfully in the classroom, and for intercultural learning to take place in higher education, a teacher’s role is essential. How well do higher education institutions prepare their teachers for this task?

In Denmark, the University College Copenhagen (UCC) examined its practices in relation to the international competencies of newly-hired assistant professors. Instead of expecting faculty to participate in international activities, or to focus on a singular concept of internationalisation, the institution aims to understand and implement ways to integrate knowledge and experience gained from international activities into daily teaching practices. The range of support made available to faculty facilitates their development in the global classroom.

INTERNATIONALISATION AT A DANISH UNIVERSITY COLLEGE

Nurses, teachers, social educators and social workers: these are the primary professions that students are groomed for at the UCC. Because the UCC educational programmes primarily focus on a national curriculum, internationalisation has not had a clear priority. The accelerated global processes of recent decades, however, have led to new international demands and expectations in higher education; even Danish university colleges traditionally concerned with national contexts are currently players in a globalised education area.

The university colleges have become aware of how global processes permeate the everyday life of the local welfare professions. This is seen in the increasing diversity among the citizens engaged in these jobs; the complex international legislation that interferes with the welfare institutions; the international knowledge circulation that affects practice (ie international concepts, impact goals and standards); and the international policy frameworks that affect the decision-making of Danish welfare policy (eg OECD, PISA, ECEC).

To prepare students for such a reality is complex, requiring that education programmes integrate an international dimension in the curriculum. Only in recent years have the university colleges considered what is required of teachers for them to successfully facilitate students’ development of global competencies. One recent initiative has been to strengthen the international competencies of assistant professors.

INTERNATIONAL COMPETENCY REQUIREMENT AS LEVERAGE

Since 2014, assistant professors newly employed by Danish university colleges enrol in a four-year programme to qualify as higher education teachers. During those four years and in addition to teaching, assistant professors are required to participate in research and development work, and must include an international dimension in their work through relevant international activities. It is the responsibility of the institution to supply a framework for such international activities. The four-year programme ends with an ‘associate lecturer assessment’ thesis in which the assistant professors must account for the relevance of international activities and reflect on how an international dimension is incorporated in their teaching, research and development. This new programme has been an important driver in initiating systematic efforts to support the international competency development of teachers at Danish university colleges.

UCC began initiatives to include an international dimension in the programme back in 2015. UCC’s initial concern with enabling assistant professor participation in international activities led to the creation of an international activities catalogue, which was shared with heads of departments as well as with assistant professors. Job-shadowing possibilities in connection with international conferences and workshops were established, as well as an international week where assistant professors could co-teach with international guest teachers. In addition, strategic use of funding enabled staff exchange in collaboration

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with international partners, ensuring relevant mobility for groups of assistant professors. UCC continues to work on such initiatives, considered crucial for the internationalisation of their assistant professors.

In 2016, UCC launched one-day courses focusing on how to include internationalisation in the associate lecturer assessment. During these courses it became clear that if we want internationalisation to be an integrated part of teaching, it is by no means sufficient to simply provide opportunities for international activities. Although many assistant professors participated in international activities, they lacked the tools to unpack their experiences and disseminate the knowledge to their students. This inability to translate the international activities into relevant teaching material became evident during the first associate lecturer assessment, and several associate professors had to rewrite the part on internationalisation. There was a tendency to list only what they had done instead of describing how the knowledge gained could be included in their teaching, and thus they fell short of academic arguments that validated international activities.

**FRESH PERSPECTIVES**
The focus of the courses has shifted, with the emphasis on providing room for reflection. Based on their own experiences with internationalisation, faculty apply a number of didactic and analytical exercises to experiment with how the international activities can be translated into teaching practices. For instance, professors work on how to spot the hidden curriculum and use different approaches to expose multiple perceptions on central curricular themes. Exercises are developed to identify internationalisation and diversity in the classroom, or in welfare institutions. Not least, well-established courses are evaluated with the intention of strengthening the international dimension.

**Rather than one-sidedly presenting a range of internationalisation concepts and requirements, the focus is on how to translate knowledge and experience of internationalisation into a daily practice**

UCC’s main goal is to create room for reflection through various approaches, which the assistant professors can transfer to their students. Rather than one-sidedly presenting a range of internationalisation concepts and requirements, the focus is on how to translate knowledge and experience of internationalisation into a daily practice. This is both where the challenge lies and where we find a true educational gain in realising a global classroom, and the learning outcomes associated with it. Assistant professors’ reflections are a driving force in our goal to understanding and implementing internationalisation in higher education. Internationalisation should not only be understood as an activity in itself but as a special didactic approach that can strengthen the ability of teachers and students to understand and act in a complex global reality, and to adopt multiple views on their profession and practice.

— RIKKE PEDERSEN, ANDERS RIEL MÜLLER & METTE JØRGENSEN

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IN CONVERSATION WITH
ERIC MAZUR

Photos: Eliza Grinnell
In the increasingly globalised, information-saturated and technology-enabled world in which we’re living today, what does the notion of ‘the evolving classroom’ mean to you?

EM: Given my interest in pedagogy, the first answer that comes to mind would be moving away from learning as a spectator sport – where students are sitting theatre style, all watching the professor deliver a lecture – to a model which involves students actively in the learning process. So rather than a theatre style classroom, moving towards one that is flat, with round tables, where the focus of attention is not the professor but the students. And the professor’s role changing from the ‘sage on the stage’ to ‘guide on the side’, someone who helps students achieve the most.

The second answer is that ‘the evolving classroom’ is largely driven by societal changes. Before the internet, information was static and it was curated by universities, libraries and publishers. You didn’t have 24/7 instant access to information, so it was important to have a minimum of information inside your brain, so to speak. Nowadays, mobile phones provide instant access to any information we could possibly want, and it’s much harder to decide what is the information that we want our students to know. In fact, who are we to determine what information they should readily have inside their brain? Maybe it’s much better to give them access to the tools they’re going to use later and teach them how to use the information rather than to remember it. And, in any case, eventually they’ll remember the information that they use over and over again. So in other words, memorisation should be a consequence of the use of information, rather than a perceived need in the brain of the professor, who probably cannot even fathom what kind of job the student will eventually end up in.

As a physicist, you’ve spent your academic career operating largely in a specific disciplinary domain. Do you think that effective learning and teaching adhere to some universal principles, or that the particular nature of specific fields or disciplines require different ways of thinking about learning processes?

EM: I’m convinced that, to put it very bluntly: learning is learning, regardless of the context. What initially got me interested in teaching and learning was a problem in my own classroom. I discovered – after years of what I thought was sensible lecturing – that my students weren’t learning. So I developed a new approach to instruction – ‘peer instruction’ – that solved my problem beautifully, and that permitted me to triple the learning gains. I got so excited about it I started giving presentations about it, and then other physicists started to adopt the method.
But then what has happened over the past three decades is that other disciplines adopted the method, in the sciences at first but then later in the humanities too. At first I couldn’t imagine how someone who teaches French drama would use my approach to interactive teaching. But what peer instruction in the classroom does is that it brings the focus to the motion, devaluing simply giving the desired answer. So whether you train people to think as a physicist or to think as an art historian, ultimately it is about the thought process: we want to train our students to become critical thinkers, to think like the people who are engaged in the discipline that we’re trying to teach.

So it’s really about thinking, not about memorising “if this, then that”. It cuts across all disciplines and comes back to the point of what learning is really about: it’s not about storing the internet or a whole set of books in your brain, it’s about learning how to think.

It’s not about storing the internet or a whole set of books in your brain, it’s about learning how to think.

You teach at Harvard University, which, among the global population of higher education institutions, is atypical in terms of its prestige, its resources, and its ability to attract top talent. Do you think that makes your teaching experience there ‘atypical’ in comparison to other instructors in higher education around the world? Or, can what you do with teaching at Harvard be relevant in other national or cultural contexts?

Em: Yes and no. Yes, Harvard University is different from, for example, a small rural college in Thailand. Top-tier universities have more resources and probably have a more select group of students than you would find in a rural area in a
developing country. However, as I said before, from a cognitive point of view, from a learning point of view, things are not that different.

To give you an example, after I first had my first successes with peer instruction at Harvard, I thought it would be great to submit a proposal to the National Science Foundation (NSF) about improving education. So I wrote a proposal and the first thing that came to mind was exactly this question – I’m at Harvard, why would the NSF fund anything to improve education at Harvard, rather than a community college somewhere? So I included right from the start institutions that were very different from ours, and a number of years later we actually published a study that took place not only at Harvard, but also at a community college.

The interesting thing is that, yes, the students performed at a different level, but the relative gains were nearly identical. Which, if you stop to think about it, it’s not that surprising. Yes, you have to adjust the material you use to the level of the students, but the same idea is that you bring them up, relatively speaking, by the same amount as you do the Harvard students. And because the students start much lower, the absolute change is much bigger than at Harvard.

Do you see any connection between your own international experience and approaches to learning and teaching? Is there something about your own international background that makes your classroom a particular kind of learning environment?

EM: I’ve sort of always felt like an outsider. I grew up in the Netherlands but my mother was French-speaking Belgian and my father was Austrian. I spoke French with my parents, German with my grandparents, and Dutch was sort of an adopted mother tongue, so in a sense I always felt different from the other kids. Later I moved to Paris and I thought I’d fit right in because it’s my ‘first’ mother tongue, but of course in France I was considered the Dutch kid. So I’ve always, growing up, sort of felt different from the other people around me, and I think that does affect your brain in some way, in that you’re more likely to think outside of the box because you’re outside of the box anyways.

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<td>Knowledge diplomacy and the digital world: does international tertiary education have a role? &lt;br&gt;www.britishcouncil.org/going-global</td>
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