



INTERNATIONALISATION IN HIGHER EDUCATION: IMAGINING NEW WAYS OF TEACHING AND LEARNING

KEY MESSAGES AND RECOMMENDATIONS

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INTRODUCTION

The role of pedagogical innovation in shaping the universities of the future is considered of utmost importance in Circle U. and it is the core mission of its Think and Do Tank. The aim of the Circle U. National Conference in Paris was precisely to explore the **pedagogical impact of the internationalisation process on the transformation of higher education in Europe** and to understand the nature of knowledge development in international educational contexts through the perspective of the professors, the students and the staff involved in these experiences.

With this paper, the Think and Do Tank of the alliance wishes to share key messages and recommendations with other colleagues in Circle U. and external stakeholders, following the collective reflection we had during our National Conference and the other activities organised around the [Circle U. Week for the Future of Higher Education and Research](#) on January 2023¹.

THE OPENING EVENT, JANUARY 23

EUROPEAN ALLIANCES AS TESTBEDS FOR INNOVATION IN EDUCATION

The overarching goal of the first panel at the opening event of the National Conference was to stimulate a common reflection on pedagogy to examine how internationalisation impacts our learning and teaching practices. Jan Palmowski, Secretary-General of The Guild of European Research-Intensive Universities, moderated the panel accompanied by Minh-Ha Pham (Counselor for Science and Technology at the French Embassy in the UK), Maxime Legrand (President of the Think Thank Revolution Educative), Jo Angouri (University-level Academic Director for Education and Internationalisation at the University of Warwick – European University EUTOPIA) and Antoine Cazé (vice-president International at Université Paris Cité).

Jan Palmowski started asking for the key needs in European pedagogical innovation. Maxime Legrand pointed to the fact that “students are faced with many challenges including economic, social and ecological issues that would need to be considered in the curricula to empower them”. Apart from knowledge in itself, the new curricula should include other social skills, deliberate practices and learning by engaging in research. Thinking as a researcher is a key competency that should be developed during the first year of university and not only at the master’s level. Minh-Ha Pham, when referring to the education sought in Europe, affirmed that “we want our students to be concerned and informed citizens who can distinguish between fake news and valid sources of information and form their own opinions about how they want to contribute to society”.

Maxime Legrand suggested that European universities should follow the lead of universities in Canada and North America by providing students with appropriate counselling and guidance services “in today’s harsh and rapidly changing world”. Related to this, Fatou Esteoule, Director of the Strategy International Relations and Strategy Office at Université Paris Cité, added that university alliances should “keep in mind what outcomes you want for your students, how you intend to help them become European citizens and how educational innovation will help them get a job, which is their goal once their studies are completed and which should remain our universities’ primary goal”. Linked to this remark, Jo Angouri insisted on the importance of considering the added value of European alliances so that all the actors engaged in them understand clearly how they can benefit from it and how to use them as a springboard of development”.

¹ Link to the full report and key messages of the Circle U. week for the Future of Higher Education and Research: <https://www.circle-u.eu/about/publications/national-conferences/imagining-new-ways-of-teaching-and-learning-through-internationalisation-and-sustainable-education.pdf>

The conversation questioned to what extent university alliances have been instrumental in bringing innovation into higher education. Jo Angouri, as part of the EUTOPIA alliance, explained that “rather than thinking something new in terms of pedagogical innovation, it would be more beneficial to recognize what is missing and approach the situation from a different perspective, as EUTOPIA did, which is to begin by building innovation from within, identifying what we already do and how it can be used as a springboard for new development”. In a similar vein, Circle U., in its foundational phase, gathered examples of innovative initiatives promoting transferable skills under the frame of the Erasmus + Strategic Partnership InnovEd4Ts1.

Jo Angouri underlined that, whereas there is a type of “holistic understanding that has been fostering transnational collaboration in the research field through models, frames and incentives, there is still too little connectedness within the education side”. She explained that the reason behind having less collaboration in pedagogical innovation is that education is nationally regulated so that each country follows its own framework. To respond to this challenge, EUTOPIA introduced connected learning communities which allowed staff and students to identify what the others were doing and exchange about curricula, resources used for delivering teaching, assignment methods, student-led initiatives, etc. As for the division between research and education, it was challenged through the creation of hubs of activity. In Circle U. the three Knowledge Hubs play a similar role. As for the pedagogical experimentation within Circle U., the accent has been put on problem-based learning and deployed through the Circle U. Challenges, consisting of international and interdisciplinary teams of students collaborating with academics to collectively answer to the multi-dimensional and real-life problems faced by non-academic associated partners.

Maxime Legrand brought to the table the role of universities in relation to the “private market players” and proposed creating new large universities instead of building inter-university alliances. To respond to this idea, Minh-Ha Pa recalled the time that normally takes for national education systems to be transformed. According to Jo Angouri, there is no such direct competition as there have always been other sources of training other than universities. She argued that “to enact change, we must go beyond any single global university model and mobilise all networks and alliances instead”. Furthermore, she added that “working together through inter-university alliances ensures that channels remain open and that we do not produce parallel recommendations, documentation, research and so on”. Antoine Cazé explained that “given the profound differences between societies and their significant effect on education systems, merging would not be a solution” and illustrated his argument by pointing out the issue of international student fees and the various ways of distributing scholarships to students across countries.

As factors of success for European alliances, Jo Angouri underlined that close collaboration with policymakers and institutions is needed to standardize changes and achieve a sort of structural flexibility. Jan Palmowski suggested engaging Member States, despite the current support of the European Commission. Finally, Jo Angouri talked about the sustainability of education, referring to “our collective responsibility” to make sure that the work done is not reduced to “an educational firework” that is short-lived and does not become “generators of parallel structures”.

EUROPEAN ALLIANCES AS TESTBEDS FOR CREATING JOINT STUDY PROGRAMMES

Ivana Didak, Senior Policy Officer at The Guild of European Research-Intensive Universities facilitated the discussion between three speakers: Armelle Prigent, Vice-president Education and University Life at Université de la Rochelle (Coordinator of the European University EU-CONEXUS), Karine Andrieux, Professor at Université Paris Cité and Responsible for the Master Erasmus Mundus Nanomed, and Lise Haddouk, Professor and Responsible for the Master Erasmus Mundus CYBER at Université Paris Cité.

The panel debated the added value of joint study programmes compared to other types of transnational collaboration and identified the main benefits of joint programmes (both planned and unplanned) for students, staff and the university. The pros and cons of establishing a programme in a bottom-up way or through an

institutional policy (more top-down) were also brought to the table. Mobility appeared to be an important issue in these programmes, as well as student assessment. As one of the innovations that the European Commission is piloting at the moment is to introduce a joint European degree, the speakers and the public shared their views on this. Finally, the question of how can we provide a Mundus-like experience to the broader student community, considering the potential of alliances in this space, was addressed.

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- Link to the slides presentations used by the three speakers on the second panel on their respective joint study programmes: <https://cloud.parisdescartes.fr/index.php/s/zCikeiYApwAEFDY>
- Link to the recording of the whole opening event on YouTube: https://www.youtube.com/watch?v=lqVde9AUNNQ&ab_channel=Universit%C3%A9ParisCit%C3%A9

THE WORKSHOPS SESSION, JANUARY 24

Facilitating international cooperation in teaching and students involvement through the 'Micro-collaborations' proposed by the Erasmus project DIONE

Philipp Wassercscheidt, Lead of the Think and Do Tank at Humboldt-Universität zu Berlin, presented the key ideas of the E+ Strategic Partnership [DIONE \(dione-edu.eu\)](https://dione-edu.eu) that Circle U. can integrate to achieve a massive, seamless and democratic internationalisation of teaching among the partners of the alliance.

He argued that for our universities and the European higher education area to really grow together, we need new formats. Formats that, even when only open to specific groups, nevertheless allow students and teachers to work actively together actively. The concept of DIONE is to focus on micro-collaborations in teaching, which focuses on short-term and flexible collaborations in teaching and places student collaboration at the centre of attention.

- Link to the slides presentation used in the workshop: <https://cloud.parisdescartes.fr/index.php/s/Hsgber3cHqDcysZ>

Sharing projects and skills within the alliance: the example of the platform 'Projects' and its interest in promoting collective intelligence

Eric Cherel, Chief Information Officer and Inès Allag, Pedagogical engineer, both at the Learning Planet Institute, presented a digital collaborative platform aiming at facilitating teachers' work, providing them with a proven method and saving time in managing their students' projects on a large scale. The Projects platform enables teachers to support their students in project-based learning by providing them with a tool, but also with adapted methodologies and customizable templates. It combines several key pedagogical approaches, namely project-based learning, competency-based learning and peer-to-peer learning.

- Link to the platform: <https://projects.learningplanetinstitute.org/dashboard>
- Link to an explanatory video of the platform: <https://vimeo.com/557116523>
- Link to the presentation used at the workshop: <https://cloud.parisdescartes.fr/index.php/s/5xfpoQb5m3CXFKS>

Learning analytics: How does university administration work with educational data on inclusion and attrition?

Trine Kaalby Bjerre Gjøderum (Aarhus Universitet), Marianne Toftegaard Hansen (Aarhus Universitet) Pernille Kirk Jensen (Aarhus Universitet) and Alessandra La Spina (Università di Pisa) are members of a

Circle U. working group on Learning Analytics. In Paris, they presented the results of the White Paper “Legal and ethical aspects of Learning Analytics” delivered in August 2022 and invited the participants to the workshop to discuss similarities and differences between different university administrations’ findings in the field of Learning Analytics (LA).

LA consist of the measurement, collection, analysis and reporting of data about students and their context with the purpose of optimizing student learning and strengthening the quality of the educational context. The exchanges of experiences in the Circle U. working group for Learning Analytics have shown that we all have much experience with Learning Analytics as general descriptive statistics and explanatory analyses, but less experience with Learning Analytics as predictive analysis on specific inclusion and attrition. The next step for the Circle U working group is to share, analyze and report on patterns in inclusion and attrition across universities.

- Link to the White Paper: <https://www.circle-u.eu/about/publications/learning-analytics/white-paper-learning-analytics.pdf>
- Link to the slides presentation used at the workshop: <https://cloud.parisdescartes.fr/index.php/s/YgQKAt38oNeZsDE>

KEY MESSAGES AND RECOMMENDATIONS

- 1 Use the [conceptualisation and operationalisation of “Sustainable Education” in the COSE project](#) to design new pedagogical initiatives across the Circle U. alliance geared towards the building of more sustainable learning in more sustainable universities.
- 2 Mapping and upscaling existing initiatives among partner universities to ensure that staff and students can learn from best practice examples at other universities.
- 3 Integrate external stakeholders and non-academic actors in the study programmes to show the potential of education as transformative and to ensure the impact of educational initiatives in society. Also, to learn from other civic agents about challenges and opportunities.
- 4 Promote “micro-collaborations” among academics (both researchers and students) and set up a digital collaborative platform to facilitate the connections and smooth the managing process.
- 5 Involve the students as co-researchers in ongoing research projects and connect the co-research initiatives to their education, including courses and programmes on all levels, not only at the master’s level.
- 6 Continue exploring the pedagogical impact of internationalisation and identify what is the added value of interculturality for any specific educational activity, taking note also of the difficulties.
- 7 Continue asking students about their perspective on university education (like it has been done with the survey on language learning and multilingualism) and use it for further designing teaching practices.
- 8 Identify the added value of interdisciplinarity for any specific educational activity, e.g., activities for a sustainable world, taking note also of the difficulties.
- 9 Promote experiential learning and, more generally, pedagogical practices involving both thinking and doing, because this combination appears to be more effective in producing sustainable learning, that is learning lasting a lifetime.