Amsterdam University of Applied Sciences

JOINT CLASSROOM
The why, how and what of virtual exchange.

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FACULTY OF BUSINESS AND ECONOMICS

AMSTERDAM UAS

PROGRAMME

❖ What is VE?

❖ Why virtual exchange?

❖ How to implement VE?

❖ Considerations

❖ Examples

❖ Questions to ponder…

AMSTERDAM UAS

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46.000+ Students

2,7% International students

66 bachelor programmes

15 master programmes

7 faculties:

All located in Amsterdam

FACULTY OF BUSINESS & ECONOMICS

14.000 Students

+/- 10% Mobility

Programmes:

Marketing & Sales,

Entrepreneurship,

Sport & Event marketing,

Digital marketing

International Management & Business

Finance, HRM, Accountancy

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VIRTUAL EXCHANGE?

WHAT IS COIL? KANSAI EXAMPLE

What are Online International Collaborations?

No Consensus Name for Modality. Yet...

- Collaborative Online International Learning
- Telecollaboration
- Virtual Mobility/Exchange
- Exchange 2.0
- Globally Networked Learning
- Connective Multicultural Learning
- e-Tandem

_____ is not a technology, but a teaching and learning paradigm that develops cross-cultural competence across shared multi-cultural online learning environments.

WHY?

- "Internationalization requires a new innovative approach and to incorporate non-traditional ideas"
dr. Hans de Wit – keynote at 2012 AMPEI conference

- "Innovative uses of technology and globally networked learning are a key to the future expansion of internationalization activities in higher education"
dr. Hans de Wit – keynote at 2013 COIL conference

What is Virtual Exchange?

- VE brings together students & teachers in geographically distant locations, from different lingua-cultural backgrounds

- VE model aims to create team-taught learning environments where teachers from different cultures work together to develop a shared syllabus, emphasizing *experiential collaborative learning*

- Give new contextual meaning to content students explore

- Use technology to bridge distance between students

- Is an inherently *networked model* of education

- VE courses cannot exist on a single campus

- Require actively engaged international partner

Impacts for Students

Focus on Student-to-Student Interactions to promote:

- awareness and knowledge about other cultures and realities

- understanding of how others perceive us (and why)

- understanding and awareness of each person's own cultural background

- experiential & collaborative student learning

- competency in using English (or other languages) in authentic communicative contexts

- development of online communicative competence, and digital literacy

- experience working in virtual teams

- opportunities to build diverse personal relationships

Impact for Institutions

- Professional development for professors and staff
- International experience to wider range of students
- Meet strategic goals and internationalize curricula
- Develop new partnerships
- Reduced administrative complexity
  - Students are usually enrolled, charged tuition, and awarded grades only at their home institution
- Increase student study abroad interest/preparation

2 teachers

2 cohorts of students

2 institutions

2 *or more* cultures

2 languages

1 course/module

Shared content

Co-teaching

Collaborative st work

Online

=

COMPLEXITY

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Why VE at AUAS?

❖ AUAS 2,7% mobility, FBE +/- 10%

❖ Need to internationalise the curriculum is supported in university policy and strategy

❖ 21st Century skills: flexibility, creativity, communication, critical thinking> specifically part of curriculum and learning outcomes

❖ Employability skills: what does a graduate need to be employable? (in the region, the country and internationally)

❖ VE as a tool for Internationalisation@Home: embedding in existing curriculum

❖ Strenghtening partner network

❖ Relatively affordable, relatively easy to implement and embed in programme, possibility to scale up (= accessible to all students)

COIL ACTIVITIES ON CAMPUS

VE since 2008, COIL since 2014.

2014-2015: 2 projects, 2 partners, 60 students

2015-2016: 4 projects, 3 partners, 125 students

2016-2017: 25 projects, 10+ partners, 750 students

2017-2019: 30+ projects, 16+ partners, 900 students

IMPLEMENTATION

Bottom up

Top down

Ownership?
Coordination?

Start with champions?
Or
Implement for ALL students?

Curriculum first?
Partnering first?

Multi/inter-disciplinary?

Facilitation?
IT & technology
Training
Promotion (buy-in)
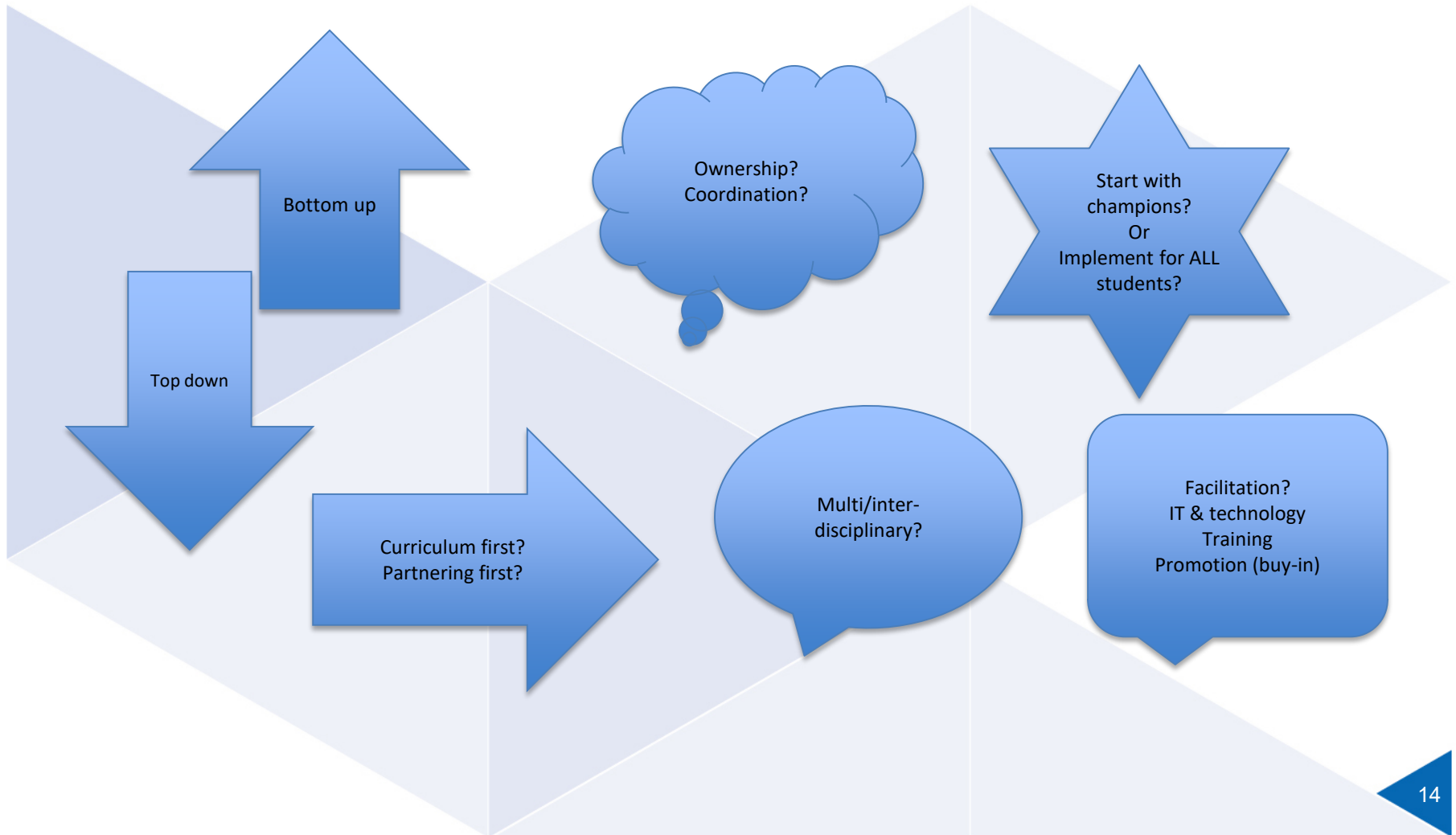
STRATEGY AT AUAS/BUSINESS SCHOOL

Identify best match in curriculum

Opportunities in assessment: group assessment, contrast & compare, collaborate

Curriculum & lecturing grid allow ramping up: structured and integrated in department communication and logistics

Training & communication

Partnering (existing & new)

COIL examples

US: Business Management
Lebanon: Economics

COIL: *Cultural Influences on Management Style*

US: English Composition
Mexico: Artificial Intelligence

COIL: *AI Impacts on Everyday Life*

US: World History 1850-present
Egypt: International and Comparative Education

COIL: *Multicultural Contributions to the Evolution of the Scientific Method*

COIL examples

US: Health and Aging
Lebanon: Technology and Society

COIL: *The Influence of Technology on Fitness and Aging*

US: Nursing
South Africa: Construction Technology

COIL: Constructing a Virtual Hospital

US: Introduction to Psychology
Mexico: Financial Engineering

COIL: *Conceptions of Self and how it Influences Consumer Economic Behavior*

EXAMPLES OF COIL PROJECTS AT AUAS

Mexico: Concept of safety.

Chile: Export plan for local wine producer.

Belarus: Comparison of digital marketing strategies.

Australia: Comparison of the use of bicycles and how to market them locally.

Finland/US: impact of global trends on local entrepreneurship.

1. MONTERREY/CHIHUAHUA, MEXICO

TOPIC: Cultural differences in the concept of safety in Amsterdam and Chihuahua

- Module: intercultural competence (both lecturers)
- Duration: 5 weeks
- Deliverable: 1) create a video about comparison of safety 2) create a video reflection about the experience and lessons learned.
- Assessment: separately but in agreement

SET UP:

- Create teams (1x1 for stronger immersion)
- Get to know each other (videos on facebook group)
- Regular milestones
- 2 e-lectures
- No synchronous classes (time difference -9)
- Synchronous work outside classroom

2. ULSTER, USA

TOPIC: The impact of local and global trends on entrepreneurship
- Modules: intercultural competence & entrepreneurship
- Duration: 8 weeks
- Deliverable: (project mngt) mindmap, ppt presentation and project report. Individual reflection (learning diary)
- Assessment: separately but in agreement

SET UP:
- Create teams (3x4)
- Get to know each other & the project: joint kick off and FB group https://www.Facebook.Com/groups/405002689933196/
- Regular milestones
- Weekly synchronous classes (time difference -6)
  lecturers had class time with their own students as well as 1 hour weekly synchronous for students to work on assignment
- (A)synchronous work outside classroom
- Synchronous wrap up: final presentation

PROJECT DESCRIPTION (SUNY ULSTER)

EXPLORE ONE OF THE FOLLOWING TRENDS AND THE IMPLICATIONS FOR ENTREPRENEURSHIP IN THE NETHERLANDS, THE US AND GLOBALLY:

- Aging population
- Millennials, technology and the role of influencers
- Shift of populations: urban vs rural
- The growing trend towards social entrepreneurship, using the structure of entrepreneurship to solve societal problems.
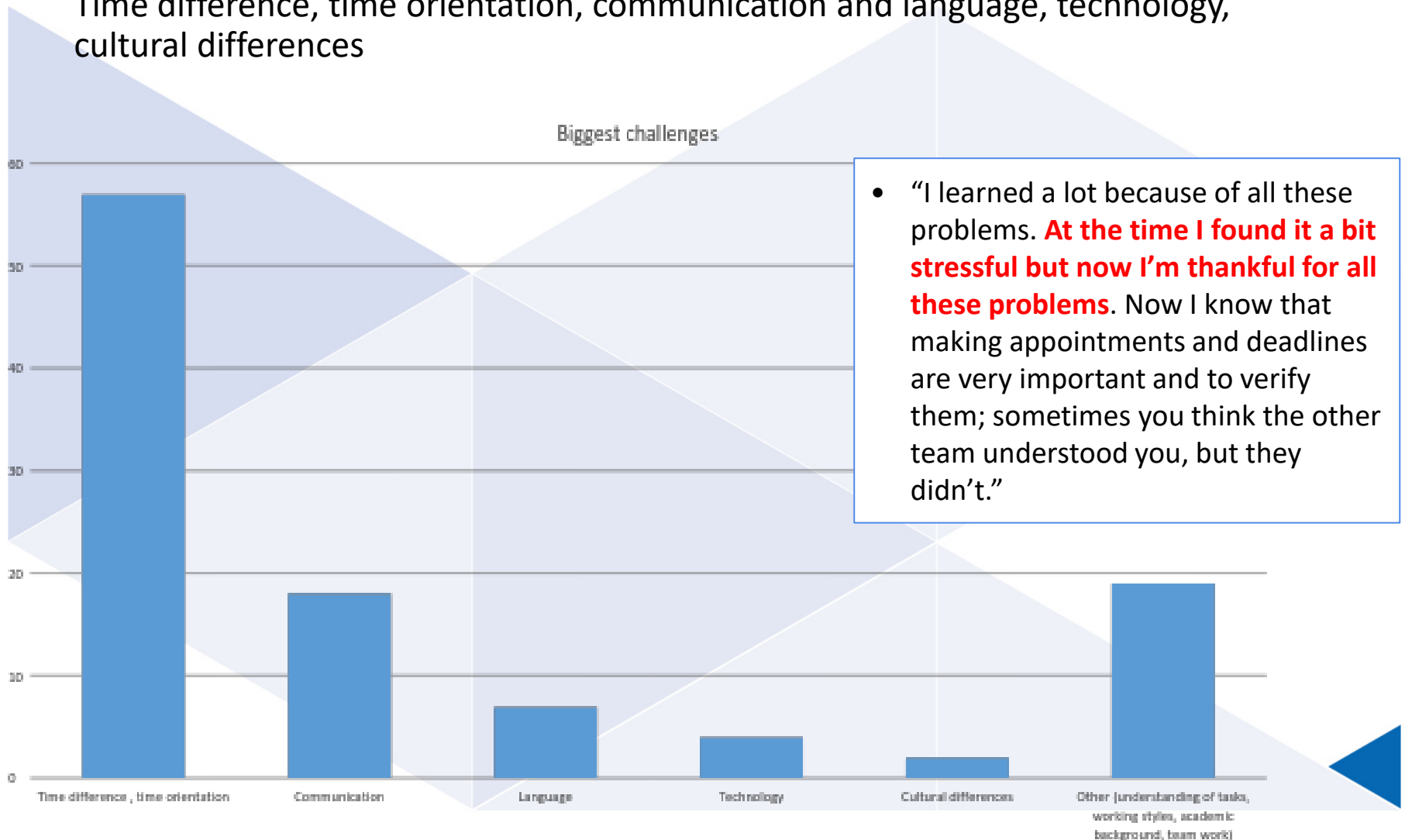
Student voices

COIL RMIT Vietnam

- "To work with people and teams with different nationalities is a challenge most of the time. **To work with them only virtually is much more difficult**."

- "It was nice that each group had their own set of skills and that we could combine this during the project."

- "We had several skype meetings and made visualisations and the icebreaker with each other. But still you don't know each other really well. I found out that due to this lack of relationship the project was harder than we thought in the beginning. **So making a good relationship is really important when working in an (virtual) international group**."

- "I learned a lot because of all these problems. **At the time I found it a bit stressful but now I'm thankful for all these problems**. Now I know that making appointments and deadlines are very important and to verify them; sometimes you think the other team understood you, but they didn't."

Biggest challenges:

Time difference, time orientation, communication and language, technology, cultural differences

Biggest challenges

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COIL	Before	Who?	During	Who?	After	Who?
Organisation & logistics	- Partnering - Policy and quality control		- Execution: rolling out simultaneous projects - Coordination		- Evaluation & follow up - Publication/research	
Technology	- LMS - Privacy laws - Collaboration tools		- In class tools: video conferencing - Collaboration tools - Communication tools		- Handing in assignments for assessment	
Pedagogy	- Staff training - Preparing students - Designing COIL projects - Learning outcomes		- Online interaction - Coaching of virtual teams - Coaching of international teams		- Aligning assessment	
Cultural competence	- Prepare staff and students for cultural differences - Intercultural sensitivity as learning outcome?		- Coaching on cultural differences		- How to assess what students learned? - Survey	

DISCUSSION

Explore what it means to implement a form of online learning for your context:
What department, module or discipline is best suited?
What would it take to get started? Think of stakeholders, curriculum, partner network, opportunities.

What would be the first implementation steps :

❖ partners

❖ learning outcomes

❖ how to work online (& technology)

❖ pedagogy

❖ support and facilitation
(see rubric)

THANK YOU!
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