

VIS Live! Event – Programmaoverzicht

09 November 2023

**VIRTUELE INTERNATIONALE
SAMENWERKING IN HET
HOGER ONDERWIJS**



Programmaoverzicht

Versie 30 oktober

Tijd	Onderdeel
10:30-13:00	Registratie
10:30-11:00	Inloop en koffie/thee
11:00-12:00	<p>Opening informatie- en adviesmarkt, met stands van:</p> <ul style="list-style-type: none"> • VIS consortium: het trainings- en ondersteuningsteam voor VIS (CINOP, Sharing Perspectives Foundation, UNICollaboration, Rijksuniversiteit Groningen, Hogeschool Utrecht) • Dialogic: het onderzoeksbureau dat namens OCW het VIS-evaluatieprogramma uitvoert • DUS-I: het bureau dat de VIS-aanvragen voor OCW coördineert • NUFFIC: de Nederlandse organisatie voor internationalisering in het onderwijs <p>Posterpresentaties door collega's betrokken bij VIS</p> <ul style="list-style-type: none"> • Setting up North/South Lines for Knowledge Exchange, Dan Padure, Rijksuniversiteit Groningen • Implementation of Recommendations Derived from VIS Trainings in Three-Partner COIL, Nathalie Crapanzano-Kerp and Marine Pédéhour-de Wit, Hotel Management School Maastricht - Zuyd Hogeschool • The ICCS Micro-module - A collaboration of Seven ECIU Universities in Organising Student-Driven Education for Intercultural Communication Development, Nelleke Van Adrichem, Luuk Buunk, Marie-Laure Snijders, Atis Kazferi, Nina Bode, Soham Nanwani Vaswani, University of Twente • International Relationship Development via Collaborative Online International Learning, Klaudyna Renke, Saxion University of Applied Sciences (NL) • International Curriculum Design Co-creation in Virtual International Collaboration (VIS), Thierry Tartarin, Saxion University of Applied Sciences (NL) • Biobased Battle Finland - The Netherlands, Mara van Eijndhoven, Avans University of Applied Sciences - Centre of Expertise Material and Energy Transition
12:00-13:00	Lunch
13:00-13:30 <i>Heymanszaal</i>	<p>Welkom en opening</p> <p>Opening door: Dr. Joost Keizer, Vice-Decaan, Faculteit Letteren RUG, Portefeuillehouder Onderwijs, Internationalisering, PR & Voorlichting</p> <p>Keynote presentatie: "Virtual International Collaboration: an opportunity to advance diversity, equity, and inclusion (DEI) goals in higher education" Mónica López López, universitair hoofddocent en expert in kinder- en gezinswelzijn, ongelijkheid in kinderbescherming, tevens coördinator internationalisering (Gedrags- en Maatschappijwetenschappen, Rijksuniversiteit Groningen)</p> <p>Abstract: In this session, I will discuss the potential of virtual international collaboration (VIC) to foster diversity, equity and inclusion (DEI) goals in higher education. Drawing on several experiences as the designer and facilitator of VICs between universities in the UK, Spain, Mexico and the Netherlands, I will share the benefits and challenges of this tool for teachers and students, emphasizing aspects such as the development of connections, cultural humility, transnational solidarity, and the recognition of intersectionality to challenge power asymmetries. As VIC practices gain popularity, it is important to reflect together on how to make this powerful tool more ethical, accessible and reciprocal.</p>

13:30-13:40	Zaalwisseling					
13:40-14:20	Parallelprogramma ronde 1: Presentaties en/of campfire sessies door docenten, studenten, ondersteuners, coördinatoren, onderzoekers en anderen betrokken bij VIS					
	Future of VIS: Heymanszaal Campfire: David van Maaren, / Britt van Teijlingen (OCW) De Toekomst van Virtuele Internationale Samenwerking	Language & Culture: A2 Chloé Kervio, Christine Vidon, Win-win for trainees and learners in Second Language Acquisition, University of Groningen	Across timezones: A3 Jolanda van Lieshout, Astrid Niersman Virtual International Intercultural Interprofessional Learning (V3IL), Hanzehogeschool Groningen	Activating & onboarding: A7 Rudi Steenbruggen, Esther Baluchl, Kristel Pieterman Physiotherapy without borders, Saxion	Management & policy: A8 This information and inspiration track is targeted at managers, coordinators and policy advisors (not primarily at teachers who are (planning to be) engaged in a VIS project. The session consists of two parts (one before and one after the break) and focuses on How to make VIS sustainable in your organisation so that projects can be scaled up and made sustainable? Jelly Offereins, Gerdientje Oggel, Introduction: Purposeful and sustainable integration of VIS Part I: Reinout Klamer, How to move VIS from those who want it to VIS for all integrated in the curriculum. Stakeholder involvement in COIL/VIS projects within THUAS, De Haagse Hogeschool	Stakeholders: A12 Campfire: Gerard Hoogenhout, Tom van Daalen Designing and executing COIL-projects with colleagues with different roles, De Haagse Hogeschool,
14:25-14:55	Koffie/thee					

14:25-14:55	<p>Posterpresentaties door collega's betrokken bij VIS</p> <ul style="list-style-type: none"> • Setting up North/South Lines for Knowledge Exchange, Dan Padure, Rijksuniversiteit Groningen • Implementation of Recommendations Derived from VIS Trainings in Three-Partner COIL, Nathalie Crapanzano-Kerp and Marine Pédéhour-de Wit, Hotel Management School Maastricht - Zuyd Hogeschool • The ICCS Micro-module - A collaboration of Seven ECIU Universities in Organising Student-Driven Education for Intercultural Communication Development, Nelleke Van Adrichem, Luuk Buunk, Marie-Laure Snijders, Atis Kazaferi, Nina Bode, Soham Nanwani Vaswani, University of Twente • International Relationship Development via Collaborative Online International Learning, Klaudyna Renke, Saxion University of Applied Sciences (NL) • International Curriculum Design Co-creation in Virtual International Collaboration (VIS), Thierry Tartarin, Saxion University of Applied Sciences (NL) • Biobased Battle Finland - The Netherlands, Mara van Eijndhoven, Avans University of Applied Sciences - Centre of Expertise Material and Energy Transition 					
15:00-15:40	<p>Parallelprogramma ronde 2: Presentaties en/of campfire sessies door docenten, studenten, ondersteuners, coördinatoren, onderzoekers en anderen betrokken bij VIS</p>					
	<p>Future of VIS: Heymansaal Campfire: David van Maaren, / Britt van Teijlingen (OCW) De Toekomst van Virtuele Internationale Samenwerking</p>	<p>Language & Culture: A2 Beatriz Cabrera Fernández, Cristina Pascual Aibar Learning Spanish and Learning to Teach It Through Cultural (Self-) Reflections</p>	<p>Across timezones: A3 Robert Warmenhoven, X-culture, the International Business Competition Using GVT's, HAN</p>	<p>Research: A7 Audrey Rouse Malpat Intercultural Competencies and the Role of Grit, University of Groningen</p>	<p>Management & policy: A8 Part II Management & Policy track Campfire: Anouk Vermeulen/Eva Haug, Onboarding Diverse Stakeholders in VIS, Nuffic & Hogeschool van Amsterdam (HvA) Closing Management & Policy track</p>	
15:40-15:50	Zaalwisseling					
15:50-16:30 <i>Heymansaal</i>	<p>Afsluitende sessie: Impact en toekomst van VIS, met bijdragen van:</p> <ul style="list-style-type: none"> • Max Kemman, senior onderzoeker/projectleider Dialogic: "Tussenstand VIS-projecten" In opdracht van OCW monitort Dialogic de VIS-projecten. Alle VIS-projecten worden benaderd voor deelname aan online enquêtes, om zo de meerwaarde van VIS voor het hoger onderwijs in kaart te brengen. In de eerste vier subsidie rondes zijn 254 projecten gefinancierd. Dialogic presenteert een overzicht van de stand van projecten, de ervaringen van 125 projectleiders en de ervaringen van ruim 500 studenten die hebben deelgenomen aan VIS-projecten. • Panel met Els van der Werf (Adviesraad VIS project) en Reinout Klamer (HHS): VIS in breder perspectief (o.a. aansluitend bij ervaringen IVEC conferentie (São Paulo, Brazilië, 30 okt-1 nov) • David van Maaren, / Britt van Teijlingen, OCW: Terugblik eerste ideeën over toekomst VIS 					
16:30-17:30	Afsluiting met een hapje en een drankje					

ABSTRACTS (in alphabetical order)

Title: Learning Spanish and Learning to Teach It Through Cultural (Self-)Reflections

Presenter: Cabrera Fernández, Beatriz

Co-presenter(s): Cristina Pascual Aibar

Institution: University of Groningen

Format: Presentation

Abstract: This presentation describes the VE *Learning Spanish and Learning to teach it through Cultural (Self-)Reflections* between 45 BA students of *European Languages and Cultures and International Relations and International Organizations* in A2-B1.2 Spanish proficiency courses at the University of Groningen (UG) together with 20-25 MA students of the programmes *Teaching Languages: Spanish as a Foreign Language* at the University Rovira i Virgili (URV) and *Teaching Spanish as a Foreign Language: Teaching, Culture and Methodology* at the University of Granada (UGR), both in Spain.

Our presentation will start by introducing the learning goals of each participant group in the project. Both groups aimed to develop their digital skills as well as to raise (self) awareness of their own and other cultures. Furthermore, on the one hand, MA students' specific goals were to know the challenges of A2-B1 CEFR levels as well as to design and implement communicative activities based on cultural (self-)reflection. On the other hand, BA students' focus was to practice their oral skills in the target language. We will continue showing the structure of the project and some examples of the output of the design process that resulted in 12 group synchronous sessions. Finally, we will show the perception of both groups of students about the effectiveness of the project regarding the achievement of the learning goals and their motivation towards teaching and speaking the language.

[To the main page](#)

Title: Implementation of Recommendations Derived from VIS Trainings in Three-Partner COIL

Presenter: Crapanzano-Kerp, Nathalie

Co-presenter(s): Marine Pédéhour-de Wit

Institution: Hotel Management School Maastricht - Zuyd Hogeschool

Format: Poster

Abstract: The Poster presentation will cover two aspects of the implementation of our COIL. Firstly, we will explain how we implemented the advice we have received in our VIS training courses and reflect on it. Secondly, we will give an overview of our COIL project and focus on one of the particularities of our COIL, i.e. having three partners and the challenges this can raise (with EPHEC Bruxelles and Brookes Oxford). During the one-on-one session, we will discuss the choices we made and the main challenges we encountered. We will also talk about our initial impressions of the project, including what worked well and any potential areas for improvement. In brief:

In what ways did the advice we received during our VIS training shape and have a positive impact on our COIL project?

How do you collaborate with three partners and what are the primary challenges encountered in the process? More specifically, what are the respective attitudes of each partner when faced with uneven distribution of resources, including financial and training resources?

[To the main page](#)

Title: Research and Focus on Intercultural Communication and Language Acquisition Through COIL

Presenter: Marine Pédéhour-de Wit

Institution: Hotel Management School Maastricht - Zuyd Hogeschool

Format: Presentation

Abstract: Presentation focusing on our research linked to the COIL-project and followed by a Q&A session (by Clara Edouard & Marine Pédéhour - de Wit). The Presentation will zoom on the research being done on the project under the direction of the Research Centre for Professional Communication in a Digitalizing Society and the Research Centre Global Minds @ Work. Our research aims to examine how the COIL project impacts intercultural competences. In our presentation, we will discuss conceptual frameworks and propose additional tools to complement subjective surveys and standard intercultural intelligence measurements. Specifically, we will explore the benefits of analyzing linguistic and multimodal attitudes and interactions in our approach.

[To the main page](#)

Title: Recruiting, Retaining, and Rewarding VIS Participants

Presenter: Ditmars, Madi

Institution: Leiden University

Format: Presentation

Abstract: One of the biggest challenges in a VIS project is finding students from different institutions and disciplines who are prepared to actively collaborate in an online course for a substantial period of time, over and above their own academic studies - and then only to receive a 'Certificate of Participation' in the end. Employing the skills I gained in the VIS trainings, we pioneered a Virtual Online International Collaborative Exchange (VOICE) project involving three Dutch Universities (Leiden- Delft- Erasmus) in partnership with five other international higher institutions. During this presentation I will briefly touch upon the successes and failures of the strategies we employed to Recruit, Retain and Reward voluntary student participants.

[To the main page](#)

Title: Environmental Democracy in Delta Regions: A transatlantic approach

Presenter: Fazzi, Dario

Co-presenter(s): Gaetano Di Tommaso

Institution: Leiden University

Format: Presentation

Abstract: Students in this project investigate how the so-called "great acceleration" – the rapid anthropogenic transformation of the planet's ecosystem after the 1970s – has affected various delta communities across the Atlantic Ocean. Students compare the socio-ecological degradation of different delta regions such as Zeeland and the Chesapeake Bay and emphasize the main challenges and policy responses that have characterised and keep affecting these areas. Students create and fill in interactive online maps together and participate in a virtual role play on environmental policymaking. In doing so, students can better understand the emergence and transformation of forms of environmental democracy as developed in and by delta communities.

[To the main page](#)

Title: Critical Reflections on Designing, Teaching and Researching COIL courses

Presenter: Hackett, Simone

Institution: The Hague University of Applied Sciences

Format: Presentation

Abstract: In this presentation we will describe how we designed an intensive VIS-COIL course on sports motor learning between students in the Netherlands (46) and the United States (38). This course is unique as not only does it involve online collaboration, but it also involves students doing physical activity by learning and teaching a new (sports)motor skill. This involved students working intensively with one another to develop an instructional video, based on input from their COIL partners. In this presentation, not only will the lecturer explain how they designed such an intensive course (the ups and downs) but they will also explain how the instructional design of COIL courses is crucial if you want to research the effects of COIL. This presentation is connected to the presentation "Researching the element of COIL Instructional Design". This COIL course was funded by VIS project funding initiative and ran from September 2022 - November 2022.

[To the main page](#)

Title: Researching your VIS course

Presenter: Hackett, Simone

Institution: The Hague University of Applied Sciences

Format: Presentation

Abstract: In this presentation we will present how we used a VIS-COIL funded course as a basis of a small experiment in which we tested the effect of the the social space of collaboration in the design of Collaborative Online International Learning (COIL) environment. The social space of collaboration, includes creating opportunities for group members to get to know each other, build social relationships, develop trust and belonging, and build a sense of an online community (Kreijns et al. 2003). Empirical studies investigating the impact of the instructional design of COIL environments are scarce and therefore research is needed to understand and determine what factors can support or hinder social interactions and consequently intercultural learning in COIL. The VIS-COIL course which formed the basis for this study included a total of 84 students from the Netherlands (46) and the USA (38). These students participated in a COIL course which involved learning a new sports motor skill. The manipulations involved in this experiment involved students who were placed in the intervention group being encouraged to engage in interaction in the social space of collaboration through questions that elicit social-cultural exchange, while students who were in the control group did not receive these questions. In this presentation, we will we describe how we designed the COIL course which formed the basis of this study, explain how we set up the experiment and provide some preliminary results of the study. We will encourage participants to think of the instructional design elements of their own COIL courses and to consider research/evidence-based practice when developing the optimal COIL environment.

[To the main page](#)

Title: Designing and Executing COIL-Projects with Colleagues with Different Roles

Presenter: Hoogenhout, Gerard

Co-presenter(s): Tom van Daalen,

Institution: De Haagse Hogeschool

Format: Campfire session

Abstract: At The Hague University of Applied Sciences (THUAS) / De Haagse Hogeschool, we try to work more and more together with different roles in the design phase and executing phase of COILs. We would like to share with you how we use these different roles of: teacher, researcher, educational advisor, practical in-class support and international partner. We have experienced that these roles provide a better constructive alignment. Besides we are of course interested in your perspective and your experiences on this topic. We hope to see you at our campfire session!

[To the main page](#)

Title: Win-Win for Trainees and Learners in SLA (Second Language Acquisition).

Presenter: Kervio, Chloé

Co-presenter(s): Christine Vidon

Institution: Rijksuniversiteit Groningen

Format: Presentation

Abstract: In this 15-minute presentation, we will present our VIS project. This project connected the language learners of our University (University of Groningen) with the Master of Education of Rouen where future language teachers are trained. On the one hand, the focus was to enable future language teachers to guide learners through their learning process, on the other hand to give learners the opportunity to interact with (mostly) native speakers. We will take the time to reflect on the positive learning outcomes for all participants as well as the obstacles encountered in terms of both content and organization. So, if you are interested in a VIS project involving both learning and teaching a second language, we will be more than happy to share our experience.

[To the main page](#)

Title: Stakeholder Involvement in COIL/VIS Projects within THUAS

Presenter: Klamer, Reinout

Institution: de Haagse Hogeschool

Format: Presentation

Abstract: In this presentation I would like to focus on how at THUAS we use research to develop a qualitative approach to VIS/COIL in which multiple stakeholders play a key role: lecturers, students, educational developers, coordinators, teacher assistants and researchers. Using this multi stakeholder approach we want to expand and improve our COIL practices. In the last academic year we have had 48 coil projects, involving about 2800 students and 100 lecturers.. However many coil projects are still in a pilot phase, or either elective or in a minor. We want to move away from COIL/VIS for those who want it, to the whole population and to integrate it into the curriculum. Audience can look at this Practice and learn diverse strategies how to grow your COIL Practices in the university. However, there is no single good way!

[To the main page](#)

Title: De Toekomst van Virtuele Internationale Samenwerking

Presenter: van Maaren, David and van Teijlingen, Britt

Institution: Ministerie van Onderwijs, Cultuur en Wetenschap (OCW)

Format: Campfire session

Abstract: Na 2024 loopt de VIS-regeling af en daarom kijken we graag met jullie vooruit naar de periode daarna. Tijdens deze campfire sessie staat de volgende vraag centraal: "Wat hebben onderwijsinstellingen nodig om Virtuele Internationale Samenwerking na 2024 duurzaam voort te zetten?"

Aan de hand van deze vraag bespreken we met elkaar of er een vervolg op de regeling moet komen en zo ja, in welke vorm dat zou moeten zijn.

We kijken ernaar uit samen na te denken over de toekomst van Virtuele Internationale Samenwerking.

[To the main page](#)

Title: Setting Up North/South Lines for Knowledge Exchange

Presenter: Padure, Dan

Institution: Rijksuniversiteit Groningen

Format: Poster

Abstract: Het project heeft twee 'richtingen':

1. Studenten in Groningen en Hamburg werken projectgericht aan een gezamenlijke opdracht in het internationale culturele veld. Studenten ontwerpen een nieuwe culturele organisatie gericht die inherent multinational is, dus verder gaat dan de gebruikelijke praktijk van culturele internationalisering. Leerdoelen van deze module zijn het leren omgaan met verschillen in beleid en organisatiecultuur. Mogelijk worden in deze lijn ook studenten betrokken uit Moldavië.

2. In samenwerking met universiteiten in Ghana (Accra) en Nigeria (Maiduguri) wordt een uitwisseling gerealiseerd op het gebied van cultureel en creatief ondernemerschap.

In deze richting wordt praktische en theoretische kennis over cultureel en creatief ondernemerschap in de global north en south naast elkaar gelegd, met het doel er wederzijds van te leren.

Mijn sessie zal bestaan uit een korte introductie van het project, en een discussie over de vraag hoe virtuele internationale samenwerkingen kunnen worden ingezet voor het duurzaam ontwikkelen van globale kennisuitwisseling en SDG doelstellingen. Het project is nog in opzet (uitvoering voorjaar 2024) dus veel ervaringen zijn er nog niet te delen, maar de closing message zal waarschijnlijk wel zijn dat online kennisdeling via VIS een structureel deel zou moeten uitmaken van academisch onderwijsprogramma's.

[To the main page](#)

Title: International Relationship Development via Virtual International Collaboration (VIS)

Presenter: Renkel, Klaudyna

Co-presenter(s) and Email Addresses (Including Students): Danielle ten Dam; Simona Naydenova

Institution: Saxion University of Applied Sciences (NL)

Format: Poster

Abstract: Organizing international requires professionals with a high level of skills and expertise. These professionals need to adapt to a constant changing trading environment. To prepare Saxion International Business students for these international trade activities students are trained for conducting business across borders and among others have to develop international relationship skills which are key in international business. An international environment outside the school setting could provide the opportunity to develop the

international relationship competency without having to leave the home country. A collaborative online international learning (COIL) can offer such an environment and for this reason this curriculum is developed. This COIL is designed to foster international collaboration among students and provide them with first-hand experience of working together with another culture and develop intercultural and relationship competences. Students are provided with a practical online environment that allows them to engage in international collaboration, gain cultural awareness and practice their relation management skills. This by having weekly exchanges with peers from different cultural and educational backgrounds. This course will take 8 weeks and start in September 2023. In this course approximately 90 students representing three partner universities: National Economics University (Vietnam) – Estonian Aviation Academy (Estonia) – Saxion UAS (Netherlands) will collaborate with each other. This online collaboration will take place in a real-life international community. It allows students to engage in international collaboration, communicate with students from different countries and disciplines and experience working in an international team. By doing so, they will gain experience and develop the international relationship competency that is essential for success in the globalized (business) environment without having to leave their home country. To provide students with a global topic they can explore, a collaboration with Drone Fusion was established. Drone Fusion is an international platform for drone professionals all around the world. The goal for Drone Fusion is to expand the information and activity on the platform. In this collaborative project students will work together remotely on a research topic to achieve an end product – a solution for the Drone Fusion platform. This is where the interaction between students will take place and decisions will need to be made. Students are responsible for organizing their work and working together to achieve their goals and ultimately the end result for Drone Fusion.

[To the main page](#)

Title: Results From a Tandem Between Language Teachers and Language Learners on Language Performance, Intercultural Competences and the Role of Grit

Presenter: Rouse Malpat, Audrey

Institution: University of Groningen

Format: Presentation

Abstract: For this project, a group of language learners of French from the university of Groningen (N=18) were tutored by a group of future French language teachers (Master students) from the university of Rouen (N=10) for a period of 7 weeks. Both groups have been asked to fill in a questionnaire about the lessons learned during this tandem. They shared the effects that this tandem had on their language performance, their intercultural competences and how their personality traits (under which grit, which is a degree of perseverance) contributed to their learning experience. In this 15-minute presentation, I will give you the results of a quantitative survey and share examples of qualitative comments from both learners and teachers.

Title: Physiotherapy Without Borders

Presenter: Steenbruggen, Rudi

Co-presenter(s): Esther Baluch, Kristel Pieterman

Institution: Saxion

Format: Presentation

Abstract: Consideration from an international perspective on the education, position and (social) role of the physiotherapist within the various national healthcare systems. This by identifying similarities and differences between various participating institutions (countries) they represent, and presenting them in one international

co-production. In doing so, the Dutch and foreign students have an equal input by contributing their bringing in their own system/culture, and a joint input to bring it under one model into one model. Learning outcome: European awareness of international similarities and differences, by placing one's own culture in a broader perspective.

[To the main page](#)

Title: International Curriculum Design Co-creation in Virtual International Collaboration (VIS)

Presenter: Tartarin, Thierry

Institution: Saxion University of Applied Sciences (NL)

Format: Poster

Abstract: The Virtual International Samenwerking (VIS) is a Dutch subsidy scheme for higher professional education and university education. The scheme aims to increase intercultural competencies, language, and digital skills through online collaboration between Dutch and foreign students. The subsidy is provided to cover costs for involved teachers and needed educational experts to design a curriculum. Curriculum design is challenging for teachers in their own country and education field; designing curriculum online with international teachers brings new challenges, such as different educational principles, learning methods, or activities. In this context, how can curriculum be designed efficiently between international parties? What were the choices made to design the curriculum? And what are the lessons learned from the collaboration? We present the case of a VIS collaboration between four educational institutions in four countries: National Economics University (Vietnam) – Estonian Aviation Academy (Estonia) – Farook Institute of Management Studies (India), and Saxion University of Applied Sciences (The Netherlands). The project was centered on developing knowledge about drone technology and applications from the participating countries. A co-creation curriculum design approach was favored due to the various types of educational approaches from participating countries. This approach aimed to create a curriculum design mini-community whereby members could learn from each other and make collegial decisions for the benefit of both students and supporting teaching staff. Several models were used to structure the co-creation process, including van den Akker's curriculum design web (2013), SMART principles and goals (specific, measurable, attainable, relevant, and time-bound), and Agile methodology embedded in a series of iterative cycles. A COP (community of practice) philosophy approach bound the participants in a common vision. The curriculum design process was carried out over a period of ten months using Teams online meeting functionality for regular monthly meetings. We report on the timely and satisfactory completion of the curriculum design by the planned deadlines. Continued monitoring of the participant's satisfaction during the curriculum design and post-interviews provides several lessons learned. The structure of van den Akker's curriculum design web was the key element that facilitated educators from different countries to align their understanding of educational principles. Following this structure, discussions during curriculum design were able to integrate every cultural context and create a common educational language, and by doing so, limiting the linguistic miscommunication usually common when working with international partners. The co-creation process demonstrated that the traditional hurdles linked to managing projects with different nationalities can be eliminated by creating the correct structure and respectful work sphere. Participants declared to have learned from the co-creation, several of them with the intention to introduce it in their own educational institutions. Although our research's reliability is low because it is based on a single curriculum design, it contributes to understanding curriculum design needs when conducted with international partners. We encourage future VIS curriculum designers to use the findings to reproduce this study and confirm its conclusions to build on the existing body of knowledge about international curriculum design.

[To the main page](#)

Title: The ICCS Micro-Module - A collaboration of seven ECIU universities in organising student-driven education for intercultural communication development

Presenter: Van Adrichem, Nelleke

Co-presenter(s): Luuk Buunk, Marie-Laure Snijders, Atis Kazaferi, Nina Bode, Soham Nanwani Vaswani

Institution: University of Twente

Format: Poster

Abstract: Within the context of the European Consortium of Innovative Universities (ECIU), the University of Twente co-created a micro-module following the CBL pedagogy regarding the development of intercultural competences with six other universities across Europe: Groupe INSA (France), Kaunas University of Technology (Lithuania), Universitat Autònoma de Barcelona (Spain), University of Trento (Italy), University of Stavanger (Norway) and Aalborg University (Denmark). The micro-module encompasses a 2 ECTS online component which can be extended with a non-mandatory 1 ECTS mobility option for those who would like to extend their learning experience with a face-to-face week-long group project that includes workshops and cultural immersion at one of the collaborating universities. The course facilitates flexible learning paths so students have a large degree of freedom to decide in what area of intercultural competencies they wish to develop themselves. A 'Development Acceleration Journal' (DAJ) was developed for this course as a scaffold in which the students can elaborate on what they wish to learn along the lines of eight facets of intercultural competences. For the development of these competences, a quick scan, expert meetings, a CBL-structured Citizen Science group project and structured mini-reflection moments are used. The entire learning process is guided by coaches from the universities within our collaboration. This project has recently finished its second run and is currently being prepared for a third edition. Students, as well as staff, seem to underline that to be able to work in intercultural groups on a CBL project, one would need to do more than 'just' speak English. The experts continue to work towards a 'common language' as to what it means to coach students to work 'interculturally'. On a higher level, this form of collaboration through micro-modules between institutes is used as an example and learning case to further utilise the consortium network for educational development.

[To the main page](#)

Title: Biobased Battle Finland - The Netherlands

Presenter: van Eijndhoven, Mara

Institution: Avans University of Applied Sciences - Centre of Expertise Material and Energy Transition (MNEXT).

Format: Poster

Abstract: The Biobased Battle is a model for educational development. During the battle, Dutch and Finnish or Brazilian students *with different cultural backgrounds work together to solve an issue that comes from a company. At the beginning of the week, the students receive an assignment from the company and throughout the week, students are subjected to some competitive elements. Students will also visit a company and follow lectures via video conference from Dutch and Finnish lecturers/professors. The battle ensures that students must quickly turn on a complex issue and that they have to work together with students with different (cultural) backgrounds, like chemical engineering and environmental sciences. This ensures that students learn to recognize each other's field of expertise and use it to achieve a good result at the end of the week. Moreover, the company can use the results. Every year we (MNEXT) organize and execute a battle with Brazilian or Finnish and Dutch partners.

[To the main page](#)

Title: Virtual International Intercultural Interprofessional Learning (V3IL) (Pilot-Project)

Presenter: van Lieshout, Jolanda

Co-presenter(s): Astrid Niersman

Institution: Hanzehogeschool Groningen

Format: Presentation

Abstract: Building on an already existing monodisciplinary virtual exchange project, this interprofessional VIS project was created. Within this pilot project, students from Hanze University of Applied Sciences in Groningen, School for Healthcare Studies/Nursing, the Netherlands, collaborated with healthcare students from partner institutions to explore each other's interests and experiences in the field of (future) healthcare and interprofessional collaboration.

This presentation provides an overview of the project and the assignments related to 1) Introduction, 2) Comparison, and 3) Co-creation. A comprehensive evaluation has provided insights into the positive experiences, challenges, and areas for improvement, which we would like to share.

Overall, we think it's a unique project because of its innovative approach. The project goes beyond traditional boundaries, bringing together students from different disciplines and institutions to explore healthcare in a comprehensive and interdisciplinary manner.

[To the main page](#)

Title: Playing With Heritage: A Location-based game of the journey of St Martin – A collaboration of an interdisciplinary student team

Presenter: van Ouwerkerk, Frederike

Co-presenter(s): Marena van Reijssen

Institution: Breda University of Applied Sciences

Format: Presentation

Abstract: Within this interdisciplinary project, we explore the integration of open-source databases, location-based gaming, and immersive storytelling to improve cultural heritage dissemination, interpretation, and understanding of European values among younger target audiences. The students develop an immersive and interactive game prototype which will be tested with the target audience during the project. The game is aimed to be implemented at cultural heritage sites along the European Cultural Heritage route of St Martin. The learning objective is to foster digital expertise, remote and virtual working proficiency, and the development of an interdisciplinary working attitude in a joint course setup of virtual workshops and MOOC-based lectures. The integration of AI is also a point of attention and will be useful to make the game personified.

[To the main page](#)

Title: Onboarding Diverse Stakeholders in VIS

Presenter: Vermeulen, Anouk

Co-presenter(s): Eva Haug,

Institution: Nuffic & Hogeschool van Amsterdam (HvA)

Format: Campfire session

Abstract:

1. Topics: In this session, we will zoom in on different stakeholders involved in VIS in higher education. Participants will work on a case study and will reflect on how to convince those stakeholders to engage fully and sustainably in VIS. Our session is about framing the message to fit the needs and objectives of the target group. We all agree on the need for multistakeholder involvement but how can we bring them on board?

2. Structure: - Introduction of case study; - Working on pitch; - Presenting pitch & wrap up.

13

3. Take-aways: - Awareness about the importance of tailoring your message to different stakeholders in order to get them onboard. ; - Practice different communication strategies about VIS for different stakeholders. - Walk away with a (model) of a pitch to tailor for your specific institutional context.

4. Closing message for the audience: To ensure a sustainable embedding of VIS in your education, strategic communication is key. Join us in this session and learn more about tailoring your message in involving your stakeholders. This session is a tailored version of a session at the EAIE 2023 in September. This allows the presenters to share some of these insights of the discussion and sharpen the VIS session.

[To the main page](#)

Title: X-Culture, The International Business Competition Using GVT's

Presenter: Warmenhoven, Robert

Institution: HAN

Format: Presentation

Abstract: X-Culture is a global partnership of over 700 business professors from more than 150 universities across 60 countries. Our program places students in real-life international business challenges presented by our corporate partners, working in global virtual teams (GVTs) consisting of about 6 international students per team, each from a different country. This allows students to develop their skills in cross-cultural communication and teamwork while serving as consultants for our clients.

During the presentation, I will explain the structure of the project, the challenges the students face, and the success stories and at the end of the presentation, I will invite other universities to join the X-culture project.

[To the main page](#)