

VIS Live! Event 2024

Program Overview

**VIRTUELE INTERNATIONALE
SAMENWERKING IN HET
HOGER ONDERWIJS**



Programme

Versie 24-10

Time/Location	Activity
10:45-13:00	Registration
10:45-13:00	Walk-in, Coffee/tea and from 12.00 hrs. lunch In the meanwhile, the information market is open, and Poster Presentations will be on* <i>*The Information Market and the Poster Presentations are also available during Lunch and between 14.15 – 14.45 (Coffee break)</i>
11:00-13:00 Ground Floor: -Red Area -Blue Area	Opening Information Market with booth of: <ul style="list-style-type: none"> ● VIS consortium: The training and support consortium for VIS (CINOP, Sharing Perspectives Foundation, UNICollaboration, University of Groningen, University of Applied Sciences Utrecht). Learn everything about the the training-and support options linked to a VIS grant. ● Dialogic: the research and consultancy firm which conducts the VIS evaluation scheme on behalf of the Ministry of Education, Culture and Research ● DUS-I: the agency coordinating VIS-applications for the Ministry of Education, Culture and Science ● Nuffic: the Dutch organisation for internationalisation in education Poster Presentation by colleagues involved in VIS: <ul style="list-style-type: none"> ● <u>VIS: Language immersion and cross-cultural relationships through online international collaboration</u>: Juan Albá Duran, Beatriz Cabrera Fernández, Mirjana Fildokic, Pilar García Jiménez, Fredrik Karlsson, Gerdientje Oggel, Cristina Pascual Aibar (University of Groningen) ● <u>Virtual Online International Collaborative Exchange (VOICE)</u>: Maria (Madi) Ditmars, (Leiden University) ● <u>The Effectiveness of Collaborative Online International Learning (COIL) on Intercultural Competence</u>: Simone Hackett (The Hague University of Applied Sciences) ● <u>VIS projects supporting international growth companies</u>: Astrid De Jong Toegimin (Inholland) ● <u>VIS Carousel for durable international collaboration</u>: Thierry Tartarin (Saxion University of Applied Sciences)
12:00-13:00 Ground Floor: -Red Area -Blue Area	Lunch
	Welcome and Opening

<p>13:00-13:20</p> <p>Room 0.055</p>	<p>Opening: Eva Reuling, Member of the Executive Board of HU University of Applied Sciences Utrecht</p> <p>Opening panel: “A students’ perspective on VIS”</p> <p>Eline Hofman, lecturer and Study Abroad coordinator at the Institute for International Business Studies at HU, will interview three HU-IIBS students on their experiences regarding the VIS project that was imbedded in their Spanish course, in order to acquire/confirm learning points for the audience when designing and implementing a VIS project.</p> <p>VIS Project: HU & Universidad Konrad Lorenz, Bogotá</p>			
<p>13:20-13:30</p>	<p>Go to rooms for the Parallel programme round 1 (1+2)</p>			
<p>13:30-14:10</p>	<p>Parallel programme round 1: Presentations and campfire sessions by lecturers, coordinators, researchers, support staff and others involved in VIS</p>			
<p>1.080 Lessons learned from VIS</p> <p><i>Campfire</i></p> <p><u>Three years of VIS – in conversation with the Ministry of Education, Culture and Science</u></p> <p>Ministry of OCW A look back at the lessons learned from three years of VIS, including a look ahead</p>	<p>1.078 Working Across Time Zones & Combining VIS with Physical Mobility</p> <p><i>Presentation</i> <u>First experience in teaching and learning Spanish as a foreign language</u></p> <p>Beatriz Cabrera Fernández, Jorge Martí Contreras, Dayane Monica Cordeiro University of Groningen</p>	<p>1.074 Institutional Strategies</p> <p><i>Campfire</i> <u>Vishing for value, Looking beyond boundaries!</u></p> <p>Reinout Klamer, Anouk vermeulen the Hague University of Applied Sciences & Nuffic</p>	<p>1.086 Didactical support to teachers</p> <p><i>Presentation</i> <u>Factors that influence group formation in Collaborative Online International Learning (COIL): Investigating the influence of personality and attitudes toward group work on intercultural learning using a multilevel model approach.</u></p> <p>Simone Hackett - The Hague University of Applied Sciences</p>	
	<p><i>Presentation</i> <u>Intercultural nursing simulation-based learning: metabolic syndrome</u></p> <p>Edwin Hagenbeek, Vera Habes Hogeschool Utrecht</p>		<p><i>Presentation</i> <u>Self-Paced eLearning Module for Introduction to Virtual International Collaboration – Bringing VIS Training to a Global Audience</u></p> <p>Eva Haug, Adriaan van Nieuwkerk Amsterdam University of Applied Sciences</p>	
<p>14:15-14:45</p>				

Ground Floor: -Red Area -Blue Area	Coffee/tea Break Including the poster presentations and Information Market			
14.45-14.50	Go to rooms for the Parallel programme round 2 (3+4)			
14:50-15:30	Parallel programme round 2: Presentations and campfire sessions by lecturers, coordinators, researchers, support staff and others involved in VIS			
	<p>1.080 Lessons learned from VIS</p> <p><i>Campfire</i></p> <p><u>Three years of VIS – in conversation with the Ministry of Education, Culture and Science</u></p> <p>Ministry of OCW A look back at the lessons learned from three years of VIS, including a look ahead</p>	<p>1.078 Fostering Interdisciplinary Collaboration</p> <p><u>VIS Carousel for durable international collaboration</u> Thierry Tartarin - Saxion University of Applied Sciences</p> <hr/> <p><u>Reaching You. How we connected students from different disciplines using a real client around immersive media.</u></p> <p>Marnix van Gisbergen, Shima Rezaie Rashnoodi BUAs</p>	<p>1.086 Strengthening disciplinary outcomes & Intercultural Competence</p> <p><u>Reflections on a Transformative Education: Stolen Lives - The Indian Residential School</u></p> <p>Nancy Mykoff - Utrecht University</p> <hr/> <p><u>Enhancing Students' Skills for Sustainability and Nanotechnology through the VIS Project</u></p> <p>Linlin Pei, Arturo Susarrey Arce, Herbert Wormeester University twente</p>	<p>1.074 Didactical support to teachers</p> <p><u>Dealing with game-changers in your VIS, developing international competencies as a lecturer</u></p> <p>Anouk Vermeulen, Reinout Klamer the Hague University of Applied Sciences & Nuffic</p>
15:30-15:40	Go to the room for the Plenary Closing Session			
15:40-16:20 Room 0.055	<p>Closing session: Impact and Future of VIS, featuring:</p> <ul style="list-style-type: none"> • Max Kemman, senior researcher/project leader Dialogic: "Results on evaluation of VIS projects so far" Commissioned by the Ministry of Education, Culture and Science, Dialogic monitors the VIS projects. All VIS projects are approached to participate in online surveys, in order to research the added value of VIS for higher education. Dialogic will present the report that was published in October, including an overview of the status of projects, the experiences of project leaders and the experiences of students who have participated in VIS projects. • Interview with the Ministry of Education, Culture and Science: looking back at the campfires: what were the results of the sessions? 			
16:20-17:00 Ground Floor, Central area	Closing Reception			

ABSTRACTS

Title: *Virtual Online International Collaborative Exchange (VOICE) Poster*

Presenter(s): Maria (Madi) Ditmars

Institution(s): Leiden University

Format: Poster

Abstract: During the EUniWell "Decentring Epistemologies for Global Well-Being" pilot programme, six coordinators and six teaching fellows from six universities— under the lead of the African Studies Centre Leiden University partnering with the Universities of Birmingham and Cologne in Europe, as well as the Universities of Mohammed V, Rabat; Nairobi, Kenya; and Western Cape South Africa, offered a Virtual Online International Collaborative Exchange (VOICE). This eight-week initiative brought together over sixty master's and doctoral students from a variety of disciplines from these six institutions.

The acronym "VOICE" emphasises the programme's goal to a platform for multi-sited learning, allowing participants to explore their communities and express their insights on a global arena. This exposure was expected to spark paradigm shifts, deepen understanding, and encourage an appreciation of diverse perspectives. Unlike previous virtual exchanges through Small Private Online Courses (SPOCs), VOICE introduced an innovative framework for open, unbiased exchanges on potentially contentious issues across disciplines and regions. This framework fostered a rich learning environment by employing flash ethnography data-gathering technique and offering a one-day creative writing workshop. These inclusions skilled participants to observe and express socio-cultural and environmental influences in their surroundings. By comparing their findings, they cultivated a deeper appreciation for diverse perspectives.

The success of this interdisciplinary, cross-continental exchange was driven by participants' enthusiasm, collaboration, and their critical examination of their surroundings. Their shared insights enriched the overall learning experience. The results of their dedicated work expressed in blog posts, can be read on the University of Birmingham's website. The VOICE initiative piloted a new framework for online education within the context of international collaboration and knowledge co-creation. It integrated a variety of educational approaches and tools, and these technologies, pedagogies, competencies, and assessments that shape VOICE will be illustrated and described in the proposed poster.

Title: *Vishing for value, Looking beyond boundaries!*

Presenter(s): Reinout Klamer, Anouk vermeulen

Institution(s): the Hague University of Applied Sciences, Nuffic

Format: Campfire session

Abstract: Fishing for value, Looking beyond boundaries! The idea for this campfire comes from discussions within the field of Internationalisation, internationalisation at Home, COIL and VIS. The goal is to bring the outside in, reflect to what that means and think about how to capture this reflection in concrete ideas for our own context. COIL is developing in the world, and some specific trends can be seen in this. In this campfire we would like to use a multiperspective critical lens to address certain issues. For this we have selected three international guests who we will record answers to certain statements. These guests are:

Divinia Jinthoo from South Africa – the COIL coordinator from Durban University of Technology, where they have about 150+ COIL projects.

Oksana Vavrenchuk from Ukraine – Assistant director for the twinning project for Ukraine Higher Education, and co responsible (together with Reinout Klamer) for training 20 + Ukrainian academics in COIL.

Gretel Werner, a senior lecturer from Universidad de Monterrey, Mexico. - where they have successfully institutionalized COIL and also help setup a Mexican and a LATAM coil Network.

Structure: The campfire session is divided into three topics, each with an accompanying statement.

Topic one: Institutionalizing COIL: How does this happen and who is needed?

Topic two: COILS with high degree of diversity : what is the benefit for lecturers and students to working with others from a completely different context?

Topic three: Reaching minorities: How can COIL help to involve those voices that are otherwise unheard?

Based on the answers provided by our guests, we will then provide statements for each topic. We will then use body voting to ask people to move to the corner they agree with most

For example: institutionalizing COIL is done with the same stakeholders as other forms of internationalization..

Corner 1: Yes, they are needed to succeed

Corner 2: Yes, but also more stakeholders, like...

Corner 3: No: the stakeholders are not the same at all

Corner 4: No: some stakeholders are, but others are not involved...

Participants move to the corner they agree with most, each corner is asked to clarify their position after which the next statement starts.

The campfire is given by two experts that are used to looking beyond single VIS or COIL projects. Anouk in policy, developments and theory, reflecting on her role in Nuffic in IaH and COIL. Reinout Klamer in practice and research , being the virtual collaboration coordinator at THUAS where 50 COIL projects take place and where COIL is integrated in the institutional plan, and researching COIL in the research group Global Learning

At the end of the session we will share a few resources related to the session in a handout.

Take aways:

A broader view on COIL and VIS from multiple perspectives.

A deeper understanding of institutionalising COIL, the importance of involving other

Title: *Dealing with game-changers in your VIS, developing international competencies as a lecturer*

Presenter(s): Anouk Vermeulen, Reinout Klamer

Institution(s): Nuffic & the Hague University of Applied Sciences

Format: Campfire session

Abstract: The Idea of this campfire session comes from experience of two experts. First of all Reinout Klamer has carried out more than 20 COIL projects, is the current virtual collaboration coordinator at the Hague university of applied sciences which annually has around 50 COIL projects, many of which have started out with a VIS subsidy. Anouk Vermeulen works for Nuffic, and specializes on Internationalisation at Home (IaH) in higher education, which focuses on all students in the curriculum. Nuffic and THUAS have also been involved in research into IaH , and Nuffic has for instance produced articles on international competencies. Topics: During this campfire session we will present a scenario in which participants are asked to place themselves in a fictive

VIS project, or reflect back to their own VIS project. The main target audience are the academics involved with VIS.

In this VIS project, as in all VIS projects, some unexpected things happen, so called game changers. What to do for example if it turns out that the number of students from the partner institution is far less than expected? Or when you notice that collaborative learning is not really taking place? We will present several of these game changers with a little longer description that go into different aspects of COIL. They can be focused on inequalities in participation, IT systems not working, assessment, languages etc.

Structure: This depends a bit on the group size and the room. As the main focus is a discussion we would like everyone the opportunity to provide ideas. We will use the think / pair and share method with a strict timeframe. It is hereby not important that participants have the best or most complete answer, but that they 1) reflect on the game changer 2) discuss shortly in pairs and 3) share ideas to the larger group, where only new solutions can be shared. After about 25 minutes we will close with sharing some of our thoughts. We will reflect together on what competencies for lecturers are needed, because in the end, the academics makes the COIL fly or fail. Some take-away material will be shared.

Take aways:

- "- awareness about possible challenges in COIL"
- "- the need for being flexible and creative as a lecturer and for students."
- "- brainstormed about possible solutions with peers"
- "- reflection on teacher competencies needed in COIL"

Fact: unexpected things will happen during your VIS project. Join us in this session to exchange and learn about how to deal with them by discussing some situations with your peers.

Title: *Enhancing Students' Skills for Sustainability and Nanotechnology through the VIS Project*

Presenter(s): Linlin Pei, Arturo Susarrey Arce, Herbert Wormeester

Institution(s): University Twente

Format: Presentation

Abstract: In this presentation, we will share our experiences in establishing joint educational initiatives with partner universities to foster collaboration and innovation in sustainability and nanotechnology education. We will focus on motivating students to engage actively in online learning while promoting collaborative experiences among diverse student groups. The audience will learn about best practices for developing partnerships with universities and how key topics in nanotechnology and sustainability are integrated into curriculum development. We will showcase practical experiences in setting up online courses across institutions, highlighting effective strategies, pedagogies, and tools for implementing online education in engineering. Additionally, we will discuss techniques to encourage student participation in the online learning process and foster intercultural teamwork skills.

Title: *First experience in teaching and learning Spanish as a foreign language*

Presenter(s): Beatriz Cabrera Fernández, Jorge Martí Contreras, Dayane Monica Cordeiro

Institution(s): University of Groningen (The Netherlands)

Format: Presentation

Abstract: This is a VE between pre-service teachers and Spanish as a Foreign Language (SFL) learners. 32 language students following a course in Teaching SFL at the University Jaume I of Castellón (Spain) interacted during a semester with 40 O>A2 CEFR level SFL learners at the University of Groningen (The Netherlands).

We will show how this interaction was and how the same set of activities can help to achieve different learning goals to the involved participant groups.

What was the role of the teacher trainees in the design of the activities?

How do beginner language learners experience participating in a VE with high proficient speakers? What was the implication in teaching-learning experience?

How do future teachers in the first stage of their education experience participating in a VE with language students in a non-immersion context? what do they learn from the experience?

In this presentation we would like to share our results and interact with the audience about present and future challenges in this type of VE.

Title: *VIS Carousel for durable international collaboration*

Presenter(s): Thierry Tartarin

Institution(s): Saxion University of Applied Sciences

Format: Presentation & Poster

Abstract: We present an innovative concept inspired by the VIS subsidy to create durable online collaboration between international partners.

Traditionally, a curriculum developed using a VIS subsidy is confronted with two main issues. First, it is tailor-made to fit a specific course or program based on a topic and a pre-determined number of partners. Typical challenges for educators trying to set up a VIS include alignments of programs (e.g., marketing course versus sustainable marketing course), different classroom schedules, different levels of learning objectives (know, know-how, shows, shows how), different learning formats (six weeks course versus one semester) or educational principles (prescriptive approach or mix). Second, once the project is completed, the developed curriculum might stop or continue using the same or new partners. However, there is no certainty about the durability of the developed curriculum because the partners might want to stop, or other logistic issues might happen.

In this context, the VIS subsidy has a relatively short time span for schools. To eliminate these two issues, we propose a concept called "VIS Carousel"(VC), which we designed and tested based on our experience using the VIS subsidy. The VIS Carousel enables schools to extend the VIS subsidy to multiple education programs in multiple formats with multiple partners over multiple timelines and projects. As a concept, the VC is useful beyond curriculum development using a VIS subsidy and can be used for any program.

The VC is defined by ten components: five related to curriculum design (topic, learning objective level, student level, program type, timeline) and five related to curriculum operationalization (learning objective, learning activities format, teacher's role, materials & resources, group size).

Partners go through the VC, deciding together on all ten components. From a school perspective, one VC topic can now be derived from more than one curriculum. Our experience is that one topic can be diffused four times in curricula as an average. The VC concept acts as a curriculum multiplier, diffusing a topic across different curricula programs.

The opportunities of using the VC are:

- Increased student's international exposure
 - Durability of the VIS-developed curriculum
 - Diffusion of the developed curriculum topic to other programs
 - Strengthening the partner's collaboration
 - Multiplication of programs with an international perspective
- Cost-effective way to collaborate with international partners

The challenges are:

- Effective internal collaboration
- Increased workload for colleagues
- Colleague's openness to embrace an international insight into their course

As the Dutch government is reducing the number of international students coming to study in the country, the VC offers an innovative and cost-effective alternative by helping embed international collaboration into online curricula.

Title: *Self-Paced eLearning Module for Introduction to Virtual International Collaboration – Bringing VIS Training to a Global Audience*

Presenter(s): Eva Haug, Adriaan van Nieuwkerk

Institution(s): Amsterdam University of Applied Sciences

Format: Presentation

Abstract: Preparation for VIS projects is essential for their success. Ideally, practitioners interested in undertaking a VIS project resort to workshops or professional development, but there are instances where these are not accessible. Having identified a need for having a complete and accessible training for those interested in VIS projects, the AUAS has developed a self-paced eLearning module dedicated to the introduction of VIS. The eLearning course takes participants through a journey where they are presented with practical information relating to the essential components of VIS projects and take them through an example VIS project along with a student account of what online projects can be like from their point of view. The development of this e-course was the direct result of the collaboration between an educational developer and a lecturer and has taken accessibility to multiple participants into account with the following important traits:

- LMS Embedding – The software used for creating the course produces a SCORM file that is easily embedded in any Learning Management System (LMS). The LMS recognizes the file, tracks the learner progression and even reviews the overall completion of the a

Ease of Translation – the method used to develop the eLearning course facilitates an Ease of Translation that completes the global reach of the module. the extract possibilities of the content are in formats recognized by Translation agencies and can therefore be easily translated and re-embedded into the software producing a complete Translation of the course at a touch of a button.

The presentation will start with the need for the tool (3 min), followed by a demonstration of the tool (5 min) and an explanation of how it was developed and how it can be used (7 min).

Take aways: how to use the AUAS tool or develop your own self-paced course.

This e-course was developed with the aim of providing support for VIS to an extensive global audience at the touch of a button.

Title: *Reflections on a Transformative Education: Stolen Lives - The Indian Residential School*

Presenter(s): Nancy Mykoff

Institution(s): Utrecht University's University College Roosevelt

Format: Presentation

Abstract: This presentation testifies to the transformative education that defines Virtual International Collaborations (VIS) and engages with community engaged learning (CEL). It centres student reflections of my VIS/CEL course titled *Stolen Lives: The Indian Residential School*, offered last Spring 2024. It was a collaboration between Utrecht University's University College Roosevelt in the Netherlands and Algoma University in Ontario, Canada. Social partners included the Shingwauk Archive and Survivors of the Shingwauk Indian Residential School, both in Sault Ste. Marie Canada. The narratives that unfold highlight the strength of an intercultural transnational approach to education that privileges critical and co-creative ways of knowing over rote memorization and the regurgitation of facts. They also speak to the benefits of incorporating project-based learning into the cultural exchange. For example, students' continuous reflections reveal a rethinking of stereotypes and assumptions and deep learning. One student reflected, for instance, that she had believed that First Nation people suffered from poverty and alcoholism because they were lazy. Her belief in the single story of the slothful stereotype was undermined by Indigenous storytelling about the causes and consequences of historical trauma. The stories told about stolen land and lives by Survivors and their relatives in guest lectures and interviews, compelled her to replace judgement with empathy. So did the collaborative on-line work with Indigenous peers that raised awareness of Native life. One project addressed social issues on the Reservation defined by Native students. Working together in teams of four, two Indigenous students and two UCR Student, forged cross-cultural bonds while educating class members about contemporary racial inequities. The learning was about how to work together and about each other's way of life, as much as it was about the topic studied. Online connections also fuelled embodied and transformative learning. For example, one student noted that her "body ached to act" after a tribal elder shared his experiences of the "education for extinction" that he had survived. And yet another claimed to have gained more knowledge from the VIS course than others followed in her college career, "because it wasn't based on just reading or hearing, or watching something, but experiencing and connecting with people that lived an entirely different way of life." The final projects, a co-created physical exhibit in Canada and website (<https://stolen-lives.com/>), developed confidence in the ability to be a part of social change. This, in turn, fuelled hope. The takeaways from this paper urge the creation of a safe space call for flexibility, both on the part of class members and the instructors steering the course

Title: *The Effectiveness of Collaborative Online International Learning (COIL) on Intercultural Competence*

Presenter(s): Simone Hackett

Institution(s): The Hague University of Applied Sciences

Format: Poster

Abstract: In this poster session, I will present the five studies I have completed as part of my phd on The Effectiveness of Collaborative Online International Learning (COIL) on Intercultural Competence. I will present an outline of each study including the research questions, the methods, analysis, the (preliminary) results and their implications for research and practice. </p><p>The studies include: </p><p>Study 1: Defining Collaborative Online International Learning (COIL) and distinguishing it from Virtual Exchange.
– What are the characteristics? Why do we call it COIL? (published)
Study 2: Is COIL effective?
– Control study to test the effectiveness of COIL on students' intercultural competence (published)

Study 3: Can students' preferences and characteristics influence IC development in COIL?

– Investigating the relationship between personality types and attitudes towards group work and intercultural competence development within COIL (under review)

Study 4: Testing Social-Interdependence and Contact Theory on IC development in COIL?

– Instructional Design of a COIL Course: Testing Social-Interdependence and Contact Theory using control conditions. (Manuscript in preparation)

Study 5: Testing the impact of Collaborative Learning instructional design elements on Intercultural Competence development in COIL?

– Social Space of collaboration – relationship building through social interactions and team building. Testing through control conditions (Manuscript in preparation)

Title: *Factors that influence group formation in Collaborative Online International Learning (COIL): Investigating the influence of personality and attitudes toward group work on intercultural learning using a multilevel model approach.*

Presenter(s): Simone Hackett

Institution(s): The Hague University of Applied Sciences, The Netherlands

Format: Presentation

Abstract: In this session we will present a study in which we examine the influence of students' personality traits and attitudes to group work in relation to their cultural intelligence level as a result of COIL. The aim was to examine the relationship between these factors and how they can influence cultural intelligence at various levels: individual, group and within group level. Our sample consisted of 84 students from two universities: one located in the Netherlands, and one located in the United Kingdom. We took a mixed method approach by collecting both quantitative data (survey) and qualitative data (written reflection reports and focus group transcriptions). Self-reported data was collected using the Cultural Intelligence Scale (CQS), the Big Five (BFI-2-XS) and the Students' Appraisals of Group Assignments (SAGA). The results show that specific personality traits (Open-mindedness, Conscientiousness and Negative Emotionality) and specific attitudes toward group work (Motivation and Management) and do influence cultural intelligence at both individual, group and within group level. The results of this study provide more insight into how students' personality and attitude might influence group intercultural learning. Therefore, educators might take these factors into consideration when forming groups in the design of COIL or facilitating students learning throughout a COIL course.

Title: *Reaching You. How we connected students from different disciplines using a real client around immersive media.*

Presenter(s): Marnix van Gisbergen, Shima Rezaie Rashnoodi

Institution(s): BUas

Format: Presentation

Abstract: In this presentation, we explain how we used R&D in combination with a real Industry client as the key drivers to internationally connect students with a social and creative background with a technology background. We explain how using a problem from an Industry and Research perspective can stimulate multidisciplinary collaboration between students and motivate students to reach out towards each other to successfully grasp the opportunity to create tangible output that can be used within the Industry.

The topic in this VIS project was how immersive media (VR, AR, XR) can help broadcasters engage new audiences for traditional TV formats (such as Big Brother and MasterChef). The client, Banijay, represented a changing Industry that has to work more within an international context. The client also showed how important and difficult it is to organize multidisciplinary teams to incorporate innovation. As such it showed the need for collaboration between creative (business) students and technical students (game students) to work together. This also made it more clear how working together as students from two continents, in this case, The Netherlands and Australia, reflects the way they would have to work together as professionals in the future.

We will outline the key challenges faced by the client, and share the research that guided the collaboration and the prototypes that came out of it. We will discuss the types of collaborations that shaped its success and along the way highlight also the failures encountered during this journey. We will address the broader takeaways that apply beyond this specific educational / industry context, emphasizing how interdisciplinary teams can thrive despite geographical distance and time zone differences. We will share strategies for bridging the gap between media management and technical development students how real-world client engagement helped students connect their academic experience to professional contexts, and how international collaboration provided a platform for innovative thinking.

We will end by sharing what we did and do to keep the collaboration ongoing even after the VIS grant has ended. We will share what we arranged to ensure the collaboration between the students and the client will not end after the VIS ends. We will provide a first peak into a new immersive game that will be launched in the market with the students who created the prototype and how we keep the triangle between the universities and the client involved alive.

The goal of this presentation is to provide actionable insights into international collaboration in education and industry, with relevance to any audience interested in interdisciplinary teamwork and overcoming logistical challenges in collaborative projects."

Title: *VIS: Language immersion and cross-cultural relationships through online international collaboration*

Presenter(s): Juan Albá Duran, Juan Albá Duran, Beatriz Cabrera Fernández, Mirjana Fildokic, Pilar García Jiménez, Fredrik Karlsson, Gerdientje Oggel, Cristina Pascual Aibar

Institution(s): University of Groningen

Format: Poster

Abstract: Our poster describes the virtual exchange (VE) experience, implemented thanks to the support of the VIS subsidies, as an added value to the internationalization of the Spanish curriculum in the European Languages and Cultures (ELC) and International Relations and International Organization (IRIO) BA programmes. The audience will learn about the four different VIS projects implemented within the 3 Spanish language levels and how we work towards making these a sustainable part of the curriculum. Thanks to the VEs students participate in a cultural immersion experience throughout the whole track. They start with a first contact at A2 level with language students in Spain. After that, during the B1 courses, they engage in weekly cultural discussions with teacher trainees in Spain and Perú. Finally, in the last course (B2), they design a project about marginalized groups and improving their position in the society with fellow students from 3 Latin American countries. We will show that these VEs are not only fruitful for students' language development, cultural perspective on the discipline, intercultural awareness, and collaboration skills, but that they are also beneficial for teachers' professional development as they provide the exchange of disciplinary knowledge as well as new research opportunities together with partners abroad.

Title: *Intercultural nursing simulation-based learning: metabolic syndrome*

Presenter(s): Edwin Hagenbeek, Vera Habes

Institution(s): Hogeschool Utrecht

Format: Presentation

Abstract: The project benefits the simulation for nursing clinical reasoning in Netherlands and Tanzania. We like to give a presentation about the development of this game .

The added value of this project is that in this case the "metabolic syndrom" is a syndrome which is frequent in both countries (Tanzania and Netherlands), but the cause and treatment of this syndrome is different in both countries. In this VIS-project we used this syndrome to get students in contact with each other, to discuss about this syndrome and the local context. Students developed in cooperation learning outcomes for this game, and made a screenplay, filmed the scetches etc. The added value is the cooperation between nursing student groups, to learn about the different contexts of healthcare/education. All this was virtually prepared (getting to know each other, making workgroups, making learning outcomes, making a screenplay) and also after finalizing this game, playing the game (virtually) and virtually looking back at the result.

What is the educational context in HU and Tanzania? The educational context is that this project is connected to a module called International Health Studies, in which this project is an added aspect. It was added as a preparation to an physical exchange in this module. Besides that, we incorporated an 4th years bachelor student to use this project as part of her final project for her bachelor nursing degree. In Tanzania the educational context was to work with vocational nursing students and teaching staff to get in contact with Dutch students, to discuss about the "syndrom" and to learn about the possibility of virtual learning. These were last year students in nursing degrees.

And how is the project related to physical mobility?

The project is related to the physical mobility as added aspect in an existing module (minor International Health Studies) in which Utrecht students do a clinical practice in Shirati (Tanzania). The project was a pre-departure and post-departure added aspect of this minor. During the stay of the Dutch students, they worked together with the Tanzanian nursing student doing roleplays and filming the fragments of this game. The exchange already lasted for a few years and this was an opportunity to make a new step in this exchange and to have student to work together both virtually and physically. Important take-aways: Expect: good preparations with the partner institutions about expectations. difficulties in internet connection, but great experience for the students and collaboration with the other institute.

Title: *VIS projects supporting international growth companies*

Presenter(s): Astrid De Jong Toegimin

Institution(s): Inholland

Format: Poster

Abstract: 1. VIS in supporting international growth of companies (aimed at SDG's) 2. Finding a business to make the VIS a real life experience for students aimed at developing international competences for students and develop insight in the global value chain. 3. Work with motivated students/ let them pick a topic integrate your VIS in the regular curriculum 4. International growth is a topic in our curriculum; we offer several online programs:

1: for a sustainable company we work with a university in Spain. The company wants to export to Spain and our students write an exportplan; the Spanish students are doing the field research.

2: We work with an NGO in Rwanda on youth development and education for underprivileged youngsters. Our students are working on several assignments for this NGO in a team with youngsters/and a student of the university of Rwanda. Example is making a communication plan for the restaurant (learning place) of the NGO and train the youngsters in social media techniques.

Title: Three years of Virtual International Cooperation (VIS) – In conversation with the Ministry of Education, Culture and Science

Institution(s): Ministry of Education, Culture and Science

Format: Campfire session

Abstract: The VIS subsidy in higher education has been in existence for three years now, and the last application round within this subsidy was recently completed. Dozens of projects have been set up with this grant and many have now been carried out. The Ministry of Education, Culture and Science would like to talk to institutions and look back on these three years, but also to talk about the future of virtual international collaboration. In any case, the intention of this meeting is to discuss lessons learned, the embedding in the institution in relation to the internationalization strategy, support around the project and inclusion. Of course, there is also room to talk about other topics related to VIS.