

VIS Live! 2025 - Groningen
Event Programme
13 November 2025

**VIRTUELE INTERNATIONALE
SAMENWERKING IN HET
HOGER ONDERWIJS**



VIS Live! 2025 Programme & Abstracts

Date: 13 November 2025

Venue: House of Connections, Rijksuniversiteit Groningen
Grote Markt 21
9712 HR Groningen
[How to get there](#)

Programme

Time/Location	Activity
11:30-12:30	Registration
12:00-13:00	Lunch Poster presentations: Gwendolijn Boonekamp , Beatriz Cabrera Fernández , Maria (Madi) Ditmars , Fabio Galati , Edwin Hagenbeek , Eelco Koot , Claudia Mayer , Floor Meurs , Betty Molt , Anjana Singh , Karen Slot
13:00-13:10	Welcome and opening Welcome by local organisers Opening by Jan Riezebos, Director Teaching Academy Groningen (Rijksuniversiteit Groningen)
	Plenary and video presentations (part 1)
13:10-13:30	Recruit, Retain and Reward Madi van Ditmars (Universiteit Leiden) & Ingrid van Rompay-Bartels (Hogeschool Arnhem-Nijmegen)
13:30-13:40	From local intern to global thinker: a perspective-shifting experience?! (video) , Isa Nienhaus & Angelique Hagen (Hogeschool Utrecht)
13:40-14:00	Life after VIS? VIS Carousel for durable virtual online collaboration Thierry Tartarin (Saxion Hogeschool)
14:00-14:20	Vulnerability and authenticity in VE Eva Haug (Hogeschool van Amsterdam)



14:20-15:00	Tea/coffee break Poster presentations: Gwendolijn Boonekamp, Beatriz Cabrera Fernández, Maria (Madi) Ditmars, Fabio Galati, Edwin Hagenbeek, Eelco Koot, Claudia Mayer, Floor Meurs, Betty Molt, Anjana Singh, Karen Slot
	Plenary and video presentations (part 2)
15:00-15:20	Results on evaluation of VIS projects Sonja Kleter (Dialogic)
15:20-15:30	The Creathon Aftermovie (video) , Carlo Bakker (Hogeschool Leiden)
15:30-15:50	Lessons Learned from VIS Training & Support Marleen Oosterink (VIS Consortium Training & Support)
15:50-16:00	United Voices: Languages, Interculturality, and Our Virtual Connections (video) , Language Learning team ELC (Rijksuniversiteit Groningen)
16:00-16:20	COILectiVE NL! Reinout Klamer (Haagse Hogeschool) & Anouk Vermeulen (Nuffic)
16:20-16:30	Closing
16:30-17:30	Drinks
18:00	Dinner At participants' own expense (€35), see registration form

Plenary presentations

Recruit, Retain and Reward

Madi Ditmars, African Studies Centre, Leiden University

Ingrid Van Rompay-Bartels, HAN International School of Business

We first connected during a Virtuele Internationale Samenwerking (VIS) training course, while supported by VIS grants, separately leading VIS projects: *Virtual Online International Collaborative Exchange (VOICE)* and *Crossing Borders Without Crossing Borders (CBWCB)*. Building on these individual experiences, we joined forces in 2025 to co-develop a joint project in collaboration with the University of Nairobi (see: [CBWCB VOICE Overview](#)). In this presentation, we will share the strategies we used to **recruit**, **retain**, and **reward** student participants, highlighting both our successes and the challenges we faced.

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Life after VIS? VIS Carousel for durable virtual online collaboration

Thierry Tartarin, Saxion University of Applied Sciences, School of Finance & International Business

The VIS Carousel (VC) is a concept enabling the durable embedding of international collaboration in any curriculum. Unlike in a typical VIS project, where alignments with a partner is challenging (alignments of education programs, time zones, type of students, type of activities, etc.), the VC concept embraces these challenges by offering a new approach to developing online collaboration with international partners.

How does it work? VC is an operational way to roll out a topic using 10 curriculum design components. The intercultural competencies and skills meant to be developed in the collaboration are standardized in the VC concept. The VC concept uses a chosen topic as a main component; everything else is flexible and up to the schools to decide together using the VC. All can be tailor-made to different learning objectives, different learning activities (workshop, course, other), different timelines (e.g., one day, one week, one semester, or even one year), and different partners.

The VC outcome is the diffusion of a topic in different courses across multiple curricula. It acts as a multiplier to bring in an international component in any given curriculum. We report on our success and lessons learned using the VC concept over several years.

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Vulnerability and authenticity in VE

Eva Haug, Hogeschool van Amsterdam

Vulnerability and authenticity are the key to true intercultural connection.

A challenge in virtual exchange (VE) is to overcome the tension between wanting to create opportunities for being vulnerable and authentic and the difficulty to realise this in practice.

Although virtual offers the potential for profound intercultural connection and mutual understanding, the development of true vulnerability and authenticity – crucial elements for successful interpersonal relationships – is often hindered by the inherent distance of the digital medium, cultural barriers, and a lack of focused pedagogical support, which results in superficial interactions and missed opportunities for transformative learning.

How can we deploy focused pedagogical strategies to overcome these limitations?

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Results on evaluation of VIS projects so far

Sonja Kleter, Dialogic

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 midterm review that was published in October, focusing on the learning outcomes for students and the embedding of VIS-projects within institutions.

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Lessons Learned from VIS Training & Support

Marleen Oosterink, VIS Consortium Training & Support

In this interactive presentation, VIS team members will share and discuss with the audience the main learning points from providing training to teachers and educational supporters and advice to management and policy makers during the past four years. Together we will seek to identify ways to move virtual international collaboration forward as sustainable practice at institutional and national level. As a preparation, participants in VIS Live! are invited to share their experiences with training and support when registering for the event.

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COILectiVE NL!

Reinout Klamer, The Hague University of Applied Sciences,

Anouk Vermeulen, Nuffic

Other COILectiVE founders

This new and exciting network is created to build upon the work done through the VIS initiative. It is organized by educational institutions in the Netherlands in cooperation with Nuffic. The goal of the network is to gather and share knowledge, expertise and experiences around Collaborative Online International Learning Virtual Exchange for higher education and Vocational Education (MBO). Co-creation is central and is a way of professional development of its members. By presenting ourselves as the 'Dutch voice' in COIL, it enables us to connect with other international networks.

In this interactive presentation we want to share what COILectiVE entails and who it is for. We will share our concrete plans regarding webinars, meetups and professional development opportunities. Also, we will announce the first COILectiVE Conference in 2026 hosted at the Hague University of Applied Sciences. We welcome you to join us!

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Poster presentations

Facilitating Meaningful Online Dialogue: Adapting SIM and Photovoice for Active Student Engagement

Gwendolijn Boonekamp, HAN University of Applied Sciences

In our VIS project, the School of Sport and Exercise at HAN University of Applied Sciences collaborates with the University of Valencia's Department of Didactics of Physical Education (Spain). Together they work across sport sciences, education, and didactics.

The project focuses on adapting and testing two group dialogue methods—Structured Interview Matrix and Photovoice—for use in online education. Central topics include exploring 'movement agency': what it is, what it looks like in practice, and how educators can foster it in students and participants.

The project adds value by providing flexible dialogue tools for online learning. These tools help teachers



stimulate active student engagement and foster deeper reflection in virtual settings. Students benefit from international exchange and collaborative learning experiences; teachers gain tested tools and practical guidelines for facilitating online dialogue.

Key challenges include coordinating students from different programmes (not in one shared course), managing diverse schedules, and handling technical issues when organising online breakout sessions. To address these issues, we simplified tool protocols and engaged facilitators to guide the sessions.

To ensure sustainability, we are developing tutorials, guidelines, and instructional materials. During the project, we will collaborate with HAN iXperium Education to disseminate the outcomes and encourage wider adoption across programmes.

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A year of (V)exchange

Beatriz Cabrera Fernández, University of Groningen

In this poster we will present the perception of students of the European Language and Cultures BA programme who start learning a new language at university and who accompany their learning from beginner to B1 level by participating in different exchanges. This experience allows them to have an average of one extra hour per week of contact with the language and culture during the academic year. How do they perceive a virtual exchange when they are learning the language at A1 level, and at B1 level? Do they feel as motivated to participate in another virtual exchange at the end of the first semester as they do at the end of the second semester? The poster will show both quantitative and qualitative data that will give us an overview of what this experience represents for our students.

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Virtual Online International Collaborative Exchange (VOICE)

Maria (Madi) Ditmars, Leiden University

A poster illustrating an innovative VIS framework that encourages unbiased exchange of possible contentious issues across disciplines and geographies. The VOICE acronym being descriptive of the desired outcome of giving a voice to all participants through providing them a structured platform to engage in multi-sited learning and explorations of their respective communities. The expectation is that this exposure will provoke a paradigm shift, promote deeper insight, and foster appreciation of different perceptions amongst participants from various backgrounds.

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Exploring diversity and rights in a Virtual Exchange collaboration between the University of Groningen and the University of Genova

Fabio Galati, University of Groningen

The project involved the programs of two universities: University of Groningen and University of Genova (Italy). The students in Groningen followed an Italian Language Proficiency course, aimed at B2 level. The students in Genova followed a didactics course.

The students of Genova guided the students in Groningen and created activities based on relevant social topics, such as women and LGBT+ rights.

The students in Groningen were thus exposed to authentic material from the target language culture. During the online meetings, on top of giving elaborate opinions and having critical discussions on topics related to Italian politics, society and culture, they interacted in Italian, thus enjoying also authentic language exchange.

The VE collaboration was aligned with the syllabus of the Italian Proficiency course, in which the aforementioned topics were covered. Students of this course could then integrate the knowledge acquired in their weekly preparation and participate actively in the discussions with the students in Genova. This close alignment between the course program and the VE collaboration gave the students in Groningen the



opportunity to use multiple tools to actively contribute and create their final product: a podcast in which specific case studies on women's rights or LGBT+ rights were discussed, related to the context of the target language and culture.

Furthermore the students in Groningen worked together and with the supervision of the students in Genova in writing collaborative reflections on the online meetings. They were thus stimulated to work in groups and organise their work independently (without a close guide of the teacher).

On top of the interaction in Italian during the classes of the course, for the students in Groningen the VE collaboration was a valuable opportunity to practice more frequently in the target language, also on a more informal level (with peers). In order to allow a less formal interaction, extra meetings have been organised in which students could propose topics chosen by them, which fostered intercultural competences.

The students in Genova were responsible for selecting and presenting relevant authentic material (in the target language) for the activities that they created for the partner students. They also guided the students in Groningen, providing useful feedback.

In general the project was conducted fairly well. On the other hand in some working groups there were different points of view on a topic and students had to find a way to mediate, maintaining the discussion on a critical level. For the future collaboration it would be beneficial to prepare students better in advance, also regarding mediation skills.

The idea is to replicate this collaboration in the future, doing some fine tuning in order to make it even more productive. We are currently working on plans to integrate VE projects more substantially in our curriculum.

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Nursing in international context

Edwin Hagenbeek, Hogeschool Utrecht

We give insight of the participating universities and students. We had 6 universities participating in this VIS. The central topic was nursing in an international context and making comparative studies.

The added value: intercultural experience, collaboration in the international field, opening new horizons and gaining knowledge, to strengthen partnerships.

Main challenge is to involve the Dutch students. We tackled this by offering them the possibility of participating in excursions next study year. Next year we will use these students as ambassadors for internationalisation.

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Work on a long-term project supported by VIS: International Legal Office

Eelco Koot, Hogeschool Utrecht

We work together with Notre Dame University in Perth and Sydney. The topic is generation z who is going abroad for longer periods of time for working holidays, internships, voluntary shops, living as a digital nomad etc. We work together to prevent legal problems for this group.

Students learn from each other's culture, history and political system and about the different law systems and are working to develop a special website.

We create a rich learning environment with students from legal and communication educations, and our aim is to make it a part of the curriculum.

Challenges? A lot. Different time zones. Australian schoolyear starts in January. Budget cuts in higher education.

But it is a chance for all our students to work with international students without travelling. And also to combine Dutch law with law from other countries.

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Students experience innovative VR collaboration with the Co-Design Canvas

Claudia Mayer, Inholland

(1) Inholland University of Applied Sciences and Queensland University of Technology (Australia) joined forces across design, education, and immersive technology to explore how virtual reality (VR) can enhance co-design through empathy and embodiment. Supported by the VIS grant, this project involved Creative Business students collaborating internationally in a shared VR environment using the Co-Design Canvas and playing personas method.

(2) The central theme: how immersion and embodiment in VR can strengthen connection and understanding across cultures. Students didn't just talk about empathy – they experienced it, role-playing as end-users and giving feedback on real prototypes in an embodied virtual space.

(3) For students, the experience developed intercultural communication, digital literacy, and co-design skills. For educators, it offered a live testing ground for integrating VR into didactics and educational design.

(4) Key challenges included technical onboarding, cross-institution coordination, and ensuring pedagogical alignment. These were addressed through iterative adaptations, close facilitation, and ongoing reflection.

(5) We aim for sustainable impact by embedding outcomes in the curriculum, involving EdTech teams, and co-authoring scientific publications. Our ambition is to shape future-proof learning through virtual empathic co-design.

Read more: <https://www.inholland.nl/nieuws/en/students-experience-innovative-vr-collaboration-with-the-co-design-canvas/> and <https://www.inholland.nl/onderzoek/onderzoeksprojecten/co-design-canvas-in-virtual-reality/>

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Cross-Atlantic Collaboration: Strengthening Preventive Healthcare through a Multi-Perspective Approach

Floor Meurs, Hogeschool van Rotterdam

The VIS project is a collaboration between the Physician Assistant programs of Hogeschool Rotterdam (Netherlands) and George Washington University (USA), integrating disciplines such as preventive healthcare, intercultural communication, and education. The central focus is the co-creation of a professional product by Dutch and American PA students, aimed at improving prevention and health promotion through multi-perspective thinking.

The project enhances the educational programme by providing students and teachers with a unique opportunity to engage in international teamwork, deepen their understanding of culturally diverse healthcare approaches, and develop practical tools for preventive care. Faculty benefit from new insights into curriculum internationalisation and collaborative teaching models.

Key topics within the VIS project include preventive healthcare, diabetes, obesity, and health education, explored from both Dutch and American healthcare perspectives. Students engage in real-world challenges, learning to address healthcare issues with a global mindset.

Main challenges included time zone differences, language barriers, and aligning curricula across countries. These were addressed through flexible scheduling, English-language support, and clear joint learning goals. To ensure sustainability, the project is embedded in an elective module within the PA curriculum and supported by internationalisation and innovation coordinators. The digital co-creation tools and developed materials will remain available for future student cohorts, enabling ongoing use and expansion. This ensures a long-term impact on intercultural competence and global health awareness within the PA programme.

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VIS Project Rotterdam / Bordeaux / Gdansk

Betty Molt, Hogeschool Rotterdam - opleiding Werktuigbouwkunde

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Cocreating Sustainability Education

Anjana Singh, University of Groningen

This poster will explain a VIS project between the Stellenbosch University and the University of Groningen.

In 2024, we started collaborating on a course called The History of Un/Sustainability. Here, 7 students from Stellenbosch joined lectures with Groningen students online/live. Subsequently they were divided into 5 small groups to collaborate on a sustainability-related societal challenge. This small group work allowed them to put their intercultural skills into practice.

Students collaborated on e.g. the illegal drug trade in the Netherlands and coastal erosion in Cape Town.

During the seminar sessions, groups would present their findings.

In September 2025 we will run the course again.

This poster presentation will set out our experiences and share challenges and provide future-oriented considerations.

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Preservice teachers at AUAS and the ICTEP COIL in 24-25 en 25-26

Karen Slot, Hogeschool van Amsterdam

Collaborate Online International Learning International Conversations in Teacher Education

Project with Dr. Jordan Shurr at Queens' University.

In The Salamanca Statement (1994) and the intended implementation of the Sustainable development Goals (2015), governments worldwide express their intention to implement inclusive education (Ainscow, 2020; UNESCO, 1994). Preservice teacher educating programs play an important role in preparing preservice teachers to realize inclusive education. However, it is still not entirely clear what the characteristics are of effective preservice teacher education programs focused on inclusive education. In order to contribute to the perception



of preservice teachers on the development of inclusive education in the international context AUAS decided to participate in a COIL. Here, a new generation teachers met each other.

In 2024-2025, the COIL ICTEP, was carried out for the first time in a course Sciences and Exact of a preservice teacher program at AUAS.

35 Preservice teachers participated in the COIL in 2024-2025. The aim was firstly to meet preservice teachers in small groups in online settings. Secondly, enhance their knowledge and opinions about international preservice teachers education into the preparation of inclusive education. Finally, strengthen their own communication skills and reflection skills. Their initial focus was on communication in English and their role in the implementation of inclusive education. Subsequently a pilot was conducted between Dutch students from HAN and AUAS. Finally the first COIL started. The discussions in the preservice teachers' groups provided input for the Infographics created by AUAS preservice teachers. The preservice teachers were able to describe the vision and implementation of Inclusive Education in different countries. They reflected on the development of their own intercultural knowledge and skills and formulated a new vision on Inclusive Education.

All 35 preservice teachers were enthusiastic. AUAS Teacher education exact decided to continue the COIL structural in a preservice teacher course in 2025-2026. In 2025 the COIL was further became a structural part of a preservice teachers education program. A new cohort of 28 preservice teachers started their own COIL Inclusive Education with their own international colleagues!

We invite you to have a look at our poster with an impression of the work of our preservice teachers!

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Video presentations

From local intern to global thinker: a perspective-shifting experience?!

Ina Nienhaus & Angelique Hagen, Hogeschool Utrecht

Physiotherapy student Isa shares her experiences with Virtual Exchange.

Through international collaboration, students are challenged to step outside their comfort zones, reflect on their own assumptions, and engage with different perspectives on health and care. These encounters help them develop essential skills for real-life clinical practice — such as communicating across cultures, dealing with uncertainty, and building therapeutic relationships with diverse patients. Virtual Exchange provides a meaningful space to experience discomfort, grow professionally, and prepare for the complexity of today's global healthcare environment.

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The Creathon Aftermovie

Carlo Bakker, Leiden University of Applied Sciences

Collaborate – Innovate – Demonstrate.

That's the spirit of the Creathon VIS project 2024–2025 — a bold cross-border learning experience connecting students and educators from the Netherlands, Nigeria, Georgia, and Palestine. Working across law, business, communication, and technology, students explored two urgent global themes: the Sustainable Value Chain and the Corporate Sustainability Due Diligence Directive (CSDDD).

The format: Three high-energy online Creathons of 120 minutes, each split into two 60-minute breakout rooms. Teams moved through a powerful learning flow: Map the chain, Identify the abuse, Mitigate the solution.

Coaches focused on facilitation and education, guiding students to lead their own process — using tools like Padlet, Miro, Canva, and AI.

The Creathon runs on six “inter” pillars: Interdisciplinary, Intercultural, Interlingual, Interlinked, Integrated, and Interactive. Despite differences in academic calendars, the modular setup made international teamwork possible — and impactful.

Students delivered interactive videos, vlogs, digital toolkits, and pitch-ready outputs. More than a project, it became a platform for visible, meaningful learning. We’ve created a dynamic aftermovie that shows what it truly means to: Collaborate. Innovate. Demonstrate.

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United Voices: Languages, Interculturality, and Our Virtual Connections

Language Learning team ELC, Rijksuniversiteit Groningen

This video showcases the diverse experiences of L2 language learners (ELC, RUG) who participated in a virtual exchange (VIS) in previous academic years, within the different languages offered by our study programme. It also highlights the experiences of students from our partner institutions. In this way, we hope to offer a glimpse into the diversity of perspectives, projects, and languages within our LL department, as seen through the eyes of our students and their partners.

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