

Workshop overview

1	<p>The weakest link?</p>
	<p><i>Hanzehogeschool Groningen – Stafbureau Onderwijs en Onderzoek – Els van der Werf</i></p>
	<p><i>Subtheme contribution: strategic & organizational frameworks</i> <i>Language: Dutch</i></p>
	<p>Many Higher Education institutions have ambitious international strategies. This means that lecturers are expected to develop new competences: language proficiency in English, intercultural competences, didactic skills for the international classroom etc. We tend to focus on the teaching and learning process of our (international) students, but what do we know about the learning process of our staff in relation to the international HE environment? In this session, I will present the International Competences Matrix, a framework of reference for staff competence development for internationalisation. Together with the participants, I will also explore various approaches to staff development. Do we have different or additional requirements for teachers in Master programmes? Which have been successful and which have not? How effective are 'traditional' language courses? What alternatives do we have? How can international mobility contribute to professional development?</p>
2	<p>Why Internationalize? The rationales of internationalization</p>
	<p><i>Saxion Hospitality Business School – Visja Schapers</i></p>
	<p><i>Subtheme contribution: strategic & organizational frameworks</i> <i>Language: English</i></p>
	<p>The purpose of the workshop is to stimulate thinking about the 'why' of internationalization activities and how these activities contribute to achieving certain educational goals. Participants will do the so called Internationalization Rationale Prioritization Exercise. The exercise will give insight into the main drivers of internationalization and serve as an introduction to a discussion about questions such as: What is the strongest motivation of your institution/programme to internationalize? Would your personal prioritization be different? Why? How does this motivation to internationalize translate into activities (with a focus on curriculum) and educational goals?</p>
3	<p>Euregional issues and developments in Germany in comparison with the Netherlands</p>
	<p><i>Saxion University of Applied Sciences– Peter Gramberg en Ellen Oosterkamp</i></p>
	<p><i>Subtheme contribution: formal curriculum</i> <i>Language: English</i></p>
	<p>Within the master, the assignment will be given to pay more attention to international developments and themes. Given the location of Saxion near the German border, the ambition is to develop an optional internationalization module, in which, in addition to general Western developments, the focus is on Euregional issues and developments in Germany in comparison with the Netherlands, such as Interdisciplinary and cross-border cooperation, equity for all, participation, inclusion, technology, poverty, youth and social cohesion. The purpose of this module is to inspire students to learn from each other's strengths and apply them in their (own) work field by organizing work visits, guest lectures and the use of relevant literature.</p>

4	Why Internationalization for Master programs: a Pedagogical Perspective
	<i>NHL Stenden University of Applied Sciences- Master of Pedagogy Learning and Innovation – Hardus Brunt</i>
	<i>Subtheme contribution: pedagogy, strategic & organizational frameworks Language: English</i>
	The session will be based on the management model <i>the Golden-Circle</i> introduced by Simon Sinek. Sinek argues that many organisations often think from the ‘what’ and the ‘how’ angle, but to be successful they should ask the question ‘Why do we do what we do?’. I apply his principles during the session. I have experienced that this question can lead to sustainable thinking in relation to a Pedagogical vision and goals. By letting participants work with this model in a dialogical manner, they can derive their own personalized vision and goals on Internationalisation
5	Intercultureality: imagining your landscape of internationalisation
	<i>The Hague University of Applied Sciences - External & International Affairs – Claudia Bulnes en Eveke de Louw</i>
	<i>Subtheme contribution: formal curriculum, informal curriculum, pedagogy, student experience, strategic & organisational frameworks Language: English</i>
	This workshop takes participants on a visual journey along different paths for developing an internationalised curriculum. It includes an introduction to five pillars as the foundation for a comprehensive view of internationalization, showing how they can be applied to reach international learning outcomes. Purposefully defined international learning outcomes give shape to overarching internationalisation goals. Exploring different choices to be made on the journey towards those goals, participants reflect on features they collect for their own version of ‘intercultureality’: the formal and informal curriculum, pedagogy and student experience, supported by a solid organisational framework that blends these areas into a cohesive entirety.
6	Teaching in an international digital classroom -
	<i>HAN University of Applied Sciences - Institute Biosciences and Chemistry / Master Molecular Life Sciences – Remko Bosch</i>
	<i>Subtheme contribution: formal curriculum Language: English and Dutch</i>
	HAN MMLS collaborates with the University of Florida. This university utilises an optimised online teaching environment to offer several master programmes to be taken by distance learning. One of the modules is developed by us and supervised by four HAN MMLS lecturers. The challenge is to maximise learning, independent from time and location, in an interactive online manner. Moreover, the module is developed by us and concurs with the philosophy that is befitted to our MMLS programme. The interaction between the different cultures yields interesting observations.

7	Theatre for a change: overcoming cultural differences
	<i>Van Hall Larenstein University of Applied Sciences – International Development Management – Annemarie Westendorp</i>
	<i>Subtheme contribution: formal curriculum, informal curriculum, pedagogy Language: English</i>
	<p>Internationalization of education entails an integration of international, intercultural and global dimensions into the purpose, functions and delivery of education. This intercultural dimension is enriching students and staff, but overcoming intercultural barriers is often challenging in reality. International and Dutch students of Van Hall Larenstein have developed a forum theatre performance about their personal experience in intercultural differences. The workshop participants act as ‘spectators’ who are actively involved in the play by ‘jumping in’ to change the situation in a positive manner. The joker as a facilitator will lead the discussion about changing situations where persons feel oppressed or uncomfortable due to cultural differences.</p>
8	Assessing student competences based on diverse products
	<i>Van Hall Larenstein University of Applied Sciences- Master River Delta Development – Sara Eeman</i>
	<i>Subtheme contribution: formal curriculum Language: English</i>
	<p>Using different types of products, like movies, workshops, games, is very stimulating to work on as a student, and requires a wider set of competences. Therefore, these products are a suitable way to develop students towards ‘change agents’, by enabling them to work in different ways with diverse participants. However, implementing this in a setting where competences are leading, criteria needed to assess the quality of a product is a complex issue. We therefore think that many master programs may profit by a tool that helps to qualify diverse products with respect to different competences.</p>
9	Applied research with International students in the Dutch rural context
	<i>Van Hall Larenstein University of Applied Sciences – Master opleidingen – Marco Verschuur</i>
	<i>Subtheme contribution: formal curriculum, pedagogy, student experience Language: English</i>
	<p>For over 25 years, Van Hall Larenstein executes rapid appraisals in the Netherlands, implemented by international students. It is an applied field research which prepares them for their applied research project in their own country and which gives them an opportunity for a thorough analysis of the Dutch agriculture.</p> <p>The last six years, these appraisals are mostly supportive in current Van Hall Larenstein research projects. International students experience the Dutch reality from their own perspective and show remarkable results more often. For most of the students, this module is becoming an essential element in the applied research block in practicing the change facilitating competence. Most Dutch stakeholders like the interaction with the foreign students and are amazed about the analytical and problem solving skills of the students. Which university of applied sciences has comparable experiences?</p>

10	Organizing an international study trip at master level. Experiences, do's en don'ts...
	<i>Driestar Hogeschool Gouda – Master Leren en innoveren - Lennart Visser, Andrea Postma, Jolien Nijk, Jessica ReinaLapre</i>
	<i>Subtheme contribution: informal curriculum, student experience</i> <i>Language: Dutch</i>
	<p>With this workshop we (master students and an academic director) share experiences, success factors and learning moments from the study trip organized by the second-year Master's students Learning and Innovation to do research on a self-chosen research topic at a self-chosen destination</p> <p>Through blogs and vlogs, students daily reported their experiences and research results. We will discuss the experiences, learning moments and the importance of ownership and learning processes in the preparation of the research and the journey before and during the study trip.</p>
11	Policing in the 'International Week'
	<i>Politieacademie - Voortgezet Politie Onderwijs, Team Recherchekunde – Nils Filius</i>
	<i>Subtheme contribution: formal curriculum</i> <i>Language: Dutch</i>
	<p>This workshop gives a short description of the consisting framework of International Criminal Investigation Cooperation between the BKA (Bundes Kriminal Amt , Hochschule de Bundes) and the Dutch National Police Academy. Also the future plans of further collaboration with other strategic partners for the Dutch National Police and the embedding of these plans in the international strategic policy.</p>
12	Internationalization in the Master in Advanced Nursing Practice Curriculum: the Cherry on the Cake
	<i>Rotterdam University of Applied Sciences – Lilian Maas</i>
	<i>Subtheme contribution: formal curriculum</i> <i>Language: English</i>
	<p>The purpose of this presentation is to highlight the internationalization program within the Master in Advanced Nursing Practice (MANP) program from Rotterdam. The internationalization program is emphasized in each quarter of the two year study and is highlighted with a group short term immersion trip to the US. Each quarter will be addressed to show how internationalization is threaded throughout the two year study.</p>
13	Medical Imaging/Radiation Oncology in a European Context
	<i>Hogeschool Inholland - Gezondheid, Sport en Welzijn - Thom Roding en Jelle Scheurleer</i>
	<i>Subtheme contribution: formal curriculum, student experience</i> <i>Language: Dutch</i>
	<p>An important component of the Master's program developed in an international partnership is the study unit 'MIRO in a European context'.</p> <p>Thanks to globalization and European unification, it is important that professionals can see ethical, legal, social and cultural influences on care in a broader, European context. To make students aware of related developments and fields of influence, they carry out their own</p>

	research project abroad, focusing on differences in professional practice and then write an article about it. The study unit is structured in such a way that students also learn from each other's international experiences.
14	Learning from the Future: why we use the future to innovate the present
	<i>Hanze University of Applied Sciences – Loes Damhof</i>
	<i>Subtheme contribution: formal curriculum</i>
	<i>Language: English</i>
	<p>We use the future every day, but we know little about <i>how</i> we use the future. In 2017 Loes Damhof used her Comenius scholarship to develop an international pilot for twenty Professional Masterstudents of four different programs on how to become <i>futures literate</i>. Futures Literacy, developed within UNESCO, is an innovative methodology that offers insights on how we approach unforeseeable challenges by using the future to innovate the present (Miller, 2015). At Hanze University of Applied Sciences we believe our Master students need this 21st Century Mindset to become change agents that can identify, facilitate and co-create transition in a more interconnected and complex world. By adapting <i>Futures Literacy</i> to all our Masterprograms, we are able to teach our students how to embrace uncertainty and complexity.</p>