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# UNIC handbook on physical and virtual mobility. Teaching and learning in intercultural settings

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**The European University of Post-Industrial Cities**

D3.5 UNIC Handbook on Physical and Virtual Mobility

# The European University of Post-Industrial Cities

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Project Partners:

- University of Deusto (Bilbao), Spain
- Ruhr University Bochum, Germany
- University College Cork, Ireland
- Koç University (Istanbul), Turkey
- University of Liège, Belgium
- University of Oulu, Finland
- Erasmus University Rotterdam, Netherlands
- University of Zagreb, Croatia

# UNIC Handbook on Physical and Virtual Mobility

Teaching and learning in intercultural settings

Status as of September 27, 2021[1]

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[1] This handbook is a ‚living document' – it is going to be continuously revised during the running of the UNIC-project, and therefore it is going to change and develop in the course of time.

## Table of Contents

# Preface

This handbook reaches out to university teachers irrespective of their discipline and research fields. It has been written with the UNIC Alliance in mind and shows the diversity of practice of intercultural teaching which is currently applied in the different partner universities. Nevertheless, we want to address all teachers which might stumble about this text.

International Mobility is supposed to increase the quality of teaching and research through the exchange of knowledge, international networking and common research projects. Regarding the involved individuals and organisations, mobility is expected to contribute to an attitude of respect towards the respective cultural values and to develop academic solidarity. Not at least the intercultural learning of mobile and home students and teachers shall be activated.

The authors of this Handbook hope to show teaching staff a few ways to seize the opportunities of mobility and to give a taste of international exchange and collaboration.

The handbook consists of two parts.

The first part deals with the shaping of teaching and learning situations in an international and diverse environment, and focuses on didactical reflections. It shall be used to enable teachers in their respective fields to design intercultural learning processes, which contribute to the learning of all – home as well as international exchange students. The first part also gives an impression of different options how universities can advance the internationalisation of higher education. Readers will find basic information, practical hints and examples from the partner universities. Reflective questions and practical hints take the form of bullet points from chapter 2 onwards. The sub-chapters on "Stories from the field" offer concise practical advice on designing internationally oriented teaching to support any such setting. Readers can rummage through stories from the different universities, where practical examples are elaborated.

The second part lists information about funding and support programmes by the UNIC partner universities with a focus on teaching staff, with concrete links and contacts at the respective institution.

# Part I Designing Teaching in Intercultural Contexts of Higher Education

"Universities are increasingly concerned with the task of preparing graduates to be active and responsible global citizens in a world which is intrinsically digitalised, globalised and multicultural in nature." (O'Dowd 2017, 8)

# 1 UNIC's effort toward internationalisation

Internationalisation is a widely used description for a variety of activities in higher education policies, strategies, practices and research. Internationalisation, in order to contribute to the development of every single university, has to be integrated in the higher education institution's mission, teaching, research, and service (Knight, 2004, p. 11). Therefore, it is a consciously driven development process, in contrast to globalisation, which is seen as an evolutionary process in the environment of the institutions that cannot be shaped and designed by them.

For a deliberate, strategic strengthening of their efforts for internationalisation, eight European universities have joined forces to form the European University of Post-Industrial Cities – UNIC. UNIC is composed by universities which face similar challenges regarding the transformation from an industrially organised society towards a post-industrial, knowledge- and service-based one. The universities are situated in Bilbao, Bochum, Cork, Istanbul, Liège, Rotterdam, Oulu and Zagreb.

One of the most important goals of UNIC is to develop innovative and sustainable models for student and staff mobility in physical and virtual environments. The objective is to enable international mobility for every student and staff member, regardless their study field, family or social background, abilities, etc. – and this mobility should really include all students. Therefore, the partner universities intend to install various types of international mobility: a mix of physical, virtual and blended mobility forms, curricular as well as extra-curricular activities, long and short-term (UNIC, 2020, p. 11).

With this increase in mobility, not only more and more students but also more and more teachers will get involved in learning settings with international elements and will be faced with the task to shape intercultural learning processes. This handbook suggests how learning environments are best designed in order to realise intercultural encounters and learning processes within the respective disciplines, and how to support mutual understanding and inclusion within the regular study programmes.

## 1.1 Internationalisation abroad and Internationalisation at home

A classic approach to promoting internationalisation is to encourage "internationalisation abroad" through physical mobility. Mobility then refers to teachers teaching abroad or students studying at a foreign university for a period of time, i.e. attending courses at a university in a different country from where they completed their second level education. In this approach, they receive ECTS credits from their own universities for participating in the mobility. This handbook contains a lot of information about how physical mobility can be didactically supported, practically organised and financed.

However, this handbook also takes into account that physical mobility has long since ceased to be the only way to internationalise a university, and internationalisation begins on one's own campus - as "Internationalisation at Home" (IaH; Knight, 2004, p. 16). As physical exchange is only possible for a minority of students, internationalisation goals must be followed by additional or alternative measures. IaH means to integrate an international, intercultural or global aspect into the structures of the home university, without members having to physically cross borders. From this perspective, the whole higher education institution with its activities in regard to research, teaching, service and support, with its values and goals, is involved.

Crucial at the IaH approach is the explicit emphasis on ALL students and on the compulsory curriculum (Beelen & Jones, 2015, p. 64) in order to expand the perspectives of students (and teachers) (Guimarães et al., 2019, p. 100). Internationalisation of teaching and learning implies thus for example the use of literature that is internationally comparative, the involvement of guest lectures from colleagues of foreign universities, or from speakers of local cultural groups or international companies, the work on international case studies and practice and collaboration with international peers by digital online tools (Beelen & Jones, 2015, p. 64). The mobility of teaching staff becomes a central concern in the IaH approach, as visiting lecturers are intended to strengthen the European dimension of the host university by exposing students and fellow lecturers to new and unfamiliar ways of teaching and with different cultural influences. Guest lectures further complement local teaching offers and impart the lecturers' expertise to students who are not able to physically go abroad.

Especially on the design of internationally-oriented teaching this handbook contains a lot of information. In this way, it covers both internationalisation abroad and internationalisation at home.

## 1.2 Intercultural and inclusive education

The pressing necessity of global interdependence that influences societies, ecology, markets (including job markets), and forced and voluntary movement of people (migration) demands university to include "intercultural and national expertise" into their offers and learning outcomes. That's why issues of intercultural exchange are becoming increasingly important – all the more so in an environment like that of UNIC universities.

UNIC universities operate in a "superdiverse" space. "Superdiversity" is a term which refers to an increased number of multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants and their descendants (Vertovec, 2007) who contribute to a variety of identities and ethnicities within one cultural space. There is also "superdiversity" in the classroom in terms of age, with more mature students joining than before; in terms of gender, of (dis)abilities and of neurodiversity. Moreover, ethnic diversity may not have been caused by recent immigration but various nationalities and ethnicities may have been co-existing for a long time.

Intercultural as well as inclusive education refers to pedagogical approaches towards diverse groups of learners in this sense. It can be outlined as a way of being responsive to differences of learners (and teachers) in the classroom (Gay, 2018). Today, we have come to see that the system has to change in order to meet the different needs of the learners, rather than expecting the individuals to change in order to assimilate to the existing norm concepts of learning. Differences – long considered deficits that should be removed to create homogenous learning groups – are now understood as enriching and a chance for development. Agents in higher education institutions have to deal with questions of the design of teaching and learning, of organisation, of assessment etc. in order to ensure the success of all learners and a high quality of the teaching process. This handbook presents ways to make intercultural learning within the existing system of higher education succeed.

## 1.3 The cultural imprint of higher education

Teaching and learning processes in educational organisations underlie certain cultural assumptions. Educational systems and organisations represent cultural norms and values, rituals, the social hierarchy, contents, methods or communication rules of a society (Otten & Scheitza, 2015, p. 36). At universities, the knowledge of institutional terminology, communication rules and strategies is crucial to pass successfully through the institutional routines. In this view, diversity disturbs the flow, as all additional explications, misunderstandings or additional consultations take time and can therefore be seen as challenging (Otten, 2003, p. 16) although diversity, as stated above, implies positive and enriching aspects for universities.

Intercultural learning includes the acquisition of knowledge about one's own and about other cultures with the aim to open one's attitudes towards intercultural settings and to gain the skills of effective interaction and collaboration with people of different backgrounds (Otten, 2003, p. 21). A useful way of uncovering different approaches in highly institutionalised organisations, like in universities, is to see whether the student experiences assimilation, adaptation or negotiation. These three approaches reflect a range of strategies in higher education institutions and may themselves be interconnected rather than distinct concepts. When teaching to support intercultural learning, all three approaches have to be taken into consideration:

- **Assimilation** means that the student makes an effort to fit into the system. Pure assimilation hinders the organisation to change, as the pressure for change lies only on the students. Assimilation in specific instances is helpful and necessary. Yet, but if it is not combined with institutional measures, there won't be an organisational learning and development process, and the needs of students who are perceived as different are not taken into account (Otten & Scheitza, 2015, p. 57).
- **Adaptation** means that the host system adapts to student's needs. Routines can be changed with regard to contents, to methods of teaching and assigning, and to the creation of new structures to meet the needs of all students. In this case, the pressure of change lies on the host system. This means that routines and rules are changeable, which can be a challenge in questions of flexibility for the persons involved (Otten & Scheitza, 2015, p. 57). Therefore, adaptation and assimilation must be connected and interdependent processes, in order to generate reliability and flexibility in an appropriate measure.

- **Negotiation** means that students and teachers explore and discover new ways of achieving a learning outcome together, by collaborating with each other and shaping the structures of their university (Otten & Scheitza, 2015, p. 54). Negotiation encourages a balance between and the inclusion of multiple perspectives (Otten & Scheitza, 2015, p. 57). Negotiation is highly participative and often the solutions reached are well accepted.

This handbook describes how intercultural learning can be promoted by fostering all three – assimilation, adaptation and, especially, negotiation – in the field of teaching. Overall, it should thus contribute to making teaching successful, international, and diversity-sensitive. In this way, it contributes to the internationalisation of universities – especially within the UNIC network, but also beyond.

## 1.4 Stories from the field

This handbook presents many approaches on how teachers and their universities can create frameworks for internationally oriented teaching and how they can concretely implement such teaching. The UNIC universities do not start from zero but already have a treasure trove of practical experience and successful implementation. In the following, examples are presented on the topics of the introduction.

The examples have been written by different members of the Teaching and Learning working group and therefore they differ in style and phrasing. In the overall document (see also stories in points 3.1, 3.2, 3.3 and 3.4) at least two examples per university are considered.

The first example illustrates the process of negotiation, as explained above (see point 1.3).

> **Negotiations: The example of discussion rules at the nursing school at University College Cork**
>
> Since 2013 the School of Nursing & Midwifery at UCC has become more diverse due to the addition of formal programmes for international students. While this has heralded an exciting venture for both faculty and students it has also presented some challenges which may negatively impact on the student experience. To ensure a positive student experience, we recognise the importance of acknowledging cultural variation and cultural transition as we often have students from 5-6 different cultures studying together. This poses its own challenges as each student comes with different norms and expectations and positive group dynamics can be difficult to foster without specific interventions. To address this, we have developed on-going interventions /support mechanisms both academically and socially [...].
>
> **Ground rules for cultural variation/transition**: These are established at the beginning of the semester, are developed by the students themselves and include such rules as "everybody's opinion is important even if you don't agree", "respect for each individual is required", "collegiality prevails in the classroom" and "the classroom is a safe sanctuary for any discussion".
>
> (Carol Condon and Sean Kelleher)

Support for international students in order to foster their personal and professional development is also organised at the University of Deusto. The following example illustrates the intertwining of assimilation (which shall be supported) and adaptation (by organising the support on a university level).

**Support structures: Student Guidance and Support Service at the University of Deusto**

The University of Deusto has a special unit - Student Guidance and Support Service (SSG) - that provides these services for both local and international inbound students, mainly related to

(1) having a personal tutor to assist individually throughout university years,

(2) face to face workshops and online resources to help them adapt to student life, and

(3) psycho-pedagogical and psychological services, staffed by professionals who are equipped to help students overcome both academic and personal difficulties.

The guidance service is formed by a team of psychologists and teachers whose aim is to provide resources for Bachelor and postgraduate students who have queries, to help them make the most of their university stay, promoting both their personal and professional development.

(Samiha Chemli and Josu Solabarrieta)

The following example shows a course concept that involved specific measures for international students in combination with activities in mixed student groups.

**Teaching design that involves home students and home staff in intercultural learning processes at University of Zagreb**

Associate professor Ivana Borić and Andrea Ćosić, assistant, conducted a course at the Faculty of Education and Rehabilitation Sciences, on alternative care and treatment of children and youth (3 ECTS). The course was conducted in summer semester 2020/2021 for 2nd year undergraduate students of Social Pedagogy. The course format included individual consultations with the students and occasional classes with Croatian students.

In our course we hosted five international students (four from Belgium and one from Germany). The lecture was organized mainly in separate groups only for foreign students in English, with one joint lecture with Croatian students, where students presented their country system of alternative care for children and youth. Seminars consisted in presentations and visits of various forms of alternative care institutions for children and youth in Croatia. These were held together for Croatian and international students.

Both Croatian and foreign students stated that experience of working together on these seminars was very positive with lots of learning opportunities (professional related to the topic of the course, but also intercultural).

However, Croatian students were at first a bit reluctant to pair up with foreign students, mostly because of the fact that they will have to speak and present in English language.

(Ivana Borić)

The following example shows how university teaching and learning is highly dependent on the cultural context (like elaborated in point 1.3), a realisation crucial for understanding and supporting students.

**Cultural differences: Experiences from the UNIC Spring School at the University of Oulu**

Difficulties arose to arrange meeting times for the group work, and evening lectures felt hard to follow for some students. Both required more flexibility from the students than usual. Some of the students are not used to do reflective group work/essays and some are not used to be asked about their opinions/thoughts. The teachers feel that this is a question of different study and learning cultures. Also some of the students attended highly interdisciplinary courses for the first time.

The example below describes a course concept that interconnects international learning with research-based teaching methods.

**Virtual international cooperation at Ruhr University Bochum with University of Pretoria, South Africa**

A virtual cooperative-international research seminar was developed at the Chair of Old Testament at the Faculty of Catholic Theology at Ruhr University Bochum. Within the framework of this seminar, selected theology and religious studies students are to be taught basic methodological knowledge in the subject area of the history of Israel. Building on this, the students will then independently develop their own research project.

Conceptually, the interdisciplinary and internationally oriented seminar realised research-based learning as self-organised research-based learning with increasing degrees of freedom. Based on the connection to concrete research foci, questions and contexts, above-average students were to learn to conduct research on their own responsibility and to present, discuss and reflect on research results in the context of an international exchange. In addition to scientific methodological competence, they were to be taught communication

competence and discourse skills at university level. The international exchange with South African professors and students also aimed to train a scientifically critical attitude towards methods and research results and thus also to promote analytical thinking and self-reflexivity.

## 2 What teachers can do: general remarks

This handbook will address the different mobility settings, namely physical mobility, virtual mobility, virtual exchange (as a special form of virtual mobility) and blended mobility. These terms describe different ways to bringing students into contact with other higher education systems or with students and faculty in other countries.

Each of these settings has its specific challenges, which are examined in more detail in the third chapter of this handbook. However, all approaches also have commonalities. Regardless of whether a course is designed for physical mobility, virtual mobility, virtual exchange or blended mobility, consideration of certain aspects can always be helpful and valuable in planning and implementation. These aspects are presented in the present chapter.

In general, it can be said that research on higher education teaching today has identified many important and acknowledged success factors for learning processes in higher education (Schneider & Preckel, 2017; Biggs & Tang, 2011). This research has not produced "recipes" for successful teaching, i.e. there is not guarantee that the combination of certain elements automatically leads to the desired learning success for students. However, it is possible to infer which aspects significantly increase the likelihood of learning success. These include, for example, well defined and aligned learning objectives (Biggs, 2003), clear and understandable explanations, opportunities for interaction among students (Smith & McGregor, 1992) and between teachers and students (Biggs & Tang, 2011).

Based on this knowledge of general success factors for university teaching, we have compiled the recommendations on how teaching can be successfully designed when it takes place in a clearly international and intercultural setting, or when a standard offer is meant to be made connectable for an international audience. These recommendations are organized along the following main themes: 1) expectations, roles and rules, 2) topics and material, 3) contact and interaction, 4) assessment and evaluation.

# 2 What teachers can do: general remarks

## 2.1 Expectations, roles and rules

Clear communication regarding learning objectives, rules, and other expectations is considered one of the most important success factors in higher education teaching. This is all the more true if internationally mixed groups are taught. As many expectations are taken for granted as part of the respective culture in an educational system, they are usually not actively communicated. Expectations regarding student behaviour should therefore be made explicit, as well as the role of the teacher and – if this is known – how that might differ from the students' experiences in other countries. Such explication can significantly help to avoid misunderstanding (Otten & Scheitza, 2015, pp. 37-38). A university teacher can define one part of these aspects, for the other part conversation and negotiation with the group should be sought.

### a) **Your settings:**

- Put yourself into the place of an international student: where would you see yourself stumble, where need extra explanations?
- Formulate clear learning objectives and communicate them both verbally and in the material accompanying your course. Have different learners in mind while planning: learners from different disciplines, a diverse group of students, learners from different universities or different countries with different abilities.
- Consider whether, in addition to subject-matter learning objectives, intercultural learning objectives such as intercultural competence and responsible global citizenship could be achieved (and how they could be measured). Integrate the cultural aspect into the tasks and the assessment, so that students do not get the impression that this work is less important than their professional learning but a part of it.
- Explain the teaching and learning culture considering how this might differ elsewhere: what is the role of teachers and students, how can students get in touch with the teacher and with each other, which behaviour is desired during the course, what are the expectations regarding course work, etc. A focus on student-centred learning can be a deviation from the student's home institution and students need to understand what this means for them as learners (e.g. their active participation in class is necessary).
- Since the understanding of deadlines can differ according to cultural character, the more or less binding nature of them in your course must also be explained.

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**b) Conversation and negotiation:**

- Ask your students if your settings are unfamiliar to any of them and engage in conversation with the group about whether and why adjustments to your ideas might be useful.
- Find out if students can bring a special (international) perspective to a topic and be open to integrating it.
- Encourage your students to contact you if they cannot easily follow your course or complete assignments like other students due to special circumstances. If possible, be open to deviations from the majority rules (e.g., regarding the language in which exams must be taken).
- Find out if there are any international students enrolled in the course who have special credit requirements from their home institution and address them.

## 2.2 Topics and materials

An important factor in integrating international, heterogeneous perspectives into teaching and to realise interculturally responsive teaching is the selection of topics and materials (Gay, 2018; Muñiz, 2019). Certainly, the scope varies depending on the discipline and the subject matter discussed - and is greater in a political science seminar than in a basic mathematics course. Nevertheless, an international perspective can always be taken into account when selecting material and content.

Another aspect is the provision of material in a way that facilitates preparation and follow-up for international students.

Hence, two different dimensions can be considered:

a) **Provide topics and material that open heterogeneous, international perspectives:**
- Search and integrate literature and examples from different contexts, as far as possible and suitable. In some cases, also the use of texts in a lingua franca is helpful.
- Check international journals for internationally comparative perspectives on your teaching topic.
- Check whether it makes sense to choose texts from authors or with content that represents another approach to your topic than usual.
- Be careful and critical towards stereotypical illustrations or examples in your teaching material and texts, avoid them or discuss them critically in class.
- Reserve, if possible, at least one session focussed on intercultural comparison of your lecture's topic.
- Invite guest lecturers from a local cultural group or from another country.

b) **Provide material that can be worked on well by heterogeneous students. These will benefit all students:**
- Record lectures so that students can rehear them.
- Talk slowly, avoid local/colloquial language or explain it.
- Support instruction with visuals, e.g. presentation sheets, graphic overviews, handouts, so that students can work with them easily.
- Try to give your students the opportunity for online individual learning by providing little quizzes, learning cards, mind maps, etc.

## 2.3 Contact and interaction

Active engagement with learning objects is another basic requirement for learning success at the university. Interaction is particularly important in heterogeneous, international groups. On the one hand, it helps students who are not in the majority to connect with the group as a whole. On the other hand, it is only through interaction that the benefits of heterogeneous groups can be fully realised. It is only through interaction that different perspectives are exchanged and lead to new insights. Furthermore, in particular learning objectives in the area of intercultural learning can only be reached when diverse people and their cultures encounter each other in genuine interaction and can reflect on that.

a) **Create occasions for group interaction:**
- Create tasks for your students that require interaction, however small it may be.
- Use a variety of digital tools and methods. Provide training or guidelines on how to use the tools and methods to be used.
- Encourage students to ask questions, ask open-ended questions yourself, and let students search for solutions first (e.g. by talking to their neighbour). Organise opinion polls to promote active learning.
- Organise small group work and collaborative elements during your course, if feasible. Even buzz groups for brainstorming on a topic can be a good way to get your students in contact with each other.
- In interactive settings, insist on mixed groups when possible, and emphasise the need and benefit of intercultural understanding. Devote time and energy to reflection about it.
- If using group work, consider any impediments to interactive engagement in the groups that your students may have (both home and international students) and support students to acquire skills to work well in groups.
- Encourage your students to share personal stories with each other by giving them questions about personal experiences connected to your topic, so that they can build a connection via their everyday life.
- Make your students aware of how they can connect with each other virtually, and create a need to do so.
- Vary your didactic approach to provide different learning occasions and offer different approaches in a heterogeneous group. The Universal Design for Learning (Rose, 2001) framework encourages teachers to incorporate multiple forms

of engagement, representation, action and expression thereby building inclusion into their courses from the outset.

b) **Give opportunity for personal contact with you:**
- Stay a little while after your course in the classroom or the video conference, to give your students the possibility to ask questions and get in contact with you. Let your students know that you will be available for some minutes after the lecture.
- Be open to contact out off the course time and explain to students how best to reach you.
- If you use communication tools such as an online forum, look at the posts made there and communicate with students through these tools as well.

## 2.4 Assessment and evaluation

"Assessment drives learning": This didactic saying is still true today. Whether students focus on the intended learning outcomes in a learning process depends to a large extent on whether these learning outcomes are part of an examination. International elements are integrated into learning outcomes via the content as well as the form of an exam.

Independent of the examination and the evaluation of student performance, you can also scrutinise your teaching from the perspective of internationalisation and interculturality at the end of a course through student evaluation.

**a) Assessment:**

- If possible, select examination tasks in such a way that the subject of the examination must be reflected from an intercultural perspective. Keep in mind that students need to have practiced these or similar kinds of tasks before the final exam takes place.
- In the case of flexible forms of assessment, such as oral exams or writing assignments, allow students to consider a topic from a culturally specific perspective. Make the exchange of different culture-specific perspectives part of the exam (e.g., through appropriate group presentations, peer-feedback or discussion).
- If intercultural exchange was part of your teaching scenario, integrate reflection on it into the assessment. Elements such as portfolios or reflection questions can help.
- Since forms of examination also vary depending on the university system and its cultural character, the choice between different examination formats can be helpful for the appropriate evaluation of a heterogeneous student body.
- Realise assessments in a lingua franca, either parallel to your teaching language, or for everybody.

**b) Evaluation:**

- After a few weeks, ask whether students can comprehend the contents of the course and feel well integrated.
- Discuss with your students at the end of the semester if the course supported intercultural learning.
- Ask your students what made learning in a higher education system easy and what made it difficult for them. Share and discuss these results with the whole group.

2 What teachers can do: general remarks

- Discuss with your students what you can do better in future courses to incorporate international perspectives, integrate all students, and facilitate intercultural learning.

# 3 Mobility and exchange settings

As stated in the introduction to chapter 2, this handbook addresses different mobility settings: physical mobility, virtual mobility, virtual exchange (as a special form of virtual mobility) and blended mobility. While the previous chapter focused on aspects of overarching relevance for teaching diverse groups of learners, this chapter is concerned with the specifics of the settings mentioned above.

In this handbook, it is assumed that readers are already familiar with some of the concepts - this is particularly true for physical mobility, and to a somewhat lesser extent for virtual mobility. These formats will therefore be dealt with more briefly. Virtual Exchange will be addressed extensively, as it is still much less frequently implemented but is tremendously important in many respects for internationalisation in general and the university network of UNIC in particular. For this reason, Virtual Exchange is elaborated in more detail. Finally, the concept of blended mobility is presented somewhat more briefly, as it combines elements of the other approaches.

## 3.1 Physical mobility

The discourse on internationalisation in higher education has traditionally been focussed on physical student mobility, i.e. sending domestic students abroad to study at foreign universities and acquire credits, which are then recognised at the home university (for funding see point 5.1.1). However, the rate of student mobility is rather low due to costs in finances (e.g. travel costs, giving up one's employment), time (most mobilities last a semester or two) and organisation (agreements, accreditation) associated with it. Therefore, the benefits of physical mobility only serve a minority of students and more often than not, they are affordable for students from privileged socio-economic backgrounds (Brandenburg, Berghoff & Taboadela, 2014, p. 37). Student mobility rates are at an average of 8% of graduates in Europe, mobility programmes for teaching staff (for funding see point 5.1.2) are even less frequent (European Commission/EACEA/Eurydice, 2020) than the ones for students. This is due to the facts that teacher mobility is neither institutionally required nor is the disruption of teaching processes at the home institutions by absent teachers easily to make up for.

Nevertheless, physical mobility is an important way to provide international and intercultural experiences to individuals. New formats are continuously developing to foster them. If long-term stays are hard to perform for many students, they (and their teachers) can now sometimes opt for shorter offers like, e. g., summer schools or research stays.

Teachers and academic support staff can do a lot to support the learning of international students. At the same time, international students are a great chance to foster the intercultural learning of the students in the host universities. Hence, teachers should have international students in mind while planning and conducting their courses, even if they do not know in advance whether international students will participate.

Physical mobility, i.e. incoming international students have the advantage that teachers can very easily establish direct contact with them and keep an eye on their successful integration in the courses. If you consider the general hints in the previous chapter, you have already achieved a lot to facilitate integration.

## Stories from the field

UNIC universities support the cooperation of students in different ways, which include support of learning in the new academic environment as well as of extra-curricular activities.

3 Mobility and exchange settings

The example below describes how universities can support collaborative teaching development processes in addressing both, teachers as well as students. It illustrates the abovementioned comprehension of the home students and teachers as learners during the mobility situation (as delineated in the text above).

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**Support for teachers to foster collaborative group work at Koç University, Istanbul.**

During classroom visits, *Koç University Office of Learning and Teaching* (KOLT) staff realised that international students always quickly followed the instructions for small group discussions, turned to each other and started the activity as early as possible. However, some home students were observed to be struggling with initiating small group work activities, and to have a hard time conveying their thoughts or building on each other's comments. Our observations during classroom visits made us reflect on how and why international and home students' responses and reactions towards group work activities were not the same, especially in freshman courses. We realised that in our high school education system, students are not engaged in group work activities, so they are basically not prepared and lack the necessary skills to work in groups. The learning and teaching office addressed this challenge by working with both sides – faculty and students. Since 2018, we started to organise workshops for faculty members on how to design and evaluate group work activities, especially for diverse bodies of students, with the aim to increase the number of courses with group work activities. Moreover, teamwork skills workshops for students were organised to prepare them effectively.

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The following example shows how peer support which includes also extra-curricular activities can be organised on the university level. The intertwining of social integration and professional learning (as drafted in the text above) is taken into account here.

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**Buddy programme for incoming exchange students at University of Liège**

To help international mobility students when they arrive at ULiège and enable them to meet new people, a buddy programme by university students has been implemented.

This buddy programme is organised by the Erasmus Office of the University and allows foreign students to be in contact with local students. This programme is important because it enables foreign students to understand local traditions in order to really integrate

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UNIC Handbook on Physical and Virtual Mobility

into Belgian culture and to have a buddy that can answer any
question.

The example below illustrates that intercultural dialogue can be
organised at faculty level. It is highly mutual and host students as well
as mobile students benefit from it, as described in the text above and
in point 2.3.

**Exchange Students Team at University of Zagreb**

Connecting exchange students at English-taught study programmes
with local students' associations at the Faculty of Economics &
Business (FEB), University of Zagreb, has proven to produce benefits
for both parties involved. Students from local student associations
help exchange students to adapt to the new way of learning and
evaluation, but they do more than that, they introduce them to other
cultural novelties and help them integrate in the new community.
The project that started in the academic year 2020/21 is the
'Exchange Students Team', introduced by the Croatian Student
Association (HSA) in collaboration with FEB International Office. The
'Exchange Students Team' welcomes all interested incoming students
and provides them with different study area-related tasks. The
association organises different projects, including projects of socially
responsible behaviour, but also social activities that allow exchange
students to connect with the locals as well as with other exchange
students in this period when it is difficult, or even impossible, for
them to meet in classrooms. On the other hand, local students active
in the student association have the possibility to learn from
international students, who can thus be ambassadors of their home
universities and home countries. More specifically, exchange
students are engaged in publishing a series of posts about their home
countries and cities on the Croatian Student Association's social
media sites.

(Suzana Karabaić and Lidija Priščan)

## 3.2 Virtual mobility

Virtual mobility is any form of international mobility facilitated by digital communication tools. Students join courses and lectures at other universities virtually (Boaretto et al., 2013, pp. 7-8; Rajagopal et al., 2020, pp. 2–3). Virtual mobility can but does neither necessarily require especially co-designed international collaborative learning and teaching, nor deeper reflections about intercultural learning (in contrast to Virtual Exchange, which is an advanced form of virtual mobility; see chapter 3.3). The courses do not have to be specially designed for international participants. If that is so students are themselves required to make special arrangements to ensure recognition and credits at their home universities (Boaretto et al., 2013, p. 16). Virtual mobility, as defined above, enables the student "to enrich […] intercultural, language and ICT skills even without moving from home" (Boaretto et al., 2013, p. 8). UNIC offers a wide range of opened courses for its students to enable virtual mobility (see point 5.3).

An essential advantage of virtual mobility in contrast to physical mobility are its availability and accessibility, as virtual mobility is based on digital communication technologies. Many hurdles of the physical mobility do not occur in the virtual setting. Therefore, virtual mobility is more accessible to many more people (Guimarães et al., 2019, p. 102). Yet, at the same time, other hurdles still occur – the lack of social contact with the host students will probably be pronounced, as informal meetings, informal communication and extra-curricular activities are not available. In addition to that, international students can hardly establish relationships with other international students or with people outside of the university, it is unlikely that they discover the city life of the respective university location. Spontaneous forms of intercultural learning are therefore limited.

Particularly in the case of larger virtual events such as lectures, lecturers may lose sight of whether international students are listening and whether they are able to follow the course. It is therefore all the more important to address this group as suggested in the previous chapter.

Special attention is also required if intercultural learning is a learning objective. The mere presence of international students in an internationally mixed setting is of limited effectiveness for both the home and the international students (Guimarães et al., 2019, p. 100). Therefore, especially the design of interaction opportunities during the course and the possibility to contact the lecturer should be duly

considered in the case of virtual mobility. Here, too, reference can be made to the explanations in the previous chapter.

<span style="color:#C0504D">Stories from the field</span>

The following example shows how virtual mobility can support professional learning in a discipline. It illustrates also the abovementioned support of interaction by the preparation of the students.

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**A hybrid lecture at the University Deusto**

Within the Social and Human Sciences Faculty, the hybrid special lecture '***Digital Disruption is Shaking up the Tourism Industry'*** was organised by the UDeusto in October 2020. The guest speaker was a professor from the Department of Mechanics, Industrial Organisation and Design and the audience from the Tourism Department. It was aimed at bringing together local students and students from a University in South Korea, in order to give both the opportunity to interact, especially at the time of confinement during the COVID-crisis. The experience was very much appreciated by both sides. In total, 102 students participated, while the majority (70 of them) followed the lecture online and 32 students face-to-face. Consideration was given to time difference, thus the lecture was organised at an adequate time for both. In addition, a pre-session communication was made possible for all participants to introduce the lecturer, the audience and to request local students to be connected in class in order to be able to interact online.

(Samiha Chemli and Josu Solabarrieta)

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A well-known model of online courses are MOOCs. The example below shows how they can be shaped and integrated in regular study programmes by adding a host of interactive possibilities, while still being open to a huge audience from different countries.

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**MOOCs at the University of Liège**

New technologies are becoming essential tools in the training provided by the University of Liège. 21 ULiège MOOCs are currently available to Internet users around the world – 9 new MOOCs are going to complete this list in 2021/2022.

**MOOCs concern all students – local and international – and are very interactive**: They incorporate videos, exercises, forums, quizzes and peer evaluations. MOOCs - these free courses designed to be taken entirely at a distance by very large cohorts of participants around the world - are part of a process of **democratisation of knowledge**. Given

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their technological scope and the fact that they are "100% online", they are also presented as a new form of learning within the study programs where they take their place, somewhat shaking up the teaching methods traditionally in place in our universities.

This initiative completes the University of Liège's offer in terms of digital use in teaching, in its desire to develop the use of multimedia technologies and a series of online resources in the improvement of the quality of teaching; a complementary learning device developed by the teachers with the help of a team composed of techno-pedagogues, graphic designers and framers-editors. MOOCs, as an integral part - in whole or in part - of the university's course programs, thus further strengthen the insertion of these new learning supports at the heart of bachelor's and master's degree programmes.

The following example shows some experiences with using digital tools in university teaching during international education offers, as explained above (see chapter 2 and the text above).

**UNIC Spring School at University of Oulu**

The teachers felt that a flipped classroom type of offer worked well during the courses and group work and real-life business cases helped boost the commitment to completing the course. The teachers gave support through the online platform (Moodle) and they encouraged the students to give support and answers to each other through discussion channels. The teachers clearly felt that an online course makes learning not at all easier. However, if you have good material, including videos ready and are prepared to give additional support, e. g. through the chat, it will work well.

## 3.3 Focus on Virtual Exchange

### 3.3.1 Idea and objectives

Virtual Exchange is a form of virtual mobility characterised by particularly intensive interaction between teachers and students across the border of at least two countries. Virtual Exchange thus corresponds particularly well to what the universities of the UNIC network are striving for. Yet, at the same time, it has not yet been implemented on a broad scale in the past. Therefore, this concept will be given a little more space than the ones presented before.

Virtual Exchange aims at uniting students from different universities virtually in collaborative tasks and supporting them in the discussion of specific topics, the exchange of ideas or the joint generation of a product and its presentation. Virtual Exchange is embedded in regular teaching activities, i.e. each teacher teaches a regular course at their own university, but the two (or more) courses are linked with each other by the use of digital tools. Elements of Virtual Exchange can shape a course over an entire semester or enrich only particular parts of it. Students acquire credit points at their home university, as they are participating in a course that is part of their regular study programme in their home university.

Beyond the academic exchange, an explicit or implicit element of Virtual Exchange is the students' reflection about their experiences in the intercultural collaboration (Helm, 2018, p. 2; Baroni et al., 2019, p. 4).

In summary, the following general goals of Virtual Exchange can be highlighted:

- **Academic exchange**: Teachers and students can enter into a cross-border academic exchange and thus become acquainted with new academic perspectives in an international context (Gokcora, 2021, pp. 1-3).
- **Inclusive mobility**: As a part of the internationalisation at home strategy, Virtual Exchange (like all virtual mobility settings) can be an occasion for international encounter and intercultural learning for everybody – especially for those students who cannot afford a stay abroad for various reasons.
- **Development of key competences**: Virtual Exchange can not only enhance students' academic skills, but also promote the development of other key competences, such as the use of digital tools or coping with intercultural communication situations (Helm & van der Velden, 2020, p. 18).

- **Support for responsible global citizenship**: The academic exchange should not at least foster critical thinking and democratic collaboration, invite an exchange of perspectives and develop active and engaged global citizens (O'Dowd, 2018, p. 21; Helm & van der Velden, 2020, p. 18). The combination of Virtual Exchange, challenge-based learning and societal cooperation with the cities are intended to transform the societies to become more participative, more inclusive and more sustainably democratic in the long run.

### 3.3.2 Realizing Virtual Exchange

To realise a class-to-class Virtual Exchange in higher education teaching settings, there are some variables to consider. Here again, the general explanations in [chapter 2](#) of this handbook are a good starting point to design a course. However, there are aspects that are more specific to Virtual Exchange. In this sense, Robert O'Dowd (2020) describes six key elements of Virtual Exchange. These are [partnerships](#), [tasks](#), [technology](#), [mentoring and support](#), integration and recognition. In particular, the first four aspects are aimed at teachers, which is why they are presented here in addition to the notes from chapter 2, together with some practical implications.

#### *Partnerships*

Both teachers and students will have to create partnerships of collaboration during a Virtual Exchange. Teachers find common or complementary topics, find agreements on learning objectives, tasks and methods, and find ways to communicate with each other about the students' learning processes. Students will work in small mixed working groups. The experiences in international groups show that the relationship between different partners is crucial for the success of academic and intercultural learning. That means that the partners must get to know each other to establish good working relationships, so that people are neither seen as anonymous figures on a screen nor as pure representatives of their national culture (Baroni et al., 2019, p. 12).

University teachers can reflect on the following aspects to develop partnerships, while combining topics and teaching styles:

- Start thinking from your own teaching. There is no need to construct a whole new course, try to integrate the Virtual Exchange sessions into an existing syllabus.
- Check semester times and national holidays in order to find a good period for your collaboration (2 to 8 weeks in a weekly structured 2h-course are considered to be an appropriate duration). Start small, e.g. with two co-taught sessions, where

- comparative questions are discussed, and then extend your collaboration over the next semesters step by step.
- It is possible to have only one or two synchronous sessions with the two classes, e. g. kick-off or presentation sessions. But keep in mind, that it has to be feasible for your students to organise autonomously in their working group. A common time slot might therefore be a good supportive structure. Since the specific local course time can also be used to support the students in their collaborative work (see point 'Mentoring and Support'), you will have to find a balance between these needs.
- Give yourselves structures for the collaboration with your co-teacher, like fixed time slots, prepared topics, and a regular agenda. Talk about communication tools and think about how you can share documents and ideas.
- Provide your students with an agreed-upon structure, such as common tools to use to use for synchronous communication, a common forum where they can discuss asynchronously and a digital learning environment where they can share documents and work together. Prepare these structures for your student groups as early as possible.
- If your students work within internationally mixed groups, there are different roles which are recommended to distribute. Project managers and persons taking the minutes are absolutely necessary in this process (Bukvova et al., 2006, p. 292). Explain these different roles in group work processes and have a clear and transparent mode of distributing them.

*Tasks*

Virtual Exchange always requires defining tasks for students to work on together.

When designing tasks for a Virtual Exchange, it is important to give attention to the different types of tasks. O'Dowd and Waire (2009) classify tasks into get-to-know tasks, comparative tasks and collaborative tasks.

*Get-to-know tasks* are basic, as the depth of the contact is crucial for a successful intercultural learning process. Thus, having enough time for getting to know each other is important; e.g., guiding this process through a set of tasks can be a good way to acquaint the students with each other, so that they do not stay at a superficial level of contact but really get in touch with deeper personal and cultural orientations. Teachers can describe in detail which information students shall give their fellow students about themselves, as well as which information they should ask from them. In order to act as a role model, also the

involved teachers should present themselves to the group with information comparable to the one they want their students to share with each other.

In a second step, students can work on *comparative tasks*, which allow attention to similarities and differences of personal background, academic background and/or their cultures. The guidance of the teachers by formulating an appropriate task is again crucial (giving a good description of what students shall do, and how, using which tools).

When students are thereby introduced to each other, they can start with *collaborative tasks*. The description of each task must again be detailed and clear (O'Dowd & Waire, 2009). In a Virtual Exchange project called 'Evidence-Validated Online Learning through Virtual Exchange' (EVOLVE), teachers established Virtual Exchange walkthrough-guides, where students find information about tasks, connected questions, different steps to pass, deadlines, responsible persons for the task, timing, product, etc. (EVOLVE, 2018). Tasks can be designed according to proven didactic principles, such as problem-based learning or research-based learning. The need for considering the perspectives and contributions from every participant of the working group is crucial in collaborative tasks.

In a good Virtual Exchange task, professional and social learning are interwoven. The following aspects can guide you to find an appropriate task for your Virtual Exchange.

- On the whole, it is important to find a task that provides meaning for the involved students. Research-oriented teaching on the basis of the latest international publications on the subject can be a reasonable approach to ensure meaningful confrontations with the topics.
- Formulate the different tasks that your students shall accomplish clearly. Guide them through the exchange by equipping them with questions they could ask, comments they could make, topics they could discuss. Where possible, act as a role model.
- Get-to-know tasks can comprise little videos or photo stories about oneself, the city in which one lives, typical regional food, or rationales why one chose his study programme, for example. Students can share these and ask mutual questions or find common points in an asynchronous communication first.
- A comparative task should allow your students to discover another perspective on a course's topic, and to explain

their perspective on it to their international peers. Students can share little texts, newspaper articles or websites to show how a specific topic is discussed in their country.

- Collaborative tasks shall comprise the sharing of perspectives on a problem that has to be solved by the internationally mixed group. As a result, students should create a 'product' (film, paper, object – see also point 3.4 and example below) together, which can be presented to the plenum at the end of the Virtual Exchange. During collaborative tasks, synchronous and asynchronous communication can be used in combination with each other.

- Start small: when you conduct your Virtual Exchange over a short period of, e.g., two sessions, comparative tasks enable communication about culturally different perspectives regarding the teaching topic. Collaborative tasks need preparation and therefore more time, and can be added in following semesters if you continue your collaboration.

- Supply all descriptions and information, after having explained them, also in writing.

- Use different communication tools so that your students can develop both their oral and written (professional) communication competences, and train in synchronous and asynchronous settings.

*Technology*

To realise Virtual Exchange, it is necessary to have a look at digital competences. Using social networks and social communication channels on a daily basis does not necessarily mean that students know how to use online technologies in formal learning contexts as well. Even less an awareness of how to use these technologies for public engagement and participative action can be expected. Therefore, explicit training of digital competence may be necessary by providing different activities with explications of the digital tools and training in using these tools. Especially online intercultural interaction and collaboration needs support in order to create a real dialogue, in different modes of online communication (Helm & van der Velden, 2020, p. 19).

In addition to that, it is to consider that using both, synchronous and asynchronous tools while working on tasks is also very important, as each of them support the development of different aspects of intercultural and language competence. Synchronous meetings support especially the negotiating competences, formulating

questions, discussing. Asynchronous work is stronger on delivering quite detailed information. Also to be kept in mind that synchronous communication is quite spontaneous and privileges native speakers, in contrast to asynchronous communication where students have more time to prepare their statements and everybody may contribute more equally (O'Dowd, 2018, p. 11).

Technical struggles during the Virtual Exchange can be prevented by some considerations:

- Choose well the tools which you want your students to use. Technology always follows your didactical reflections, and has to serve your learning objectives.
- When you have chosen a tool, make sure that it is well embedded in the course's activities, so that your students really have to use it.
- Prepare the digital structures for the students' working groups well-timed.
- Train your students in using the tools that they have to use during the online interaction. Let them make dry runs and practise using the tools, especially if it seems likely to you that the tools are not yet known to all students.
- Make sure that everybody knows where they can find support if there are any problems with the technology.

*Mentoring and support*
During a Virtual Exchange, students encounter linguistic, cultural and digital challenges that encourage many learning opportunities. Yet, to be effective, it is important that teachers are attentive to actively support their students' learning.

O'Dowd, Sauro and Spector-Cohen (2020) describe three types of pedagogical mentoring in class-to-class Virtual Exchanges, i.e. activities of the involved teachers to support the learning of their students during the virtual exchange. They follow a model of students' working groups organising autonomously their collaborative work, while the respective local class time is used to reflect on their experiences within the respective class.

The *first type* of pedagogical mentoring takes place before the exchange, in preparation of the online interaction. Introductory sessions regarding the teaching topic can be conducted; the setting of a Virtual Exchange can be explained. Teachers can present models or examples of appropriate communication strategies from previous exchanges, and instruct the students within their respective classes how to deal with these situations. In the same way, the training in the

use of digital tools, as mentioned before, can take place before the Virtual Exchange.

The *second type* of pedagogical mentoring comprises the chairmanship of the interaction within the working groups. Since teachers in many cases are not present during the concrete interaction within these groups, only reflective mentoring of the experiences will be possible. These can take place during the local plenum sessions, where the whole classes meet without their international partners. The task of the respective teachers to build a climate that allows the discussion of critical incidents during the student interaction. They should be openly addressed so that new and different understanding can be supported (and thoughtful reactions eventually prepared). Critical incidents can involve e. g. disagreements or different perspectives on the teaching topic, struggles with the teamwork or cultural misunderstandings. This is a very important type of pedagogical mentoring, because not only the concerned students have the opportunity to reflect on their interaction, but also the local peers learn from these reflections and discussions. Therefore "these teacher-led analysis sessions in the local classrooms are vital to the success of the […] learning process" (O'Dowd et al., 2020, p. 152).

This leads to *type three* of pedagogical mentoring, which implies the reflection of students' experiences and written communication in regard to the professional discourse, e.g. locating the different perspectives with their connections to power and participation in the professional field.

- Before the Exchange, it is important to already explain and prove well your position as companion of your students' learning, and to emphasise the importance of mistakes and conflicts for their learning.
- Prepare your students with professional as well as intercultural knowledge, as described above, in consultation with your partner teacher.
- If you don't have examples from previous exchanges, you can also use examples provided in literature in order to prepare your students.
- With your teaching partner: talk about what your students are doing, which topics they are discussing and if any irritations or problems arose. So you can support each other as well, and work with both groups synchronized. Fix a time slot per week for your conversations.
- During the exchange, ask your students to report any strange, crazy or exciting messages or statements made by their

international peers. Support your students in understanding why their international peers act in a certain way (with support from your partner teacher) and in finding appropriate reactions. This can regard professional learning, collaborative learning and/or intercultural learning.
- After the exchange, integrate the students' experiences into the further process of the course and refer regularly to it.

As mentioned earlier, O'Dowd (2020) refers to two more dimensions. *Integration* is about linkage to the study programs, which can be achieved, e.g., by considering Virtual Exchange in accreditation processes. On the faculty level, common onboarding sessions for all Virtual Exchange students one or two times per year can also be useful to create a sense of community and share information.

*Recognition* ultimately refers to the fact that a university as a whole should create the framework conditions for Virtual Exchange in order to acknowledge the teaching performance for this particular format.

## Stories from the field

The following example shows the multiple learning opportunities of Virtual Exchange activities for teachers and students, as outlined above.

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**COIL courses at University College Cork with Universidad Veracruzana**

In 2018 we started collaborating with Universidad Veracruzana (UV), our partner in Mexico, on a COIL (Collaborative Online International Learning) course. The COIL programme facilitates virtual collaborations between staff and students in Mexico and Cork, through co-design and co-delivery of syllabi, with issues around intercultural misunderstanding and development core to that learning process. It facilitates the internationalisation of the curriculum, meaning students have the international experience and expertise without physically travelling, thus removing the economic barriers that may impact mobility. Academics from different disciplines work together to identify a common goal that allows the students in each group to acquire new knowledge and skills, while sharing their own expertise in the process. For example, a syllabus was co-designed between the Department of Psychology in UV and the Department of Spanish, Portuguese, and Latin American Studies (SPLAS) at UCC, which focused on Human Rights in Latin America. Staff in UCC have participated in COIL through the medium of English and Spanish, but it is also available in French. Furthermore, one member of staff has joined the team of facilitators in UV for more

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recent iterations of the programme, mentoring colleagues in the new cohorts. The learning opportunities are plentiful for both students and staff in COIL, and collaborations between countries and disciplines requires negotiations between time zones, cultural and disciplinary differences, as well as methods and approaches to communication.

(Ceire Broderick and Armida de la Garza)

The example below illustrates how a Virtual Exchange activity can be shaped in an interdisciplinary collaboration.

**Interdisciplinary Virtual Exchange at Koç University, Istanbul.**

One of the Associate Professors from History Department collaborated with her colleague from Purchase College to deliver an undergraduate level course, HIST 337 Religion and Politics in Europe. The aim of this co-taught course was to increase international collaboration and bringing students from diverse backgrounds together to discuss highly debated topics such as religion and politics without producing stereotypes. In addition to in class lectures, some work takes place online in collaboration with Purchase students and their professor. Some of the class lectures take place synchronously in both classrooms using skype and data projectors. Students and faculty in Istanbul and Purchase see each other, discuss the themes of class readings and ask questions to each other. Students also complete some online assignments in groups composed of five students from both classes. They complete wiki projects about religious wars, heretical groups and religious peace. The most interesting part for the students was the synchronous meetings and the structured interactive activities for which they met regularly in groups outside of class time. Since the instructors taught the same course together before, they addressed the problems that had happened before by changing course design and improving the technical infrastructure with the help of the Teaching Innovation Grant they received from the Koç University Office of Learning and Teaching. Their hard work paid off and the course was successfully completed.

The following example describes a detailed task description used during a Virtual Exchange embedded in a social science course.

**Detailed task description in a Virtual Exchange at Ruhr-University Bochum with the University of Moscow, Russia.**

Virtual Exchanges seminars have been taught between a course of social science at RUB and German learners at the University of

Moscow since the summer semester 2020. Involved teachers are Jürgen Straub, Viktoria Niebel, Paul Sebastian Ruppel, and Kira Rudolph. The course is conducted in German. The course has been taught since the winter semester 2018, the Virtual Exchange has been integrated afterwards.

The Virtual Exchange takes place over a period of about eight sessions during the semester.

In their internationally composed working groups, the students have the task to focus on situations of cultural misunderstanding, and prepare for their peers an analysis of cultural perceptions, as well as a discussion of these aspects during class. In order to support the students in the organisation of their group work, the teachers created a detailed work sheet, which guides the students through their collaborative work. There are detailed explications of the tasks which the students have to accomplish and guiding questions to help the students to structure their collaboration as well as contact and consultation information of the respective teachers.

(Astrid Tan)

The next example shows how a product (as described above in point 3.3.2) of a collaboration during a Virtual Exchange can look.

**Products of collaboration in a Virtual Exchange at Ruhr-University Bochum with the University of Léon, Spain.**

Sina Werner and Markus Ritter from the Department of English Didactics have designed a seminary on "Online methods for teaching English", with undergraduate student teachers at the university of Bochum, Germany. The cooperation partner is located at the university of Léon, Spain, with also undergraduate student teachers in Anglistics. The Virtual Exchange will take place from winter semester 2021/22 onwards.

The university teachers of both universities agreed on letting the students work together for 8 weeks during the semester. After a getting to know-period, they foresee their students to work during 6 weeks on a collaborative task in small, internationally mixed, groups. The students shall develop a compilation of online teaching methods to teach English, and discuss their results with professional English teachers at secondary schools in their respective countries, in order to share their ideas and get feedback from practitioners. Thus, on the one hand, cultural similarities and differences in teaching English can become evident. On the other hand, the students create a material

which they can try out in their future teaching activities and share with actual practitioners.

(Astrid Tan)

## 3.4 Blended mobility

Blended mobility (for funding see point 5.1.3) describes a mix of physical and virtual settings, where the physical elements are mostly (but not always) shorter. In this sense, short and intensive programs like summer schools or conferences can be facilitated by a former virtual collaboration and, as a whole or a part of a course, lecture, programme or workshop can internationalise a curriculum (Beeck & van Petegem, 2013, p. 3). Especially for students who would not be mobile if they had to stay abroad for a longer period of time, blended study programmes can promote mobility. It is therefore important that universities organise credits and recognition of achievements in a blended setting, just as they would do in case of physical mobility – as part of their students' studies (European Commission, 2021, p. 45).

Virtual components can be provided both as preparation for a physical mobility, for offering support going along with the physical mobility phase or as its follow-up:

- **Preparative activities**: Mostly, the virtual component is seen as facilitating the physical component, for example by preparing students linguistically, enhancing prior knowledge, and acquainting students with the learning and research culture so that they can succeed better in the host country (Michels et al., 2014, p. 99). In virtual projects, physical elements can function like kick-off meetings. Vice-versa, virtual elements can be used as preparative phases, where first orientations and eventually first tasks can be prepared, in a less intensive way, to get into an international organisation, get to know some persons, before going physically to another country for a longer period. Through virtual preparation, it is possible to test and improve specific skills and abilities by providing individual online learning courses in order to adjust the prior knowledge required for following the lectures and courses regarding the studies (Beeck & van Petegem, 2013, p. 4). If students are supposed to work together with international peers in small groups, cross-cultural preparation has to be established in order to prepare students for their encounters and to be aware of possible differences and misunderstandings. The preparation involves definitions of culture, difficult situations, stereotypes and cultural models (Welzer et al., 2018, pp. 4-5).
- **Accompanying activities**: Virtual support can also take place during a physical or virtual mobility activity. For example, there can be reflective meetings with home teachers or peers, language training, or other skills training, as well as culture-specific information about the host culture, which are provided

virtually during a physical mobility period or vice-versa. This can allow for a deeper reflection, processing and emersion of the intercultural learning, and it is very important if there are collaborative elements during the mobile period (see also point 3.3.2 Mentoring in Virtual Exchange).

Blended internships require a mentoring system to reflect regularly on the internship (Beeck & van Petegem, 2013, p. 6) – as for most (local and physical) internships some sort of accompanying-system in the form of courses or supervisors already exists, this could be integrated in these structures. Academic support during the stay abroad, either virtually or face to face with peers and mentors is an important aspect of both virtual or physical internships (and, probably, also study periods) abroad. As Beeck and van Petegem (2013) describe, virtual support for a student abroad from the peer group which stays at home can be an

"'internationalisation@home' experience for their peers who undertook their internships at local companies. Hearing about and discussing the experiences of the students abroad also enlarge[d] the local students' awareness of international differences between business cultures" (p. 7).

- **Follow-up activities**: After a mobility activity abroad, virtual elements can follow as presentations or digital projects, in which some results of the mobility work can be presented. Physical meetings at the end can serve as presentation meetings, where students can present the outcomes of their work to the whole group. As products of students' collaborative work, again a multiplicity of possibilities emerge. It might be a short film, an installation, an activity in public space, a site-specific performance, short theatre pieces (Purg et al., 2018, p. 188). Also written documents or guidelines are products, which can also be useful for next generations of students or practitioners. Public exhibitions, which involve also the citizens of the specific city, can create and connect to local developments (see example in point 3.4 on UNIC City Labs). An interesting aspect in follow-up activities might also be the organisation of a virtual afterglow, which includes virtual alumni associations (Beeck & van Petegem, 2013, p. 4) and can therefore contribute to the long-term implementation of blended projects.

In any case, the goal of combining virtual and physical mobility is to increase the success of all, home and international, students in completing a course and gaining credits at their home or their host university.

As far as the design of blended mobility formats is concerned, we can generally refer again to the explanations in the previous chapter. However, in blended settings a good description and explication of the combination of the different formats and the learning outcomes is even more necessary than in the formats introduced so far. Students need this to develop a clear idea of the process and the tasks to be completed over time.

## Stories from the field

A blended setting is implemented by the UNIC partner universities in combining university courses (in person) with (virtual) City Labs. These address a highly diverse audience, uniting academic disciplines as well as reaching out to the cooperative structures between cities and the respective universities. The example below illustrates the idea of finding creative solutions to real-world problems in internationally mixed groups.

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**UNIC City Labs**

UNIC City Labs are physical and virtual meeting places where students, citizens, academia and city stakeholders work together to identify and solve societal challenges faced by post-industrial superdiverse cities.

In these urban meeting places, UNIC students, researchers and teachers meet UNIC's associate partners, local communities and citizens to co-create innovative solutions to real-life urban challenges. Teachers can prepare their students on specific topics during their regular courses before participating in a City Lab, or they can use the results of a City Lab in their subsequent course. During City Labs, the underlying challenge-based and impact-by-design research methodologies ensure that social impact and research will go hand in hand. They confront students with new societal challenges in their local context and teaches them to approach these challenges using new hybrid forms of knowledge to generate innovative solutions from an international approach. The combination of citizen-centred and participatory design principles creates a sense of belonging to the UNIC community facing the common challenges.

In three years' time, a UNIC City Lab will be established in each UNIC city.

(UNIC, 2021)

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The example below shows the idea of a highly collaborative blended project.

**Blended Virtual Exchange**

Called 'mobilities', these highly intensive learning and production events were always preceded by a 4–6-week online collaboration in a joint research and project conception. A 'mobility' in the present article refers to a multi-day intensive learning event at a specific site, embedded within a blended learning concept (pre- and post-stages online) that takes place away from the home (residential) school premises. Approximately 2– 4 weeks after the academic mobility event, the student works were completely finalised for archiving, the project collaboration was reported on, and the academic experience was reflected on – all in the online learning intranet that also enabled assessment feedback and grading.

(Purg et al., 2018, p. 187)

# 4 Conclusion

Intercultural teaching is a great opportunity for cross-border professional exchange and enables reflections on teaching and learning processes at universities. As has become clear, it is not only necessary to provide support for the international students, but to keep the whole group of students in mind as intercultural learners. Moreover, the teachers also benefit in their professional development through co-teaching processes and communication about learners' needs and learning processes as well as enhanced research opportunities through meeting with partners, and access to the broader network that results from the exchange for the dissemination of their work.

In any case, to internationalise learning and teaching at university, even little steps can be useful. What is important, is to stay open and flexible to reflections on accessibility of one's own teaching, on how the teaching can be designed to be more diverse in terms of methods, support, assignment options, language etc. so that it reaches out to a greater variety of learners. Since within UNIC universities, teachers encounter a wide variety, which can be supposed to even increase in the future, these endeavours gain more and more importance.

Virtual Exchange, as an innovative approach to intercultural encounters, international mobility and teaching and learning settings, proves to be highly flexible. It depends on the teaching topic, which may be research- or otherwise oriented, and thus it has always professional as well as intercultural learning outcomes.

To start with a small idea of student interaction, find an international teaching partner to try it out and, together, give it the time to get larger and more comprehensive – this is a procedure that can be useful and takes into account the constant development of teaching over time.

UNIC

# Part II Organisational and Financial aspects of Exchange and Mobility

# 5 General Introduction to the Most Common Funding Programmes

The previous sections of the handbook have looked at different mobility formats from a conceptual-didactic perspective. However, whether mobility in studying and teaching is achieved often also depends on financial-organisational issues. In the following, we will therefore go into detail about different funding and support offers within the UNIC-Alliance and beyond.

## 5.1 Erasmus

The Erasmus funding line Mobility with Programme Countries (KA131) is open to all students (full-time) and staff at all eight UNIC partner universities. It offers them the opportunity to fund students and teaching staff as well as administrative staff for study, internship, teaching and training stays in one of the 34 participating programme countries.

Erasmus programme countries are all member states of the European Union plus Iceland, Norway, Liechtenstein, Serbia, Republic of North Macedonia and Turkey. Each student may receive Erasmus funding up to 12 months per study cycle (Bachelor, Master and PhD – i.e. EQF levels 5-8). They may study and/or intern abroad within this period as many times as they wish.

Part of the Erasmus programme (within the *Mobility project for higher education students and staff* under *Key Action 1: Learning Mobility of Individuals*) is also the transfer of credit points earned at the host institution abroad. This process is facilitated and secured by a Learning Agreement which is to be concluded prior to the stay abroad between students and academic advisors.

Under *Key Action 2: Cooperation among organisations and institutions*, Erasmus fosters internationalisation of European higher education institutions by supporting the building of Partnerships for Cooperation, Partnerships for Excellence, Partnerships for Innovation and Capacity Building projects. Thereby, innovative practices can be developed, transferred and implemented in all areas of higher education on organisational up to European level. This includes projects for the joint development and preparation of Virtual Exchanges or the development of joint curricula. The local International Offices offer more detailed information and provide advice for those interested in developing and piloting their own projects.

# 5 General Introduction to the Most Common Funding Programmes

### 5.1.1 Erasmus Student Mobility for Studies & Traineeships

*Studies*

Based on the Erasmus Inter-Institutional Agreements between the participating universities, Erasmus students are exempt from paying tuition fees at their host institution and receive a grant from their home institution for the time spent studying abroad. This grant is supposed to (partly) cover any additional costs students may be confronted with in a foreign country. Erasmus programme countries are divided into three groups according to the average costs of living and there are additional grants available for students with children and disabilities.

*Internships*

In addition to study opportunities abroad, Erasmus also enables students to gain (international) work experience and to explore a host country and its language by funding internships for durations between two and 12 months.

The grant benefits include a country-specific internship grant as well as linguistic, organisational and intercultural support by the International Offices before, during and after the internship. Students with special needs (parents, students with disabilities) can receive a grant top-up to compensate for possible additional costs.

### 5.1.2 Erasmus Staff Mobility for Teaching & Training

Erasmus allows for mobility of higher education administrative and teaching staff in programme countries to enhance internationalisation of higher education institutions. Financial support is based on the different costs of living in the destination countries ("programme countries"). Daily funding rates are supplemented by travel costs depending on the actual distances between the place of departure and the destination of the mobility. Funding also includes special grants for persons with children and disabilities.

*Staff Mobility for Training (STT)*

For training purposes, university staff from various areas (e.g. general and technical administration, finances, student advisory services) may be transferred to a host higher education institution. The stays abroad last a minimum of two days and a maximum of two months.

Exemplary training formats are among others job shadowing, study visits, participation in workshops and seminars and in language courses.

In order to participate in the programme, participants need to coordinate the content, possible goals and a rough schedule with their supervisors. Participants looking for information on the application prerequisites and procedures should contact the International Office at their university.

*UNIC Job Shadowing*

UNIC Job Shadowing is an ongoing initiative in which all UNIC universities offer opportunities for UNIC staff on a regular basis to shadow their counterparts or colleagues from neighbouring fields of work and exchange best practices. This can either happen in one-on-one or group settings – depending on the offered activities and occasions (e.g. as part of a UNIC City Lab Festival). To find out about current opportunities in your field, please visit our database. The minimum duration of a UNIC Job Shadowing stay is two weeks (ten business days) and comprises the time that is physically spent abroad at a partner university (five business days minimum) as well as (online) preparation and follow-up tasks. Funding can be made available through Erasmus STT. If you want to find out about the possibilities for (financial) support, please contact the UNIC staff member(s) in charge at your university:

*Staff Mobility for Teaching Purposes (STA)*

As mentioned above (point 1.1), staff mobility is an important pillar in internationalizing university teaching. Staff mobility must take place in a destination country ("programme country") that is not the country of the sending institution and not the main country of residence of the person concerned. For teaching purposes, higher education staff can visit a receiving higher education institution with a valid ECHE (outbound mobility). Teaching stays within Europe last between two days and two months (excluding travel days) with a teaching load of at least eight hours per stay or per week. Teaching should be a part of normal curriculum at the host university, not a visiting lecture.

### 5.1.3 Blended Intensive Programmes (BIPs)

Blended Intensive Programmes (BIPs) are a new special funding line in the new 2021-2027 Erasmus programme generation aiming to promote the use of innovative learning and teaching methods to explore the diverse possibilities of online collaboration between at least three countries. A BIP is characterised as a short-term, intensive joint activity or course for students and/or staff and combines phases of virtual learning with a short group mobility, e.g., at the host institution, of between five to 30 days.

The minimum number of participants (students or staff) is 15 – participating members (students and staff) of the host institutions **not** included. Participants from abroad receive Erasmus funding from their home universities. Lastly, Students should be offered the opportunity to at least earn 3 ECTS counting towards their degrees. For staff, the workload should be correspondingly high.

## 5.2 Swiss-European Mobility Programme (SEMP)

The Swiss counterpart to the Erasmus programme offers very similar study, training and teaching options for students as well as academic and administrative staff at Swiss higher education institutions. For more information, interested students and staff can visit the [programme website](#) and/or contact their International Offices directly.

## 5.3 UNIC Opened Courses

UNIC Opened Courses is an initiative by all UNIC universities. It enables UNIC students to virtually take part in and complete lectures and seminars at other UNIC universities in the autumn/winter term 2021/22. Students at a UNIC university can choose from roughly [150 digital courses taught in English](#), receive credit for their studies and gain international experience from home. In case of questions concerning the transfer of earned credits, students should contact their departments and academic advisors directly. In case teachers themselves are interested in opening their courses/lectures, the local UNIC team should be contacted.

## 5.4 UNIC Mobility Hubs

The UNIC Mobility Hubs are local, physical but also complementary virtual places (websites) which are soon to be embedded in all UNIC partners' International Offices. The UNIC Mobility Hubs are going to provide the following services:

- Personal advice and information on mobility-related opportunities for students and university staff within UNIC,
- Practical support for students and university staff in organising mobilities to UNIC partner universities (including looking for accommodation and financial questions),
- Administrative support for mobile students and university staff concerning matters such as registration issues, transfer of credit points.

# 6 University-Specific Information on Physical and Virtual Mobility

The UNIC universities appear in alphabetical order of the cities in which they are located.

*Please click for quick navigation.*

## University of Deusto (Bilbao)
### Erasmus - Mobilities for Studies

Deusto offers its students a variety of subject-specific exchange places at different partner universities in Europe. Further information are provided on the respective websites of the International Office ([for outbound students](#) / [for inbound students](#)).

### Erasmus – Mobility for Traineeships

At Deusto, students of all disciplines also have the opportunity to apply for Erasmus funding for self-organised internships in European countries. Detailed descriptions of the grant benefits, the grant rates and internship conditions are available on the [websites of the International Office](#).

### Study Abroad Options Worldwide

Deusto holds several agreements with universities all over the world for students to perform an exchange. Detailed information is to be found on the website of the International Office ([for outbound students](#) / [for inbound students](#)).

### Erasmus Staff Mobility for Training

Deusto holds an annual Staff Week which focuses on one hot topic for every occasion. The university opens a call per semester for staff to apply for a mobility.

### Erasmus Staff Mobility for Teaching

The university opens a call per semester for staff to apply for a mobility.

### Deusto International Virtual Campus

[Deusto International Virtual Campus](#) is a multidisciplinary offer with courses on hot topics. Courses are offered in English and Spanish designed specifically for international students.

### UNIC Opened Courses [(see point 5.3)](#)

### Team Outbound Mobility Services

Please check our [Fact Sheet](#) for all contact details.

## Ruhr University Bochum
### Erasmus - Mobilities for Studies

Ruhr-Universität Bochum offers its students a variety of subject-specific exchange places at different partner universities in Europe. Further information are provided on the respective websites of the International Office (in German & English).

### Erasmus – Mobility for Traineeships

At Ruhr-Universität Bochum, students of all disciplines also have the opportunity to apply for Erasmus funding for self-organised internships in European programme countries. Detailed descriptions of the grant benefits, the grant rates and internship conditions are available on the websites of the International Office (in German & English).

### Other (Research) Internship Options

Apart from Erasmus, there are also other sources for the funding of (research) internships available, for example PROMOS (website in German & English) and LabExchange (website in German & English).

### Study Abroad Options Worldwide

In addition to numerous international cooperations of the individual departments, institutes and chairs, Ruhr-Universität Bochum also maintains a large number of university-wide, central and thus interdisciplinary partnerships which are open to all RUB students. Detailed informed is to be found on the website of the International Office (in German & English). For discipline-specific offers please visit the individual faculty and department websites. There is also the possibility to apply for PROMOS funding for study stays at partner universities outside Erasmus. More information on PROMOS is available online (in German & English).

### PROMOS Field Trips

Field trips are designed to impart subject-related knowledge and provide students with insights into the host country. Apart from that, they also enable teaching staff to visit their (research) partners abroad and can thus help to lay the foundation for future cooperation projects and student activities. You can find more details on prerequisites and funding on the website of the International Office (in German & English).

6 University-Specific Information on Physical and Virtual Mobility

## Erasmus Staff Mobility

Erasmus allows for training of higher education staff in programme countries to enhance internationalisation. For training purposes, Ruhr-Universität Bochum's staff may be transferred to a host higher education institution with ECHE or to another institution established in another destination country ("programme country") and active in the labour market or in the fields of education, training or youth. Interested staff can find more information on the eligibility and formalities on the corresponding website (in German & English).

## Staff Mobility for Teaching

Ruhr-Universität Bochum also supports guest lectureships at European partner universities with Erasmus (STA - Mobility for teaching purposes). Interested teaching staff can find more information on the eligibility and formalities on the corresponding website (in German & English).

## Mobility Options for PhD Students

The *Project International* (PR.INT) is an initiative by the *RUB Research School* and aims to give doctoral researchers the opportunity to establish and expand their own international network and to internationalise their research. The funding line is intended to increase the visibility of both researchers and RUB alike. It (financially) supports PhD students planning research stays, lab visits, internships and field research abroad and enables participation in conferences, workshops and summer schools. It is also possible to apply for funding for inviting guest scientists to RUB.

## DAAD Funding

The *Deutscher Akademischer Austauschdienst* (German Academic Exchange Service, DAAD) offers a wide variety of stipends and funding opportunities for (inbound and outbound) undergraduate and graduate students, PhD students and teaching staff on all levels. Students and staff have to apply directly with the DAAD, but the International Office also offers general advice on the options available through the DAAD and supports applications by students and staff.

## Team Outbound Mobility Services (including Responsibilities)

The Outbound Mobility Services Team at RUB is eager to assist you. Please just check the contact list (in German & English) in order to find out who you should get in touch with depending on your concern.

UNIC Opened Courses (see point 5.3)

Promotion of Virtual Mobility and Virtual Exchange

**UNIC@RUB** is a funding programme for establishing and expanding digital international teaching offerings (Virtual Mobility & Virtual Exchange). For detailed information please consult the programme's website.

Promotion of Blended Mobility

A RUB website with detailed information on Erasmus Blended Intensive Programmes (BIPs) will be in place soon. For further information you can either directly consult the DAAD website on BIPs or the responsible colleague (Ms. Laura Schiffmann) at the International Office at RUB: laura.schiffmann@uv.rub.de

6 University-Specific Information on Physical and Virtual Mobility

## University College Cork

University College Cork (Ireland) has a long history of mobility and international engagement stretching back to the nineteenth century.  Across many categories and programmes, inbound and outbound mobility is available at undergraduate and postgraduate levels.

### Erasmus+ for Students

Since the Erasmus programme's inception, UCC has been an active participant and has renewed its Charter until 2027.  UCC has >250 Erasmus partners worldwide with whom it work closely to facilitate inbound and outbound mobility under the Erasmus funding scheme.  Mostly these partnerships are discipline-specific and are limited to students in particular degree programmes.

Outbound students are expected to do their own research on opportunities, with guidance from the International Office AND from their Programme Coordinator (primary academic advisor). Generally speaking, year three (of a four-year programme) is the preferred window for academic mobility, with application deadlines in November/December for travel the following autumn or May/June for travel in the following spring.     In addition, UCC students have access to the Erasmus+ placement (i.e. traineeship) programme from 2-12 month in duration.

Erasmus Manager: Clare Murphy, International Office

Inbound Erasmus+ Students apply via their home institution via a specified process.  Applications for study must be made by May for the following Autumn/Full Year, or by September for the Spring Semester only.

Lead:  Jim McEvoy, International Office

### Bilateral Exchange

Beyond the Erasmus scheme, UCC has bilateral exchange relationships with >75 prominent Universities worldwide, and participates in a range of global scholarship schemes that support mobility.  Some of these partnerships are discipline-specific and are limited to students in particular degree programmes.

Outbound students are asked to do their own research on opportunities, with guidance from the International Office AND from their Programme Coordinator (primary academic advisor). Generally speaking, year three (of a four -year programme) is the preferred window for academic mobility, and participation is by application

UNIC Handbook on Physical and Virtual Mobility

only.  Application deadlines vary but are generally around February for the following year.  Financial support for the travel and living costs are limited, but some UCC Colleges have made small bursaries available.

Inbound students, under the terms of reciprocity, apply through their home institutions and directly to UCC's International Office.  Such students are given wide access to the Book of Modules for Visiting Students (listing of academic modules available).

Lead: Mary Brid Murphy, International Office

## Joint/articulated degree programmes with Partner Institutions

In some cases, governed by institutional Memorandum of Understanding or Articulation, inbound fee-paying international students from designated joint programmes are accepted under the Visiting Students heading. Details of process vary according to programme.

## Fee-paying inbound Study Abroad

As part of UCC's overall model for Internationalisation, large numbers of fee-paying international students are recruited and enrolled for either one semester or the full year as Visiting Students.

EU Visiting Students (for whom Erasmus+ arrangements are not in place between UCC and their home institution) can be admitted as fee-paying Visiting Students. Lead:  Jim McEvoy, International Office

Non-EU Students apply under a different process and are assessed at non-EU Fees (currently between €13,880 and €15,130 per year, pro-rated for single semester).

In many cases, under partnership agreement, institutions regularly send large cohorts on a fee-paying basis as part of their study abroad offering.  Similarly, UCC works with Study Abroad aggregators to offer UCC access to a wider range of students (largely from the USA). Lead: Karen McSweeney, International Office.

In both categories, students are assessed on academic merit and English competence before admission.   Students are given wide access to the Book of Modules for Visiting Students (listing of academic modules available).  Deadlines for application are June for the following Autumn/full year and October for the Spring semester only.

# 6 University-Specific Information on Physical and Virtual Mobility

## Erasmus+ for Staff

Under the umbrella of Erasmus+, UCC participates in a range of Erasmus for Staff programmes.  These include:

Teaching Assignments

Staff Training at Enterprises and at HEI

Organisation of Mobility Study/Placements-Traineeships

In addition to outbound Staff mobility, under the same scheme, UCC hosts inbound Staff mobility.  In all cases this is at the discretion and with the expressed support of the hosting unit.

Lead: Clare Murphy, International Office

Contact Persons and Information: UCC International Office

UNIC Opened Courses (see point 5.3)

UNIC

6 University-Specific Information on Physical and Virtual Mobility

## Koç University (Istanbul)
### Erasmus - Mobilities for Studies

Koç University provides all students the opportunity of spending a semester or an academic year at partner universities in Europe within the scope of Erasmus+ Mobility for Studies. Detailed information is provided on the Office of International Programs' website in English.

### Erasmus – Mobility for Traineeships

At Koç University, students from all disciplines are encouraged to apply for Erasmus+ Mobility for Traineeships. Students are expected to find their work placements independently but can receive assistance as well as professional advice and tips on various topics related to the search for an internship at the KU Career Development Center. Detailed information is provided on the Office of International Programs website in English.

### Erasmus – Worldwide Study

Koç University offers all students the opportunity of spending a semester or an academic year abroad by also opening up new regions beyond Europe within the framework of the Erasmus+ Credit Mobility Programme. Detailed information is provided on the Office of International Programs website in English.

### Erasmus – Worldwide Internship

At Koç University, students from all disciplines are encouraged to apply for Erasmus+ Worldwide Internships to gain vital international experience in Erasmus+ Credit Mobility Programme partner countries in addition to traditional destinations. Detailed information is provided on the Office of International Programs website in English.

### Global Exchange

The Global Exchange programme provides an opportunity to spend a semester or an academic year at a partner university in non-European countries. Koç University's partners in North America, South America, the Middle East, Africa, Eurasia and Asia-Pacific welcome KU students for a semester exchange. The Global Exchange Scholarship Programme offers financial support for selected KU students who are in financial need. Detailed information is provided on the Office of International Programs website in English.

### Summer Exchange

Koç University runs a Summer Exchange programme with selected partner universities. A pre-set number of KU students attends

partner universities' short-term summer programmes or the students spend a regular summer semesters at the partner institution. Detailed information is provided on the Office of International Programs website in English.

### Research Internship/Mobility

Koç University encourages students from all disciplines to apply for research internship/mobility programmes of partner universities from different continents and various countries. Detailed information is provided on the Office of International Programs website in English.

### Short-term Study Abroad Programmes

In addition to semester-long exchange opportunities within the scope of various exchange frameworks, Koç University offers short-term study abroad opportunities to students from all disciplines. Students are encouraged to apply for summer and winter study abroad programmes which are organised with prestigious partners. Detailed information is provided on the Office of International Programs website in English.

### International Fellowship and Service-Learning Programmes

Koç University offers global engagement, service-learning and social entrepreneurship programmes to all students from different disciplines to develop 21$^{st}$ century leadership competences, such as global awareness and systems leadership, intercultural sensitivity, personal development, interpersonal skills, narrative literacy, creative problem solving and entrepreneurship spirit. Detailed information about these programmes is provided on the Office of International Programs website in English.

### Erasmus – Staff Mobility for Teaching

Erasmus+ enables academic university staff to spend teaching periods at partner universities via bilateral agreements in which the staff mobility for teaching assignments is foreseen.

### Erasmus – Staff Mobility for Training

Erasmus+ enables administrative university administrative staff to take part in professional development activities, e.g., job shadowing, hospitations, professional development courses or specific competence-building offers/workshops. Detailed information is provided on the Office of International Programs website in English.

6 University-Specific Information on Physical and Virtual Mobility

## Erasmus – Staff Mobility under Credit Mobility

Erasmus+ Credit Mobility enables academic university staff to teach abroad or carry out joint academic and educational activities such as giving seminars and organizing workshops at partner universities in the programme countries around the globe.

Erasmus+ Credit Mobility enables university administrative staff to take part in professional development activities job shadowing, observation periods, professional development courses or specific competence-building events beyond Europe.

Detailed information is provided on the Office of International Programs website in [English](#).

## Swiss-European Mobility Programme (SEMP)

Faculty and staff members at Koç University are able to complete a period of teaching or training abroad at a partner University in Switzerland in the framework of SEMP based on bilateral agreements.

Detailed information is provided on the Office of International Programs website in [English.](#)

## Visiting Scholar Opportunities

In addition to the Erasmus+ and the SEMP programme, Koç University offers a variety of opportunities for its faculty members and researchers to visit partner- and non-partner universities. Detailed information is provided on the Office of International Programs website in [English](#).

## Office of International Programs (including Responsibilities)

The International Office staff is eager to support student and staff mobility as well as to work with Koç University's international partners to develop mutually beneficial relationships.

Office of International Programs consists of three sub-units:

Exchange Programmes and International Partnership Development

International Projects and Education Programs

International Community Services Office

Please check the contact list (in [English](#)) in order to find out who you should get in touch with depending on your inquiry.

## Virtual Mobility

Virtual Mobility is offered to all students from all disciplines since the Fall Semester of the Academic Year 2020/2. To encourage students to participate in this new form of mobility, Virtual Mobility is promoted separately. One of the promotional materials, "6 Reasons to Join Virtual Exchange", can be accessed **here**.

## UNIC Opened Courses (see point 5.3)

## Programmes for the Promotion of Virtual Exchange

Koç University is planning to promote Virtual Exchange opportunities online, in face-to-face seminars, via emails, newsletters and social media platforms. In this scope, the Office of International Programs is collaborating with the faculties to identify faculty members who are interested in co-designing and/or co-teaching courses as Virtual Exchanges.

In addition to this, a UNIC Mobility Hub web page under the Office of International Programs will be in place soon. All UNIC related events, organisations, opportunities as well as virtual offerings will be published/announced through the official website.

For further information you can directly contact the responsible colleague at the Office of International Programs at Koç University: Ms. Tuğba Güven, tguven@ku.edu.tr

## University of Liège
### Erasmus

The Erasmus programme allows ULiège students to enjoy mobility (study stay or placement) recognised in one of the 27 Member States of the European Union, Norway, Iceland, Liechtenstein and North Macedonia.

### Erasmus Belgica

The Erasmus Belgica programme is an initiative of the Prince Philippe Fund aiming to encourage the mobility of students from higher education within the **three Belgium communities** via a study stay (from three months to a year) or to complete a **placement** there (minimum of two months).

### Study stays outside the European Union

To increase the mobility opportunities offered to its students, each year the University of Liège signs **bilateral agreements with non-European partners with study stays in mind**.

In addition to mobility options in the context of these agreements, the University of Liège participates in the ICB programme (International Cooperation Bureau), allowing study abroad in Quebec universities.

### Internship with funding in Europe

Intended for students with a placement forming part of their course, these international placements can only be carried out during the course. The placement may be integrated in or added to a "classic" Erasmus period; it will then be funded in the context of this period. The length of the period must be a minimum of 9 weeks and a maximum of 12 months per cycle.

### Placement Internship with funding outside the European Union

Intended for students with a placement as part of their course programme (minimum 13 weeks).

### Internship without funding and special cases

Under certain conditions, ULiège can help with travel costs for students with a placement abroad lasting for a minimum of 4 weeks.

### Master thesis research stays in a developing country
"travel grants" from the ARES-CCD

### UNIC Opened Courses (see point 5.3)

## Doctoral students' mobility

In the context of the doctoral training, the **Research and Development Administration can support PhD students financially** if they want to attend a seminar or summer school abroad, provided that this international experience is recognised in their PhD training.

Students can also choose to write a **co-tutored thesis** with another university to obtain a doctorace from both universities after your PhD.

In the context of the **Erasmus+ International Credit Mobility**, ULiège has mobility grants available for PhD students from ULiège wanting to carry out a research stay in one of the eligible establishments outside the European Union.

## Programmes for Staff

**Endeavours within the framework of ARES-CCD projects** can be of different types depending on the type of programme (PRD/PFS, POP, AI, etc.). They generally allow to go to the Southern partner of the project in the framework of a thesis defense, for field studies, etc.

## Contact Persons and Information

**Relations internationales | Pacodel**
international@uliege.be | pacodel@uliege.be
+32 4 366 92 55 | +32 81 62 21 13

More detailed information:

General information on student mobility

General information on doctoral mobility

General information on staff mobility

Map of ULiège partner universities

6 University-Specific Information on Physical and Virtual Mobility

## University of Oulu
## Erasmus - Mobilities for Studies

There are close to 500 Erasmus+ bilateral agreements at the University of Oulu, which offer a vast variety of options for students to go on exchange. The Erasmus+ agreements are field specific, meaning they concern either a field of studies or Faculty or Degree Programme. For more information, please consult the following [website](#).

## Erasmus – Mobility for Traineeships

At the University of Oulu, students of all disciplines also have the opportunity to apply for Erasmus funding for self-organised traineeships in European countries. Detailed descriptions of the grant benefits, the grant rates and internship conditions are available on the dedicated [website](#).

## Other Traineeship Options

Apart from Erasmus, there are also other sources for the funding of traineeships available, for example [Work Placement Outside of Europe](#) and [Embassy Work Placement](#) (for native/fluent Finnish speakers only).

## Exchange Destinations outside of Europe

Academic Affairs coordinates exchanges with several bilateral partners, networks and programmes around the world. Exchange programmes cover programmes such as FIRST (Russia), ISEP (North and South America, Asia, Oceania) and north2north (North America, Nordics, Russia). Some of the agreements are multidisciplinary and open to all students who find suitable courses in the partners' course catalogues. Some agreements are restricted to only one Faculty or School and only students from those Faculties or Schools can apply to those destinations. For more information, please visit the [website](#).

## Erasmus Staff Mobility for training

University of Oulu can generally support staff training mobilities up to 5 working days. The Erasmus staff training mobilities do not require an Erasmus bilateral agreement. Conferences and research visits are not eligible for Erasmus Staff Training.

Organisation of the Erasmus staff training is the responsibility of the participant. Our European partner institutions organise Erasmus Staff Training weeks year-round. Contact your Faculty International Coordinator for more information.

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## Erasmus Staff Mobility for teaching

Teaching staff of the University of Oulu can go on Erasmus Teaching Exchanges to European higher education institutions. Erasmus teaching staff exchanges require an Erasmus+ agreement between your home department/field of study and the hosting institution.

## UNIC Opened Courses (see point 5.3)

The University of Oulu has opened over 30 courses for other UNIC students. The students from the university of Oulu are as well encouraged to choose courses from other UNIC universities. More information: https://www.oulu.fi/en/unic-european-university

## Other Virtual Mobilities

In case you have an idea of virtual mobility implementation, don't hesitate to contact Eeva Pennanen, eeva.pennanen@oulu.fi or the International Mobility Services Team international.office@oulu.fi.

## Contact details

**Email:** International.office@oulu.fi
**Mailing address:** International Mobility Services, Academic Affairs, PO BOX 8000, 90014 University of Oulu, Finland
**Street address:** Pentti Kaiteran katu 1, 90570 Oulu, Finland
**Erasmus Institutional Coordinator:** Ms Sari Vähäkangas, international.office@oulu.fi
**Virtual exchanges and UNIC initiatives:** Ms Eeva Pennanen, eeva.pennanen@oulu.fi

6 University-Specific Information on Physical and Virtual Mobility

## Erasmus University Rotterdam
### Erasmus - Mobilities for Studies

Erasmus University Rotterdam (EUR) offers its students a variety of subject-specific exchange places at different partner universities in Europe. Agreements are made on faculty level. Further information is provided on the respective websites of the faculties and the International Office (Worldmap in English and grant details in English).

### Erasmus – Mobility for Traineeships

At Erasmus University Rotterdam, students of all disciplines also have the opportunity to apply for Erasmus funding for pre-arranged or self-organised internships in European countries. The availability of pre-arranged internships varies per faculty. Detailed descriptions of the grant benefits, the grant rates and internship conditions are available on the websites of the International Office (in English).

### Study Abroad Options Worldwide

In addition to numerous international cooperations of the individual faculties and institutes, Erasmus University Rotterdam also maintains a couple of university-wide partnerships which are open to almost all EUR students. Partnerships can be found on the Worldmap (in English).

### UNIC Opened Courses (see point 5.3)

### Erasmus – Mobilities for Training

Erasmus allows for training of higher education staff in programme countries to enhance internationalisation. Interested staff can find more information on the eligibility and formalities on the corresponding website (in English on our Intranet).

### Erasmus – Mobilities for Teaching

Erasmus University Rotterdam also supports guest lectureships at European partner universities with Erasmus (STA - Mobility for teaching purposes). Interested teaching staff can find more information on the eligibility and formalities on the corresponding website (in English on our Intranet).

### International Mobility Services

The ErasmusPlus Team at Erasmus University Rotterdam is eager to assist you. Please send an email to us at erasmusplus@eur.nl regarding Erasmus+ questions or look for the faculty contact information on our website (in English).

## University of Zagreb

**Important note:** The University of Zagreb is not integrated; it consists of 34 independent constituent units: 31 faculties and 3 academies. Therefore, mobility opportunities can be possible on both university and faculty/academy level. As an exception, due to programme and implementation constraints, for Erasmus+ mobility, this mobility programme and its projects are implemented and administered centrally by the central International Relations Office at the Rectorate. For this reason, all Erasmus+ mobility information is more easily available and retrievable at a single point of entry, the University website.

### Erasmus - Mobilities for Studies

The University of Zagreb offers its students subject-specific exchange places at different partner universities in Europe and outside Europe (more than a 1000 Erasmus+ agreements are in place). Further information, detailed description and grant rates are provided on the website of the central International Office (in Croatian & general information in English, information for incoming exchange students in English).

### Erasmus – Mobility for Traineeships

At University of Zagreb students of all disciplines also have the opportunity to apply for Erasmus funding for self-organised internships in European countries. Detailed descriptions, the grant rates and internship conditions are available on the websites of the International Office (in Croatian).

### Worldwide mobility options

Apart from Erasmus, funding is available for exchange and other activities:

based on partnerships and agreements signed centrally by the **University** for universities in Europe and around the world. The list of agreements is available on the website administered by the central International Office (in German & English). Mobility calls are usually published per semester, depending on the number of available places and specific mobility conditions for each university. The calls are published by the central IRO office.

based on partnerships and agreements signed by the **constituent units**: each of the 34 faculties/academies (for detailed information please visit the individual websites of the faculty/academy or contact their IRO office).

6 University-Specific Information on Physical and Virtual Mobility

Other opportunities and activities available at the faculty/academy level: mobility through networks such as Ceepus, and other programmes (for detailed information please visit websites of the faculty/academy or contact their IRO office).

UNIC Opened Courses (see point 5.3)

Erasmus Staff Mobility

Mobility of university staff is a very important aspect of internationalisation of the University of Zagreb and encompasses a variety of international activities at the central level and at the faculty/academy level.

Mobility opportunities at the central University level:

Erasmus+ for European (programme) countries and Erasmus+ for non-European (partner) countries: for training (STT) and for teaching (STA)

Academic mobility based on bilateral university partnerships and strategic priorities for countries in Europe and outside Europe

For more information, please visit the website of the central IRO office in Croatian. For useful additional information for staying in Zagreb, please check information in English.

Incoming Erasmus+ staff mobility is arranged at the faculty/academy level (please visit the individual faculty/academy websites or write directly to their international relations contacts available here).

Other mobility and funding opportunities for staff (please find detailed information in Croatian).

Mobility opportunities based on partnerships and agreements signed by the constituent units:

each of the 34 faculties/academies (for detailed information please contact the faculty/academy IRO offices here ).

Mobility Services teams (including Responsibilities)

The Mobility Services Teams (outbound and inbound) that can assist you are:

at the **university level** (primarily for Erasmus+ and university bilateral exchange: calls, mobility conditions, grants, incoming applications for students, general inquiries) is the **Central International Relations office**. The University of Zagreb is a very large institution, so in order to provide better and faster assistance please be sure to first check the pertaining website information relevant for your inquiry and

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then, if you need further assistance, please contact the central office - the contact list here.

at the **faculty/academy** level (for Erasmus+ study questions, learning agreements, other study specific arrangements, for incoming staff arrangements and for bilateral faculty/academy mobility opportunities): **faculty or academy IRO offices or other contact persons**, please check the list of contact persons here.

# 7 Literature

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