



# Creating a Sense of Belonging

## Designing, organising and practising inclusive online teaching and learning

MENDELU INTERNATIONAL WEEK

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ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ  
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# 1 What we know: online teaching & international classroom

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## *Online teaching and the lessons from Covid 19*

based on Rathenau Institute report February 2022  
'Towards high-quality digital education'

<https://www.rathenau.nl/en/living-together-digital-world>

See also

- <https://educate-it.uu.nl/en/>

- <https://www.timeshighereducation.com/campus/collections/higher-education-goes-hybrid>

- <https://www.mckinsey.com/industries/education/our-insights/setting-a-new-bar-for-online-higher-education>

- <https://www.eaie.org/blog/promoting-virtual-mobility-higher-education.html>

# 1 What we know: online teaching & international classroom

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## *Online teaching and lessons from Covid 19: characteristics*

- Online teaching is more explicit thought out, more structured, more intensive, more efficient;
- Online teaching focuses on knowledge transfer and less on skills and professional practices;
- Online teaching focuses more on cognitive development and less on social-emotional development;
- Online teaching limits lecturers in their flexibility in handling the course content and makes them more depending on digital monitoring student's progress (straitjacket).

# 1 What we know: online teaching & international classroom

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## *Online teaching and lessons from Covid 19: cognitive and social effect*

- Students can concentrate better but largely depending on the living conditions at home (space, privacy);
- Students need higher level of self-motivation
- Increase in social inequality due to unequal access to (well-functioning) software and hardware;
- Decrease of social interaction: leading to limited options for monitoring learning processes, students avoiding confrontations (camera off), decrease of social cohesion, lesser functionality of group assignments;
- Lesser social embedding has negative effects: students normally learn from, motivate and inspire each other

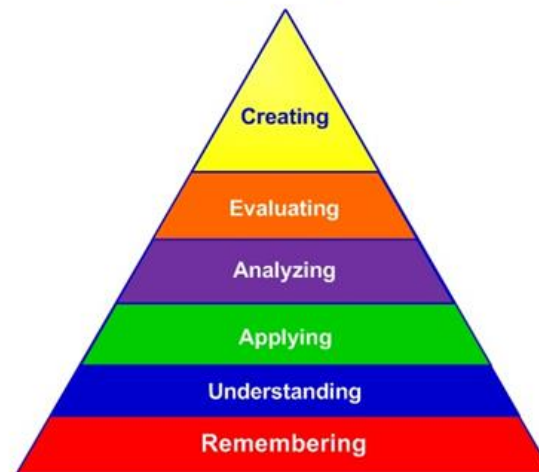
# 1 What we know: online teaching & international classroom

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## *Online teaching and lessons from Covid 19: case load and assignments*

- Time saving as a result of less meeting and class management, designing and scripting takes more time. Net effect zero;
- Online distant learning asks for different assignments: more related to higher cognitive skills

**Blooms Taxonomy - Revised**



# 1 What we know: online teaching & international classroom

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## *Inclusive international classroom*

Internationalisation involves the *“incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study”* (Betty Leask 2015, ‘Internationalizing the curriculum’)

# 1 What we know: online teaching & international classroom

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## *Inclusive international classroom*

- Attention for working with a second language
- Inclusive teaching (involve students)
- Interaction
- International framework

# 1 What we know: online teaching & international classroom

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## *Inclusive international classroom: Intercultural competences (ICCs)*

- Attitudes*: respect, openness, curiosity and discovery. This also implies a willingness to move beyond one's comfort zone.
- Knowledge* starts with realising of how your own culture has influenced your own identity and your norms and values as a person.
- Skills* to address the acquisition and processing of knowledge: observation, listening, evaluating, analysing, interpreting, and relating.

See: <https://www.advance-he.ac.uk/> 'Intercultural competencies' 2013



## 2 Challenges and Experiences with inclusive online settings

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*Comparing experiences with regard to one of the following challenges  
(20 minutes in break out + 15 minutes reporting back and discussion)*

- 1 – safeguarding a level, equal playing field for all participants
- 2 – organizing social interaction and active participation
- 3 – designing assignments in online international classrooms
- 4 – developing and using intercultural competencies
- 5 – inclusive teaching and an international framework

## 3 Conditions and design principles for creating inclusive international learning communities

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*Group suggestions:*

### *1. Safeguarding a level, equal playfield for all participants*

- Assess the level of students, their skills and comfort level
- Use additional media to get them involved
- Run through the programme with students before lectures start
- Get to know students – have open communication channels also during the course to stay tuned

## 3 Conditions and design principles for creating inclusive international learning communities

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*Group suggestions:*

### *2. Safeguarding social interaction and active participation*

- Apply active learning methodology, project base learning
- Organise students in groups and include virtual learning
- Minimise the time on lecturing and increase the time for the student interaction

## 3 Conditions and design principles for creating inclusive international learning communities

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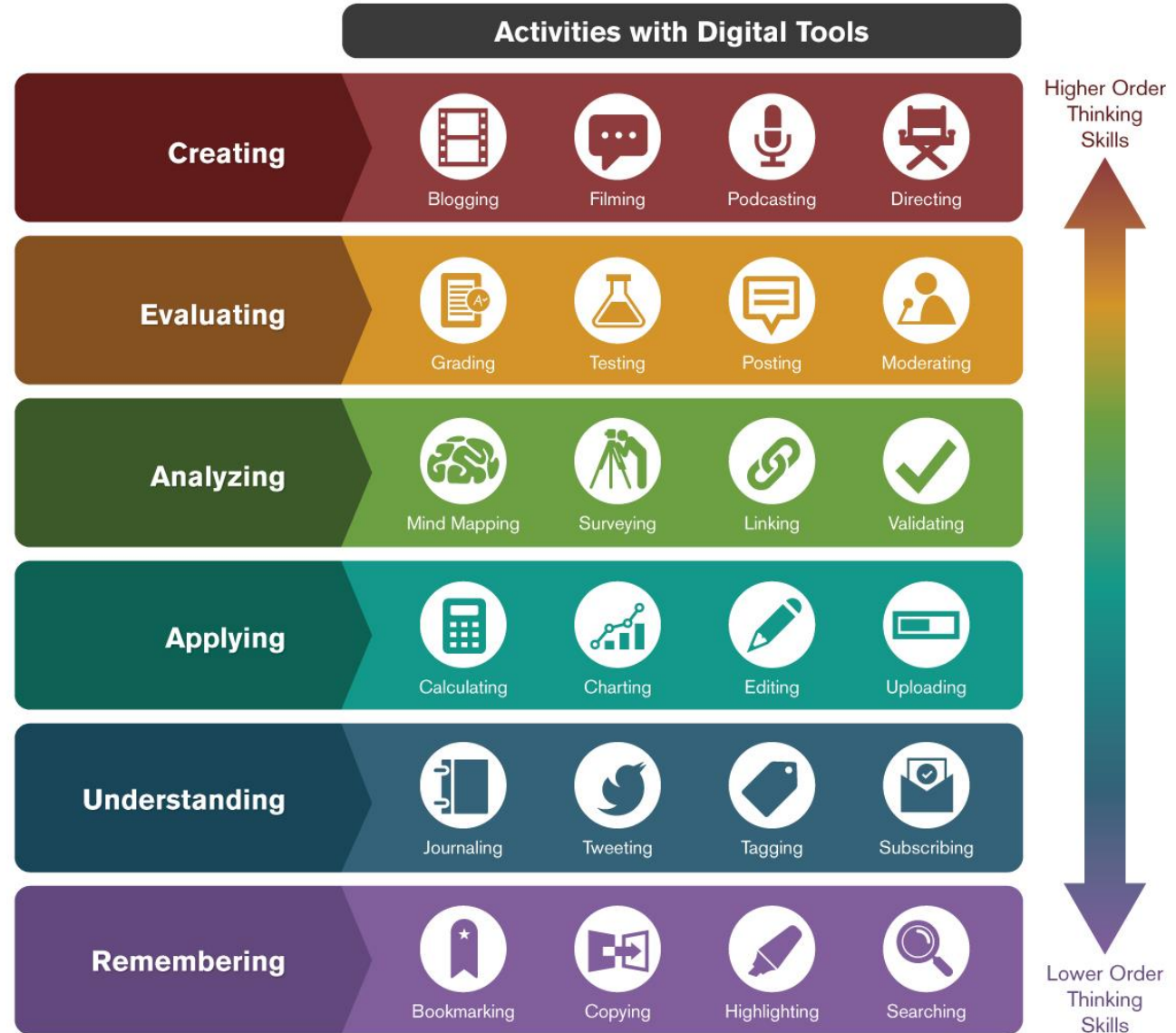
*Group suggestions:*

### *3. designing assignments in online international classroom*

- establish a safe environment
- language is a key issue – introduce tasks step by step
- establish groups and assign different tasks; rotate students who are group leaders

# Bloom's Digital Taxonomy

*Group suggestions:*



## 3 Conditions and design principles for creating inclusive international learning communities

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*Group suggestions:*

### *4. Developing and using intercultural competencies*

- preparing students for global citizenship
- foster the development of different competences
- support diversity and respect for others
- support interaction
- support language proficiency since language can be a barrier for students and teachers

## 3 Conditions and design principles for creating inclusive international learning communities

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*Group suggestions:*

### *5. Inclusive teaching and an international framework*

- invest into further development of MOOCs
- widen the learning to more different countries
- overcome financial restrains in order to assist online and live interaction
- show positive aspects of different cultures
- overcome problems with hardware and different platform accessibility to wider academic public

## 3 Conditions and design principles for creating inclusive international learning communities

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### *Some ideas*

- be informed about the personal circumstances / contexts of the participants (questionnaire before the start of the course)
- knowledge transfer primarily through knowledge clips (short videos or podcasts)
- Identify student's personal experiences and prior knowledge (let them make notes, let students interview each other: think-pair-share)



## 3 Conditions and design principles for creating inclusive international learning communities

-be aware that an online international classroom has or needs to have a low-context culture

| Low-context cultures                                    | High-context cultures   |
|---|---|
| Say what you mean and mean what you say                 | You can't understand what's being said until you learn how things are done here |
| Words are usually enough to communicate what you need   | Words alone are not enough to grasp the meaning                                 |
| Truthfulness is expected regardless of the consequences | Truth is flexible and secondary to honor and other factors                      |



Lead-IT  
LEAD LIKE A PRO

## 3 Conditions and design principles for creating inclusive international learning communities

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### *Some ideas*

- organize within the course mini or micro learning communities that take ownership: smaller groups of (max 7) students meet frequently, have concrete tasks and get acquainted also with at least one lecturer on a more personal level;
- create meaningful forms of interaction and groups work that facilitate the development of personal relations: think pair share, case presentations with peer feedback, leading dialogue and discussion sessions;
- design assignments that focus on higher cognitive skills: apply, analyse, evaluate, create (open book, essays, papers, research and/or design assignments, challenge-based groups assignments)

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*Thank you for your  
attention!*

*Contact Us*



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