

CHARM-EU Transnational and Intercultural Learning Toolkit

Part I.

Module design and mobility scheme development

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1. Content and structure of the document

1.1. What is the aim of this resource?

This document presents an explanation of the transnational and intercultural dimension of the teaching and learning processes under development within the CHARM-EU Alliance as well as an introduction to a variety of tools and guidelines for integrating a transnational and intercultural dimension into the CHARM-EU curricula.

1.2. Who is this resource for?

This resource is for any CHARM-EU educational advisor, teacher or KCT educationalist seeking to strengthen the transnational and intercultural dimension of the teaching and learning practices within the CHARM-EU education programmes.

1.3. How should I use this resource?

This resource can be used as a practical guide for understanding, planning, designing and evaluating the CHARM-EU internationalisation agenda and its accompanying transnational and intercultural teaching and learning processes/practices within the CHARM-EU education programmes.

From page 9 onwards, you will find practical checklists and a step-by-step guide that you can use to integrate transnational and intercultural learning through the tool of mobility into your module design.

2. Context and background

2.1. Internationalisation perspectives and actions

Internationalisation of educational programmes is at the core of CHARM-EU. CHARM-EU aims to create a transnational and intercultural learning environment realised through the actions of internationalisation. *Internationalisation* is “the process of integrating an international, intercultural, or global dimension into the purpose, functions and delivery of post-secondary education” (Knight, 2002, p. 2).

In general, internationalisation refers to all activities that are implemented either at a secondary (‘host’) institution, therefore falls under the category of *internationalisation abroad (IA)* or at the primary (or ‘home’) institution through *internationalisation at home (IaH)* activities (Erdei & Káplár-Kodácsy, 2020). *Internationalisation at home* refers to the “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015). It also refers to teaching, learning as well as student services in a culturally diverse setting; is strongly linked to the development of international, intercultural and global perspectives in all students; and concerns all beneficiaries and all processes (administrative processes as well as teaching, learning and research processes). It has implications for the curriculum, for general staff development, professional development for academic staff, services, systems administration

and campus culture (Leask, 2004). This approach therefore raises the importance of internationalising all activities and learning outcomes not only for those who carry out a cross-border learning activities, but for those students who remain at the ‘home institution’. Virtual exchange programmes in this approach fall into the category of IaH activities (Erdei & Káplár-Kodácsy, 2020).

This approach furthermore “emphasises the importance of internationalising learning outcomes for all students, not simply those who study abroad” (EAIE, n.a). Internationalisation at home can be depicted through the following principles, as it:

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with ‘cultural others’ in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another lingua franca.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

As a result, there is a strong focus on *internationalising the curriculum* as part of the internationalisation at home agenda that will be described in detail in the next steps.

Apart from the above, *internationalisation abroad (IA)* refers to “the movement of people, knowledge, programs, providers and curriculum across national or regional jurisdictional borders” (OECD, 2004, p. 19). International student and staff mobilities are the most prominent tools of internationalisation abroad. *International student mobility* refers to a certain study period of an educational programme that is integrated into the curriculum, taking place outside the geographical boundaries of the country of residence in order to provide students with a unique learning experience abroad, enhancing their intercultural, language, social and personal as well as professional competences (Clarke et al., 2009; Erdei & Káplár-Kodácsy, 2020; Kumpikaite & Duoba, 2011; Nilsson & Ripmeester, 2016; Smith & Mitry, 2008). *International staff mobility* refers to a certain period of time spent outside the geographical boundaries of the country of residence by academic staff – including teachers, researchers – as well as non-academic staff with the purpose of enhancing the quality of the students’ experience, while these international staff mobility programmes also provide the participants with extensive professional development opportunities (Horváth et al., 2020).

Even though internationalisation at home and abroad might be seen as independent practices, Leask (2004) states that “the integration of experiences, practices and processes ‘there’ with experiences, practices and processes ‘here’ will assist us to improve teaching and learning

outcomes in all students and, in particular, our stated goal of developing international perspectives” (p. 4.). Nevertheless, the question arises: “is it possible to completely separate internationalisation at home (‘here’) from internationalisation somewhere else (‘there’)?” (Leask, 2004, p.5).

The CHARM-EU model of international activities reflect on the action of mobility by taking efforts to diminish the barriers between the aforementioned activities and by combining all activities that are necessary to the development of a transnational and intercultural climate. It is done in compliance with the emerging concept of internationalisation at a distance (IaD), introduced by Ramanau (2016), which complements the previously presented internationalisation concepts. According to Mittelmeier et al. (2020), “all forms of education across borders where students, their respective staff, and institutional provisions are separated by geographical distance and supported by technology” (p. 4). In other words, IaD provides international students with the possibility to exchange their ideas across border with the support of ICT technologies, yet goes beyond the scope of IaH activities as it involves “a broader intended audience than simply “home” students, given the physical distance between students and their corresponding institutions, staff, or peers” (Mittelmeier et al., 2020, p. 5).

For a more detailed description of the main concepts and approaches in internationalisation, see *Figure 1*.

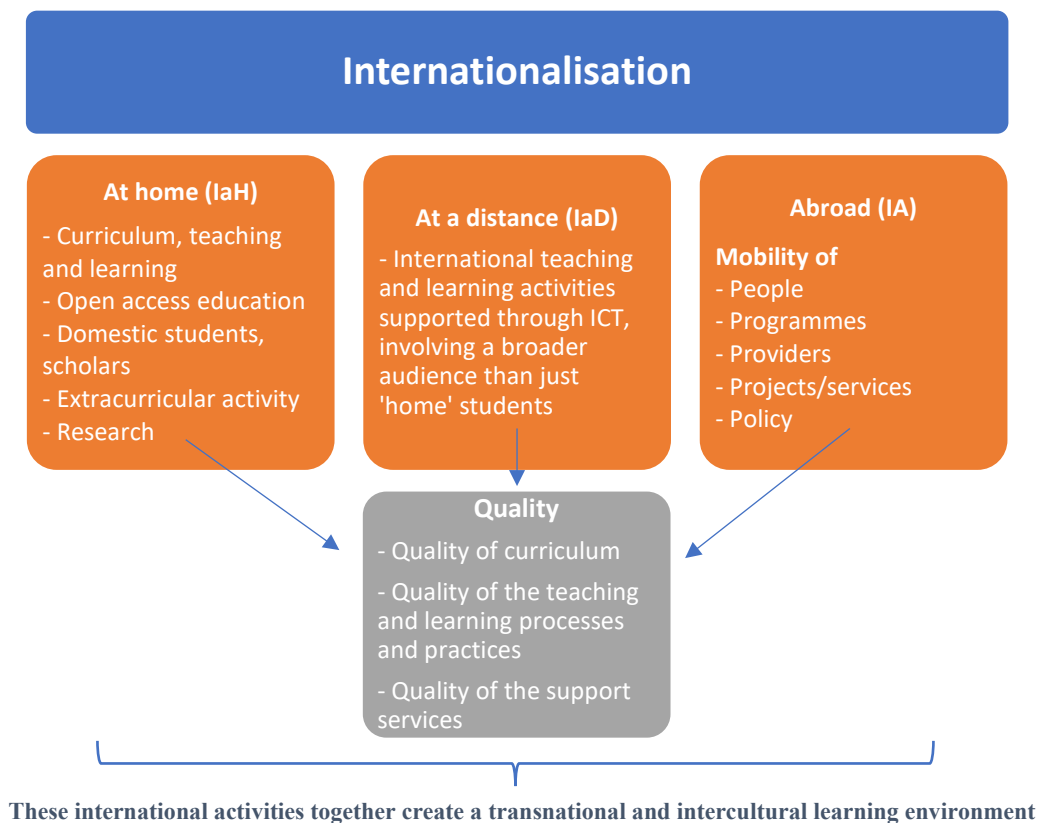


Figure 1 – Main concepts of internationalisation of higher education

2.2. The CHARM-EU model of international activities

CHARM-EU purposefully integrates international mobility and internationalisation at home activities into its operation, especially in relation to the delivery of its educational programmes. Student and staff (incl. faculty and administrative staff) mobility has been a key component of all internationalisation actions within the European Higher Education Area throughout the last decades and it has been supported by the ongoing Erasmus+ Programme and its predecessors. The European Commission's European Universities Initiative aims to create inter-university campuses that put a special emphasis on mobility frameworks that provide accessible and seamless mobility options to all students and staff of the partner universities.¹

In line with these aims, CHARM-EU is preparing a unique international climate in which mobility is considered as a “norm”. In practical terms, it means that the CHARM-EU Alliance is committed to providing its students and staff - including teachers, researchers, and non-academic staff - with a wide range of opportunities to interact with their peers in an international environment through the purposeful combination of mobility and internationalisation at home activities. CHARM-EU creates an inclusive and flexible campus (both virtual and physical) where all the community members will be able to gain first-hand experience of what a European University is and to be able to move without obstacles between countries, cities and campuses of the Alliance.

Following the above principles, CHARM-EU identifies mobility as a key tool for enhancing the quality of all teaching and learning processes for all prospective CHARM-EU citizens. CHARM-EU students and staff therefore will be part of one university community with multiple campuses across countries creating a unified international ecosystem with seamless mobility flows and accompanying international activities (*Figure 2*).

¹ European Commission (2019): EUROPEAN UNIVERSITIES - A key pillar of the European Education Area. Factsheet. <https://ec.europa.eu/education/sites/education/files/document-library-docs/european-universities-initiative-factsheet.pdf>

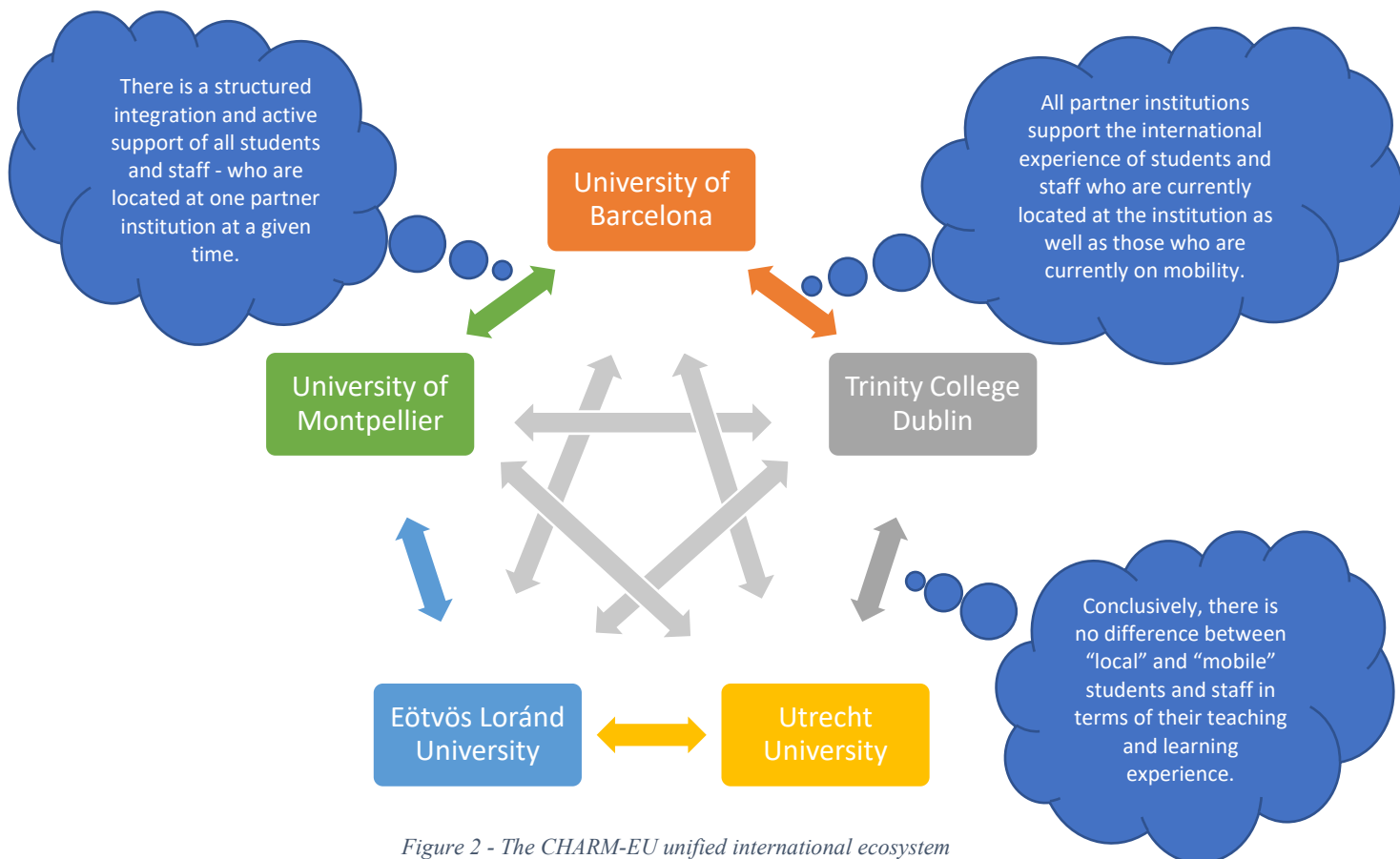


Figure 2 - The CHARM-EU unified international ecosystem

The international ecosystem of CHARM-EU provides the environment for transnational and intercultural learning for all students and staff, that is to be presented in the next sections.

2.3. Transnational and intercultural learning (*pedagogical guideline*)

Transnational and intercultural learning (TIL) refers to those teaching and learning processes and activities that occur in the context of internationalisation, especially through internationalisation abroad and internationalisation at home activities, as described above.

The ‘transnational’ component of TIL refers to educational environments in which the “cross-border movements of people, institutions, systems and programs” take place (Kesper-Biermann et al., 2018, p.116). Based on the definition provided by the Palgrave Dictionary of Transnational History, it also refers to “people, ideas, products, processes and patterns that operate over, across, through, beyond, above, under, or in-between policies and societies (...) or addresses the flows of people, goods, ideas or processes that stretched over borders” (“Palgrave Dict. Transnatl. Hist.,” 2009, p.17.). Therefore ‘transnational’ refers to all teaching and learning processes that involve or heavily build on the physical relocation of the students and/or teachers, as well as benefits from the remote, virtually mediated, yet active collaboration of the main stakeholders across nations, creating unique learning opportunities for all beneficiaries.

On the other hand, intercultural learning refers to those teaching and learning processes and activities that support “the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own. It is developmental in the sense that learners advance through stages of progressively more sophisticated levels of understanding. This understanding includes that of different

cultures as well as their own. Specifically, to develop cultural awareness, it is important for a learner to have this sense of cultural self-awareness, which will form the basis for comparisons that are inevitably made by the learner” (Lane, 2012, p. 1618). Intercultural learning nevertheless it not an ‘easy thing to achieve’ (Leask, 2004), therefore the purposeful planning and structured integration of specific intercultural learning outcomes into the curriculum design is essential and necessary.

Transnational and Intercultural Learning (TIL) therefore refers to those teaching and learning processes that purposefully build on, exploit, and benefit from the international and intercultural diversity of all parties who are involved in the educational process. TIL incorporates a transnational and intercultural dimension into the complete design of the educational processes, including learning goals, content, teaching & learning activities, learning environment, instructional materials, tools & resources, assessment and extra-curricular activities as part of the design and delivery of the curriculum, following the constructive alignment approach (Biggs, 2003).

Transnational and intercultural learning environment provides students with the possibility to enhance or develop a number of competences through transnational and intercultural T&L processes and activities. An indicative list of competences can be found below (Erdei & Káplár-Kodácsy, 2020):

1. Intercultural competences
 - a. Cultural, intercultural, and cross-cultural skills
 - b. Intercultural communication competences and skills
 - c. Intercultural and cross-cultural awareness
 - d. Intercultural and cross-cultural sensitivity
 - e. Global or world-mindedness, global competence
2. Language competences
 - a. Foreign language competences
 - b. Communication competences, including oral and written communication skills
3. Professional competences
 - a. Academic knowledge and skills
 - b. ICT skills
 - c. Learning skills
 - d. Problem solving
 - e. Creativity
 - f. Organisational skills
 - g. Management skills
 - h. Critical thinking
 - i. Decision making skills
 - j. Others, such as ethics, adaptability, initiative, assertiveness, decisiveness, persistence, analytical skills, planning, co-ordinating
4. Personal and social competences
 - a. Teamwork

- b. Collaboration skills
- c. Others, such as mindset, awareness, maturity, lifestyle choices, personal skills, sense of adventure and self-confidence, feelings of independence and self-efficacy, confidence, open-mindedness, consciousness of European identity

Development of intercultural competences is at the forefront of all transnational and intercultural learning processes; therefore it is necessary to elaborate on this topic in detail. Intercultural competence can be defined as the “ability to interact effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2009, p. 246), as well as the “knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviours; and relativizing one’s self. Linguistic competence plays a key role” (Byram, 1997, p. 34, cited by Deardorff, 2006, p. 247). “As found, the notion of intercultural competence is a multifaceted and widely interpreted concept that is often characterized by and associated with related ideas, such as intercultural proficiency, global awareness, adeptness at intercultural communication, openness to diverse people, intercultural sensitivity, ability to work effectively in a multicultural environment, tolerance and respect for others (Clarke et al., 2009) as well as cultural awareness, cultural intelligence, global mindedness, cultural sensitivity and empathy, cultural adaptability, language skills or cross-cultural communication skills (Roy et al., 2019). These terms refer to a wide range of possible intercultural outcomes that can be generated by the participation in student mobility programmes (Stebbleton et al., 2012)” (Erdei & Káplár-Kodácsy, 2020, p.26-27). Intercultural competences therefore can and need to be purposefully reflected on when designing the programme and module learning outcomes, as well as incorporated into all T&L activities and assessment schemes.

Transnational and intercultural learning outcomes that can be developed or enhanced through international student mobility and IaH activities, e. g. virtual exchange programmes seem to be planned, integrated purposefully, and reflected on into the curriculum and all teaching and learning processes to varying degrees and with different intensities. Even though informal and non-formal learning have an important role in the acquisition and development of the aforementioned knowledge, skills and competences throughout interacting and collaborating in diverse groups, in order to navigate this learning through the curriculum and maximise the transnational and intercultural learning potential for students, formalisation and structured support of such learning processes are essential.

3. Roadmap of creating a transnational and intercultural learning environment within the CHARM-EU educational programmes

You can find a step-by-step guide on how to create a transnational and intercultural learning environment within the CHARM-EU educational programmes below. The first 4 steps support you defining the student mobility activities and the last step helps you searching for teaching mobility opportunities that can support the efficiency of all teaching and learning processes.

Step 1: Reviewing the module description

Step 1.1. Please open the module description to review the module learning outcomes (MLOs) and start going through the following list of competences (knowledge, skills, and attitudes) in order to indicate which ones correlate to the MLOs of your module in the first column! If you have the list of selected competences, please think about which competence areas might require the integration of a strong transnational and intercultural dimension into your module for their efficient development.

Competence category	Student competences to be developed through transnational and intercultural learning	Relevance to your MLOs (☑)	Need for integrating a transnational and intercultural dimension into T&L for its development (☑)
Intercultural competences	Cultural, intercultural, and cross-cultural skills		
	Intercultural communication competences and skills		
	Intercultural and cross-cultural awareness		
	Intercultural and cross-cultural sensitivity		
	Global or world-mindedness, global competence		
Language competences	Foreign language competences		
	Communication competences, including oral and written communication skills		
Professional competences	Academic knowledge and skills		
	ICT skills		
	Learning skills		
	Problem solving		
	Creativity		
	Organisational skills		
	Management skills		
	Critical thinking		
	Decision making skills		
Others, such as ethics, adaptability, initiative, assertiveness, decisiveness, persistence, analytical skills, planning, co-ordinating			
Personal and social competences	Teamwork		
	Collaboration skills		
	Others, such as mindset, awareness, maturity, lifestyle choices, personal skills, sense of adventure and self-confidence, feelings of independence and self-efficacy, confidence, open-mindedness, consciousness of European identity		

Step 1.2. If you have used the (tick) icon in several cases in the second column, it indicates that you shall consider integrating a transnational and intercultural dimension into your module! In order to do so, the following steps of the toolkit provides you with several checklists and hands-on tips on how to enhance the transnational and intercultural dimension of your module through introducing a number of activities.

In order to enhance the transnational and intercultural dimension of your module, you shall focus on the internationalisation of the curriculum first, regardless of planning any physical relocation of students and staff, such as a mobility activity or a large-scale virtual collaboration activities, e.g. virtual exchange programmes for students and/or staff.

Step 2: Internationalising the curriculum

Please read the following text on how to **internationalise curriculum on module level²** and tick (icon) those tips you find especially useful for designing the module!

A successfully internationalised curriculum provides students with the knowledge and skills to perform competently (professionally and socially) in an international environment. This resource outlines approaches and useful strategies for integrating international perspectives into module content and learning and teaching activities and cultivating culturally inclusive learning environments.

Step 2.1. Internationalising module content & design

Ideally, module content should include diverse perspectives on social, economic, political and/or environmental issues and differences in professional practices across cultures. Some tips for broadening topic areas through intercultural approaches include.

<input checked="" type="checkbox"/>	Tips and ideas
	Including subject matter relating to global, intercultural perspectives (e.g., inclusion of international and national case studies, examples, illustrations, etc.).
	Addressing how knowledge may be constructed differently across cultures;
	Using real-life or simulated case studies which examine cross-cultural communication, negotiation and conflict resolution;
	Referring specifically to intercultural communication in professional practice;
	Examining how professional practices vary in other cultures;
	Including content from both local and international sources;
	Including topics on ethical issues in globalization, such as social justice, equity, human rights and related social, economic and environmental issues;
	Focusing on the historical development of issues relating to current international issues/practices;

² Adapted from the Internationalisation of the Curriculum Strategy of the Federation University, Australia. <https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/internationalisation-of-the-curriculum>

	Examining content that addresses critical global environmental issues;
	Comparing and contrast international and cross-cultural research findings, policies, programmes and institutional programmes;
	Drawing on cross-cultural databases and sources of information.

Step 2.2. Internationalising teaching & learning activities

Ideally, staff should use a wide range of teaching and learning strategies that are specifically designed to develop students who demonstrate international perspectives as professionals and as citizens. Tips for internationalising learning and teaching activities include:

<input checked="" type="checkbox"/>	Tips and ideas
	Integrating global issues and cross-cultural perspectives into learning tasks;
	Asking students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives;
	Encouraging students from different cultural backgrounds to contribute relevant examples from their home country or community;
	Including an international component in problem-solving exercises and/or research assignments;
	Including activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal);
	Highlighting to students the ideology behind any given discipline and how it has developed, and discuss and analyse any cultural aspects of this;
	Examining the ways in which diversity can impact on the value positions and attitudes of students in multicultural societies and what impacts it can have on how the subject matter is approached;
	Comparing and contrasting how issues of multiculturalism are dealt with in different nations, and how this impacts citizens both in terms of their personal lives and in professional practice;
	Including activities that examine how culture can impact on the application of knowledge socially, scientifically, and technologically and how this can advantage or disadvantage people from different cultural backgrounds;
	Using fieldwork with local organisations working on international projects or national projects with an intercultural focus;
	Encouraging students to compare/contrast how cultural influences can impact on the construction of knowledge around the world;
	Creating a safe, non-threatening learning environment in which students can express their own views/opinions while respecting those of other students and staff;
	Facilitating dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding;

	Creating group-based opportunities to learn more about students' backgrounds through such tools as student surveys or brief "get-to-know-you" ice-breaker activities;
	Using team tasks to encourage students to engage with others from different social, cultural, economic, political and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
	Exploring the impacts on culture on the development of specific approaches to the profession/discipline;
	Encouraging students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline(s) from a range of cultural perspectives.

Step 2.3. Internationalising instructional materials, tools & resources

Ideally, staff should use a wide range of teaching tools, resources and support materials that assist students with acquiring the knowledge, skills and attitudes of a global citizen. Tips for internationalising your learning materials, tools and resources include:

<input checked="" type="checkbox"/>	Tips and ideas
	Using online resources, textbooks, and workshop materials from international sources, in different languages which are culturally sensitive and demonstrate respect for the diversity of the student body;
	Using recently published, international journal articles, conference papers, and texts implying diverse perspectives;
	Including materials and research from national, international, and intergovernmental organisations to ensure students have a global perspective on their discipline(s).
	Using up-to-date multimedia technologies and electronic equipment to ensure that students can develop their intercultural skills in these areas;
	Including role-plays and simulations of international or intercultural interactions;
	Including presentations / guest lectures from industry / professionals with international experience in specific topics in the module;
	Using electronic links and networks, such as email chat groups and list-serves, with students of the discipline(s) in other countries;
	Encouraging students to locate, discuss, analyse and evaluate information in various languages and from international authors from various research backgrounds from a range of learning materials (e.g., online resources, textbooks, journal articles, conference papers, video-recordings)

Step 2.4. Internationalising assessment practices

Ideally, assessment tasks should measure the specific knowledge, skills and attitudes of students that are related to the list of competences provided earlier. Tips for internationalising assessment include:

<input checked="" type="checkbox"/>	Tips and ideas
	Making assessment criteria related to global/multicultural capability explicit to students;
	Mapping out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.
	Using assessment tasks early in the module which provide feedback on students' background knowledge, validating national knowledge in international context, so that teaching can be modelled in such a way as to 'fill in' any gaps in requisite knowledge or skills and hence combat risk of failure;
	Including assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);
	Including both individual and group projects, so that students' ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;
	Designing assessment tasks that require students to present information to, and receive feedback from, an 'international' or cross-cultural audience;
	Designing activities that encourage students to interact with other another (real or virtual).
	Including the use of peer evaluation and feedback in an intercultural context.

Step 2.5. Internationalising extra-curricular activities

Finally, the following table provides educational programme-level ideas next to those that can be used on a module-level. Some of these activities might be connected to and/or implemented the extra-academic actors of CHARM-EU.

<input checked="" type="checkbox"/>	Tips and ideas
	Encourage students and staff to study foreign languages - this will enable students to appreciate the difficulties faced when trying to communicate in foreign languages;
	Encourage students to complete a workshop in intercultural communication or international studies;
	Provide students with information about the institutional support which are available to assist them with managing academic and personal issues, especially during times of stress, so as to reduce the risk of attrition or failure;
	Introduce peer mentoring schemes that include domestic student mentors supporting international students in order to encourage cross-cultural interactions among students;

	Participate in professional development activities designed to enhance teachers' intercultural awareness, including strategies for assessing and providing feedback to international students.
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Step 3: Familiarising yourself with the CHARMobility scheme for students

As the above steps indicated, internationalising the curriculum is an important step towards introducing a transnational and intercultural dimension into the module. Nevertheless, in order to support the further development of certain competences, you shall consider integrating a mobility activity into the curriculum.

Please read the following text to get an overview on the proposed mobility scheme for students within the CHARM-EU educational programmes.

Step 3.1. Getting to know the CHARMobility experience

As part of the CHARMobility system, students will be advised to undertake multiple mobilities, not just in traditional (semester exchange and traineeship), but in non-traditional forms as well (non-traditional mobilities refer to all mobility types – regardless of purpose, length, modality etc. –, that do not fall under the traditional category). CHARM-EU therefore promotes a wide range of mobility activities that reflect on the diverse learning needs of the students, thus offering all CHARM-EU students a personalised and unique learning path.

Working towards a sustainable and innovative CHARMobility system, CHARM-EU integrates virtual exchange programmes, physical mobility opportunities and as a combination of those, blended mobility into its educational programmes. As part of its innovative CHARMobility system, students will also have the possibility to experience short-term or mid-term student mobilities that will be provided to students individually, in pairs or even in groups not just with their peers, but also with CHARM-EU faculty.

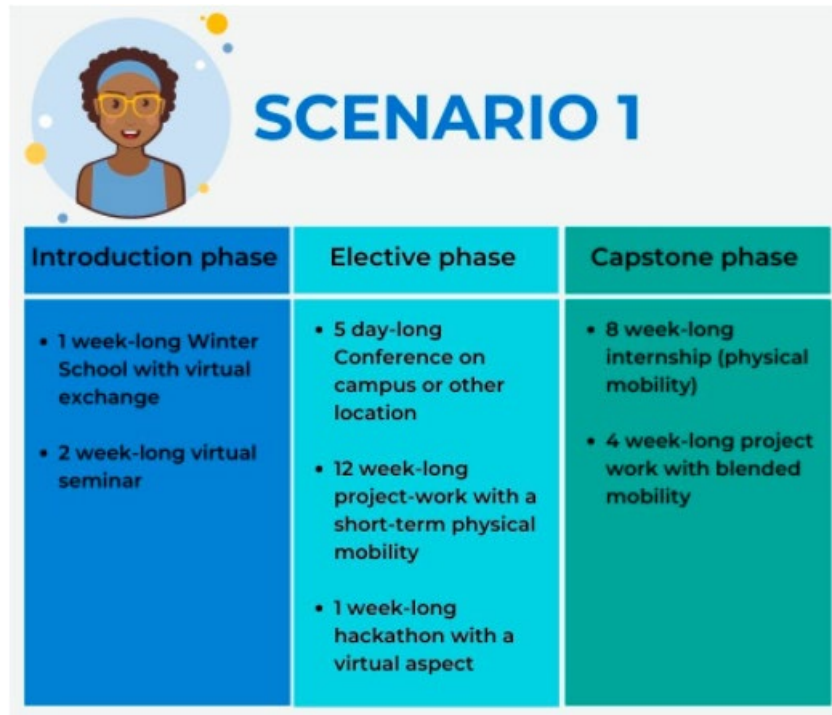
Within the CHARMobility system, students are advised to undertake a mobility with a physical component in at least one additional country aside from the one in which they started their studies, depending on the learning outcomes of the module. Exceptions in physical mobility can be permitted for reasons of inclusivity and/or in the case of force majeure such as natural diseases, pandemics, or other unexpected situations that prevent physical mobility.

Step 3.2. Reviewing examples of students' CHARMobility journeys

CHARM-EU students will be offered a predefined set of mobility options where they can choose from. CHARM-EU mobility options will be integrated into the educational programme by KCTs with the support of the mobility expert team. CHARM-EU therefore will offer embedded, yet flexible mobility options for students. Based on the pre-defined mobility opportunities and the individual preferences, each student will have a customised and unique student journey with differing mobility experiences. Students' mobility journey will be


customised in coordination with CHARM-EU staff, including teachers and/or mentors and JVAO colleagues.

Please find 3 exemplar scenarios of the possible student mobility journey below. It is important to note here that the scenarios provide an extensive list of mobility opportunities in order to represent the great variability of possible mobility activities. Please note that these examples do not necessarily indicate the exact mobility types that will be embedded into the pilot master's programme, nor the compulsory number of mobilities students have to complete within CHARM-EU.



SCENARIO 1

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none">• 1 week-long Winter School with virtual exchange• 2 week-long virtual seminar	<ul style="list-style-type: none">• 5 day-long Conference on campus or other location• 12 week-long project-work with a short-term physical mobility• 1 week-long hackathon with a virtual aspect	<ul style="list-style-type: none">• 8 week-long internship (physical mobility)• 4 week-long project work with blended mobility



SCENARIO 2

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none"> • 8 week-long seminar with virtual exchange • 1 week-long Winter School on campus 	<ul style="list-style-type: none"> • 12 week-long studies with physical mobility (phase mobility) • 1 week-long workshop with blended mobility • 12 week-long mentoring with a short-term physical mobility 	<ul style="list-style-type: none"> • 12 week-long project- work with physical mobility (phase mobility)



SCENARIO 3

Introduction phase	Elective phase	Capstone phase
<ul style="list-style-type: none"> • 12 week-long project-work with virtual exchange 	<ul style="list-style-type: none"> • 1 week-long conference with virtual exchange • 1 week-long hackathon with virtual mobility • 1 week-long physical fieldtrip 	<ul style="list-style-type: none"> • 10 week-long fieldwork with physical mobility • 12 week-long supervisory collaboration with 2 short-term physical mobilities

Note from a financial point of view: where blended mobility is mentioned with short (5-30 days) physical mobility, virtual collaborative activities have to be implemented before and/or after the activity in order to be eligible for funding in the Erasmus+ 2021-2027 Programme.

Step 4: Integrating international student mobility activities into the module

Step 4.1. Reviewing the module description and aligning it with the competence checklist

Step 4.1.1. Please review your competence checklist from Step 1.1 and specify those competences that need to be developed **extensively** in the module based on the MLOs! These competences will represent the foundation for mobility integration.

Competence category	Student competences developed through mobility
Intercultural competences	
Language competences	
Professional competences	
Personal and social competences	

Step 4.1.2. Parallely with the above, please highlight those module learning outcomes that reflect the abovementioned skills and competences in the module description!

Step 4.1.3. Please emphasize min. 2 – max. 5 units of the module description that contains the greatest number of mobility-related MLO highlights. The units can represent e.g., 1 week, 1 specific topic or theme, but it can also be the entire module if is strongly connected to the transnational and intercultural learning outcomes.

Step 4.1.4. Please review the content, teaching and learning activities, as well as assessment practices connected to the highlighted MLOs within the chosen units! Apart from the MLOs, these elements will provide the connection to the planned mobility activities.

Step 4.2. Searching for possible student mobility activities

Step 4.2.1. Please familiarise with the Innovative Mobility Matrix system through reading the following short description!

The Innovative Mobility Matrix system of CHARM-EU collects and presents various traditional and non-traditional mobility activities. In the outlined version below, activities are classified under 5 main categories. The mobility categories aim to define the broad goals of these activities, while the detailed mobility matrix provides a general description for each and every mobility activity as well.

The identified mobility subcategories and activities concerning students and employees are as follows:

Learning and development activities	<ul style="list-style-type: none">- credit mobility/semester exchange- single course mobility- traineeship/internship/placement- community service- student start-up
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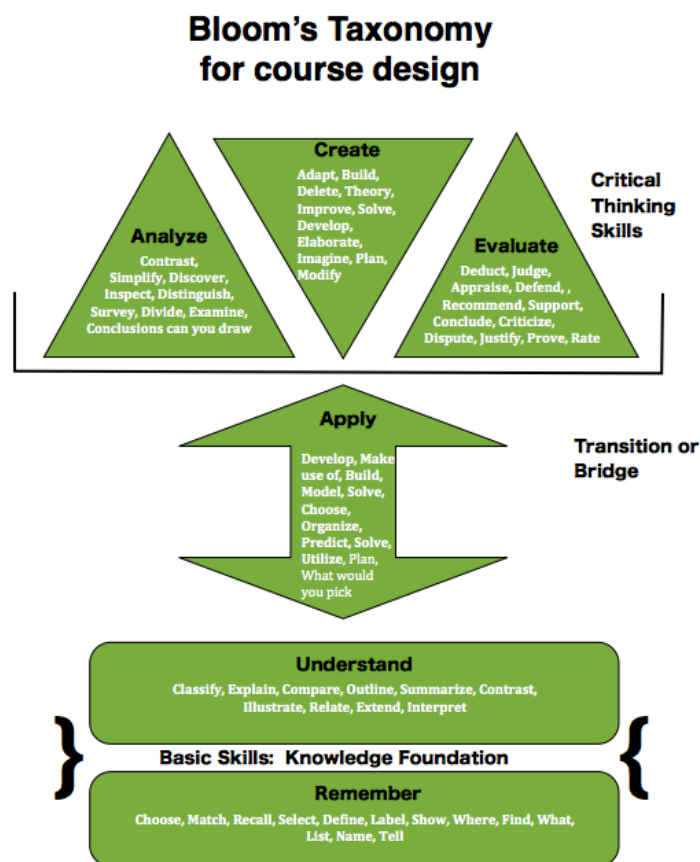
	<ul style="list-style-type: none"> - living lab - workshop - seminar - staff week - skills training - employee training - international contest - summer/winter course/school - conference - field trip/excursion - fieldwork - job shadowing - mentoring - coaching - faculty learning community participation
Teaching activities	<ul style="list-style-type: none"> - curricular teaching activity - summer/winter course/school - field trip/fieldwork - staff week - conference - writing retreat - thesis supervision/tutoring - mentoring - international contest - collaborative project
Pedagogical design and development activities	<ul style="list-style-type: none"> - development of teaching materials - course development - curriculum design - counselling
Research activities	<ul style="list-style-type: none"> - collaborative research project - a field research - writing retreat
Professional, administrative and support activities	<ul style="list-style-type: none"> - regular management activities - project management activities

Mobility activities may also be defined according to **3 main and 3 supporting variables**, such as **participants involved, duration, modality**, as well as regularity, form and funding options. Based on the 3 main variables, mobility activities are available to students (bachelor's, master's and PhD), teachers and researchers (academic staff), as well as higher education professionals and administrative support staff (non-academic staff). Furthermore, mobility activities can

range from very short (<1 week) to very long (>6 months) and vary in modality from physical through blended to virtual.

You can access the complete Mobility Matrix in attachment, what you can filter based on participants, in this particular case students (*Column D*)!

Step 4.2.2. Please review the list of mobility activities based on the nature of MLOs whether they are focusing on basic skills/knowledge foundation (remember, understand levels of Bloom-taxonomy), transition skills (apply level of Bloom-taxonomy) or critical thinking skills (analyse, create, evaluate levels of Bloom-taxonomy). It can support your mobility choice.



Modified by Anton Tolman, Ph.D. Based on Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman and the original: Bloom B. S. (Ed). (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Mobility types	Knowledge foundation	Transition	Critical thinking skills
Credit mobility / Semester exchange	X		
Single course mobility	X		

Conference (as a participant)	X		
Mentoring	X	X	
Job shadowing	X	X	
Workshop (as a participant)		X	
Seminar (as a participant)		X	
Traineeship / Internship / Placement		X	
Community service		X	
Student startup		X	X
Living Lab		X	X
Coaching		X	X
Skills training		X	X
International Contest (as a participant)		X	X
Summer/Winter course/school (as a participant)		X	X
Field trip / excursion (as a participant)		X	X
Fieldwork (as a participant)		X	X
Faculty learning communities		X	X
Field research		X	X
Conference (as a speaker)			X
Development of teaching materials			X
Course development			X
Curriculum design			X
Collaborative research project			X
Writing retreat	X	X	X

Step 4.2.3. Keeping open your module description and the mobility matrix, please review the matrix and make a list of possible mobility activities (2-3 items/unit) that can be aligned with the chosen units. In order to make this decision, take into account

- the highlighted MLOs;
- the teaching and learning activities;
- the assessment specificities; and
- the main goal and form of the mobility

using the constructive alignment approach (Biggs, 2003).

Please note that CHARM-EU mobility activities can be considered on 3 different levels for curriculum integration:

- Within a module, where mobility is associated with just one particular teaching and learning activity, therefore it supports the achievement of one or a few module learning outcomes;
- On a module level, in which case mobility is part of the entire module and gives a framework and provides added value for all teaching and learning activities that happen within the module, therefore it supports the achievement of several module learning outcomes; and
- On a phase level, in which case mobility is part of the entire phase (Phase 1, Phase 2 or Phase 3), thus it gives a framework and provides added value for all teaching and learning activities that occur within a phase; therefore, it supports the achievement of the majority of the phase learning outcomes.

Step 4.2.4. Length and modality, among others, such as the learning goal and other contextual factors, can also impact the competence development efficiency of a chosen mobility activity. Thus, these variables help you further specifying the mobility types that you can integrate into your module. Keeping that in mind, please go through the following short list that supports the decision on the suitable length and modality of the chosen mobility activities.

- Intercultural competences
 - o intercultural communication and collaboration skills: longer and physical mobilities
- Language competences
 - o foreign language and communication: longer and physical mobilities
- Professional competences
 - o academic knowledge and skills: all length and modality, *if content and methods are suited to the conditions*
 - o ICT skills: longer and virtual exchanges
 - o organisational skills: all length and modality
- Personal and social competences
 - o teamwork: shorter and physical mobilities

Step 4.2.5. Please filter the options in the Mobility Matrix for length and modality (*Column L to T*) based on the highlighted MLOs of the chosen units!

Please note that there are possibilities that your chosen unit has multiple MLOs that has connection to the transnational and intercultural competences. In this case, list all competences that are represented in your module, go through them one by one and indicate how length and modality impact those areas. If you have the list of recommended length and modality options, search for the best

Step 4.2.6. Please delete those mobility activities that does not fit to the chosen length and modality and add one row for specifying the suitable length and modality of the remaining mobility activities.

Please note that in specific cases the length and modality options can draw your attention to such mobility options that were not on your list, in which case you can add new mobility types to your list, following Step 4.1 and its instructions.

Step 4.3. Finalising the list of mobility activities

Step 4.3.1. Please review the mobility matrix and customise the mobility activities based on the regularity of meetings and the form (e.g., individual, pair or group).

Step 4.3.2. Please look at your module description and make sure that:

- all transnational and intercultural learning outcomes are defined and highlighted among the MLOs;
- there are chosen units for mobility integration within the module;
- there are student mobility activities listed and associated with the chosen units, as a result of the constructive alignment of the module content, teaching and learning activities, the assessment practices and the specific mobility activities;
- the mobility activities are specified in terms of length, modality as well as of form of participation and regularity of meetings.

Step 4.4. Reviewing mobility types with WP5

Please indicate all your mobility choices in the module description and contact the respective Module Advisory Board mobility member, who can help you reviewing the planned mobility activities and making a reality check from an organisational and financial point of view!

Step 5: Supporting students' transnational and intercultural learning through teaching mobility

As the tables above indicated, transnational and intercultural learning of students can be supported through several means without the physical relocation of students. Therefore, mobility activities can and should be considered not just for students, but with teachers as the main beneficiaries, in case the content or the planned teaching and learning activities imply the need of the teacher being mobile. Teaching mobility can also be a good tool in case the mobility of a greater number of students would be problematic due to any kind of organisational or financial challenges.

In case any of the above applies, it is recommended to take the following steps.

Step 5.1. Please open the current version of the module description!

Step 5.2. Please identify those topics/areas that need face-to-face contact with students due to content requirements or teaching and learning activities but cannot be realised through large-scale student mobility activities.

Step 5.3. Please open the Innovative Mobility Matrix and filter the options for teaching mobility (*Column H*)!

Step 5.4. Please choose those mobility activities that fit to the module learning outcomes, its subsequent module content and its accompanying teaching and learning activities.

Step 5.5. Please customise the mobility activity based on the variables (length, modality, regularity of meetings, form of participation).

Step 5.6. Please indicate all your mobility choices in the module description and contact the respective Module Advisory Board mobility member, who can help you reviewing the planned mobility activities and making a reality check from an organisational and financial point of view!