

Neurotech^{EU}

The European University of Brain and Technology



[D7.3]

[Languages and Intercultural Competences. Online Interactive Course for
University Teaching and Learning]

Deliverable information	
Work package number	WP7
Deliverable number in work package	D7.3
Lead beneficiary	UMF
Due date	10.2023

Document History		
<i>Version</i>	<i>Description</i>	<i>Date</i>
1.0	Draft. Languages and Intercultural Competences. Online Interactive Course for University Teaching and Learning	October 2023
1.1	Draft. Languages and Intercultural Competences. Online Interactive Course for University Teaching and Learning – Final version	October 2023

Course title

Languages and Intercultural Competences. Online Interactive Course for University Teaching and Learning.

Acknowledgement

The document has been drafted as part of the Neurotech^{EU} European Universities project Work Package WP7 Widening access: Diversity, multilingualism and multiculturalism. A compilation of existing resources from partner universities of the Alliance has been used to produce this document. The intended medium for delivering this information is Campus+ and its pilot iterations (e.g., Gala).

Executive Summary

Internationalisation, an integral part of strategic planning initiatives in universities, is of growing significance worldwide, with economic, political and social changes driving an increasingly global knowledge economy. This course is an opportunity to apply and build upon current best practices used by Neurotech^{EU} Faculty to increase teaching excellence and student success within the Alliance. In preparation for entering highly competitive global job markets in academia and the private sector, consistent Internationalisation of the Curriculum (IoC) is meant to prepare Neurotech^{EU} educators and students to teach, learn, work and live ethically and responsibly in a multicultural, multilingual and globalised world. Therefore, educators are encouraged to ponder upon the best practices offered in this course and find ways to embed IoC principles when adapting current content or creating new courses.

In an increasingly interconnected and interdependent Neurotech^{EU} ecosystem, this online course accelerates the professional capacity of educators who understand the value of proactively addressing the challenges encountered by a dynamic student body within the Alliance. Crafting equitable educational opportunities that propel all Neurotech^{EU} students requires not only the creation of new educational content but also the adaptation of the existing curriculum to the cutting-edge scientific and cultural standards of a globalised workforce. The overall purpose of this proposition is to provide a welcoming learning environment for the diverse international audience of neuroscience students regardless of race, nationality, cultural background, gender or linguistic preferences.

By the end of this course, faculty will be equipped with a roadmap to gaining a deeper understanding of the learning needs of an internationally diverse audience of students from 10+ source universities located in different parts of Europe. More specifically, they will be gaining the following:

- a) Knowledge of IoC concepts, principles and practices to benefit Neurotech^{EU} students;
- b) Resources to adapt teaching methods to ensure fundamental principles of IoC and equity are maintained;
- c) Best practices to sharpen teaching competencies and foster intercultural communication and language skills;

- d) Additional resources on how to offer outstanding learning experiences to a heterogeneously trained audience of students.

Target Audience

University educators, teaching courses in all Neurotech^{EU} disciplines to internationally diverse neurosciences students.

Learning Objectives

The online resources gathered in this self-paced, on-demand course offer by the Neurotech EU faculty, entails a range of current best practices and innovative approaches related to the internationalisation of the curriculum (IoC). The material is structured in ways that IoC's principles are contextualised, followed by concrete examples of teaching practices and recommended approaches that can be embedded in the curriculum to support all Neurotech^{EU} students across the Alliance.

1. Understand the purpose and importance of Internalization as a strategy to attract outstanding international academics and students.
2. Identify the key principles of (IoC), and apply these principles in your pedagogical practice.
3. Build on existing best practices to expand the language and intercultural competencies of Neurotech^{EU} educators.
4. Maintain a minimum standard of IoC competencies by applying simple principles and easy-to-use pedagogical methods in the curriculum content (e.g. use inclusive language in all course materials; acknowledge the diversity of backgrounds contributing to scientific excellence; be aware of own biases and limitations while teaching and learning; include bibliographical references and research projects conducted in various parts of the world; parallel language use and multilingualism with culturally heterogeneous student groups; etc.).
5. Improve beyond the minimum standard teaching outcomes by strengthening the commitment to an inclusive curriculum supported by equitable pedagogical practices (e.g. integrating various perspectives and worldviews in learning activities; encourage a positive learning experience by promoting respect towards different levels of experience, various backgrounds and abilities; proactively acquire subject-specific foreign language skills, etc.).
6. Professional development towards the creation of best practices by anchoring intercultural, international and global dimensions in the curricula (promote international cooperative courses of study; digitization of course content; invite internationally diverse guest speakers to provide insights on specific topics; encourage student mobility and introduce visiting students to unique international learning contexts.)
7. Become familiar with current IoC courses as they are applied in different parts of Neurotech^{EU}.
8. Identify the main needs of key Neurotech^{EU} stakeholders with a focus on Neurotech^{EU} students and Consortium students who are accessing courses.

Module 1

Foundation concepts, principles and practical resources

1.1. Introduction to Internationalisation and Internationalisation of the Curriculum (IoC)

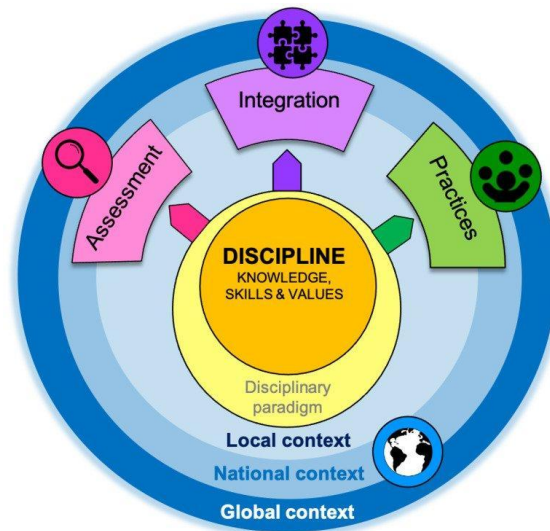
Internationalisation is a framework for strategic action used by the Alliance to sustain student and faculty mobility while actively adapting to the latest trends and phenomena that impact the globalisation of the job market. Neurotech^{EU} strives to integrate internationalisation into regular academic operations with the purpose of creating an optimal environment for research, study and teaching via the *Internationalisation of the Curriculum (IoC)*. By embracing internationalisation, Neurotech^{EU} seeks to foster cross-cultural exchange and collaboration, create a globally competitive learning environment, and enhance the academic experience for all its students and faculty and staff.

Definition of IoC

Building on evidence-based recommendations, *IoC* has been defined as the incorporation of international, intercultural and global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study (Leask, 2015). In order to move beyond an understanding of internationalisation as an ad-hoc initiative used by the Alliance to attract international student and staff exchanges, this material offers the opportunity to intentionally and systematically “enhance[s] the quality of education and research for all students and staff, and to make a meaningful contribution to society (following de Wit et. al., 2015).

Karolinska Institutet in Sweden has been engaged with integrating international, intercultural and global objectives in the course content, teaching and learning activities and the assessment of the educational programs. Enhancing the knowledge, skills and values specific to each of the disciplines within KI, has been emphasised as the core of internationalisation efforts (Figure 1). Questions about monitoring and follow-up on IoC process included the creation of tools, training, and incentives needed for effective development of competencies among faculty and staff.

Figure 1. Conceptual Framework of IOC at Karolinska Institutet



1.2. The Strategic Purpose of IoC

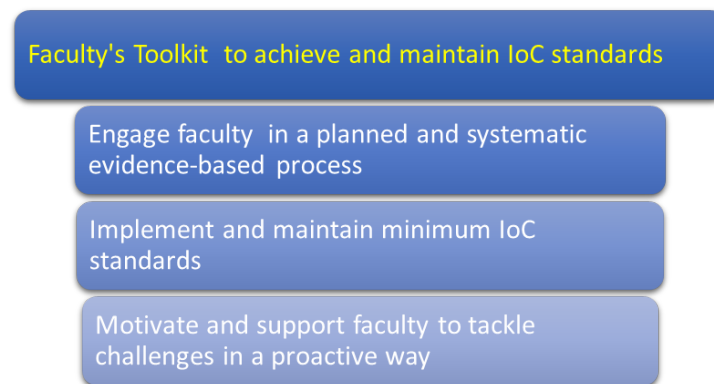
The increased scope for autonomy that was granted to universities has increased their self-steering and strategic capacity, including shaping their internationalisation. This shift towards increased strategic capacity will help faculty move beyond prevalent national worldviews, advocating for a more inclusive representation of our students by actively using a variety of theories, applications, and educational activities. The purpose of this pedagogical upgrade is pivotal in fostering equity, recognising the value of diverse perspectives in teaching and learning, and rectifying the imbalances in current academic national discourse.

Evidence best practices

Embarking on this journey necessitates a deliberate, systematic, and evidence-informed approach, drawing on the wealth of best practices currently employed or initiated by partners within the Alliance. By offering support and direction to course leaders keen on preserving essential academic standards, this course serves as a toolkit for those aspiring to further their professional journey, equipping them with the necessary resources to address emerging challenges proactively (Figure 2). Below are several options available for course leaders seeking to uphold essential benchmarks of IoC and those pursuing advanced strides in pedagogy.

- Engage faculty in a planned and systematic evidence-based process that includes best practices implemented or in course of implementation by partners of the Alliance.
- Provide useful guidelines for course leaders who are interested in maintaining the minimum IoC standards but also for those who want to upgrade their professional development and strive for teaching excellence.
- Motivate and support faculty to tackle challenges in a proactive way and learn how to secure sustainability of activities.

Overall, the course serves the strategic purpose of the Alliance by encouraging faculty to sustain and enhance their activities in the long term, embedding resilience and adaptiveness into the fabric of their professional endeavours. Figure 2. Faculty's Toolkit to Achieve and Maintain IoC Standards.



1.3. Challenges and opportunities of integrating IoC at Neurotech^{EU}

Various academic disciplines within the Alliance present distinct opportunities and challenges in integrating international dimensions into their pedagogical practices and curriculum offerings. This diversity in 'subject cultures' underscores the necessity for a nuanced approach to internationalisation, recognizing the specificities inherent in each discipline, in each part of Europe. The heterogeneity in academic cultures must be acknowledged as it impacts not only the methodologies and feasibility of incorporating global perspectives but also the pedagogical strategies that faculty might employ to enhance students' international profile and competences.

Baseline for minimum IoC Standards

Consequently, a one-size-fits-all approach to IoC might be suboptimal, especially when cultural transformation within our institutional settings is the only way forward. While tailored strategies that consider each discipline's unique pedagogical landscape and scholarly traditions are imperative for the effective internationalisation of course content, this goal remains aspirational. In order to achieve teaching and learning excellence during the development of the Alliance, a realistic approach draws on both the strengths of its faculty and student heterogeneity to create a baseline comprising minimum standards and easy-to-apply internationalisation principles and practices into the curriculum.

Springboard for excellence in teaching and learning

Engaging with the pivotal resources proposed in this course and applying them consistently in your own pedagogy represents a *springboard for excellence in teaching and learning* and a first step towards creating better and more equitable opportunities for NTEU students. The concrete suggestions and resources you will find in this course are not meant to be check-off boxes on a required list for IoC implementation; they nevertheless set the minimum IoC standards while embodying the pinnacle of best practices, serving as your springboard toward teaching and learning excellence. In light of this approach, faculty are invited to draw upon the challenges of individual programs to identify and leverage

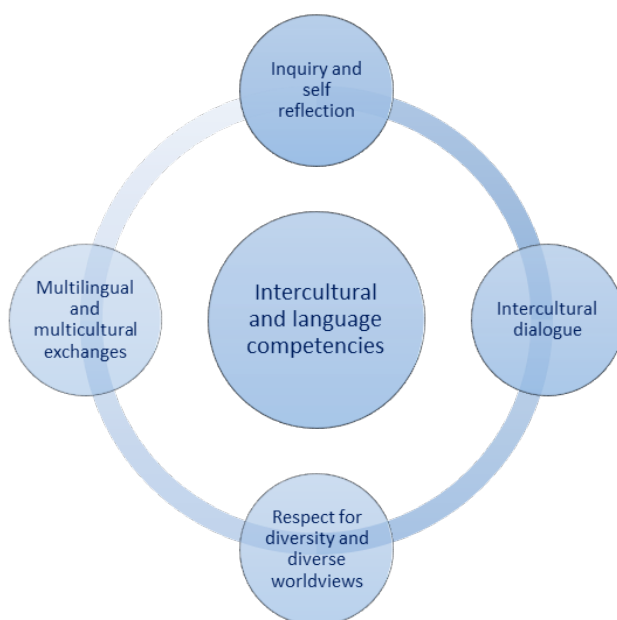
discipline-specific resources and opportunities relevant to their specific subject and student audience. While IoC underscores the importance of context, in this course, we are opening up the invitation to an easy-to-use, easy-to-apply approach to internationalisation strategies within the nuanced academic and cultural contours of different subject areas.

1.4. Principles of IoC

During its development phase, Neurotech^{EU} Alliance is faced with the challenge of developing a sustainable and integrated rather than an one-dimensional approach to internationalisation. Moreover, different subject cultures (academic disciplines) across the Alliance have different opportunities and challenges when integrating international aspects into their teaching and course offerings. Therefore, the guiding principles of IoC evolve around the following main aspects (Figure 3):

1. Inquiry and self-reflection on one's values, beliefs, and biases and their impact on teaching and learning.
2. Intercultural dialogue and curiosity to better understand students' experiences, traditions and heritage.
3. Respect for diversity in multilingual and multicultural learning groups. This includes offering courses in one or more languages, other than English.
4. Mutually beneficial exchanges in the spirit of co-creating excellence in teaching and student success.

Figure 3. Guiding Principles of IoC



Achieving successful internationalisation in various programs requires explicit reflection during the course of the respective scientific tradition and language(s) to foster appropriate integration of heterogeneous cultural backgrounds of students enrolled in various programs of the Neurotech^{EU} Alliance. The educators are therefore invited to take an overarching approach to internationalisation by acknowledging and exchanging different perspectives that exist within and across academic disciplines.

1.5. Integrating IoC Principles

Curriculum development is therefore the process of integrating specific areas of educational competence into the content of the curriculum, its teaching and learning outcomes and arrangements, as well as the support services of a programme of study, with a view to promote quality learning:

- As a process, curriculum integration is an important part of the periodic, critical review of the curriculum.
- It should include reflection on the impact and outcomes of teaching and assessment practices on student learning and a review of content and pedagogy.
- In this process it is important to recognise past and current successes (and making them visible), as well as imagining new possibilities and striving to improve the curriculum.

It is important to note what is meant by curriculum. It is a faculty's responsibility to facilitate a student's journey at a higher education institution. Examples for this approach include (but are not limited to):

The formal curriculum encompasses the structured academic content, learning outcomes, and evaluative metrics that faculty engage with to design the educational journey of students. It includes specific course content, systematic training, various assessments, and purposeful learning activities, all of which are designed to impart a deliberate set of knowledge and competencies (intra-curricular). This aspect of the curriculum is meticulously articulated in official academic materials such as course syllabi and detailed course descriptions, serving as the foundational framework of the educational program.

The informal curriculum comprises the learning experiences from student-led initiatives, student support services, social and educational activities, etc. They are extra-curricular and often provide practical, real-world context and soft skills that complement the formal curriculum, enriching the educational journey. These extra-curricular competencies contribute significantly to the learner's personal growth, enabling them to develop skills essential for success in their future careers and personal lives.

The hidden curriculum: the processes, pressures and constraints that fall outside the formal and informal curricula, and which are often unarticulated and unexplored. They are the unspoken or implicit academic, social, and cultural messages that are communicated to students by the faculty via the curriculum.

Therefore, curriculum development has direct implications for multiple stakeholders of IoC within an institution. For example, the success of implementing IoC at KI was dependent on [identifying](#)

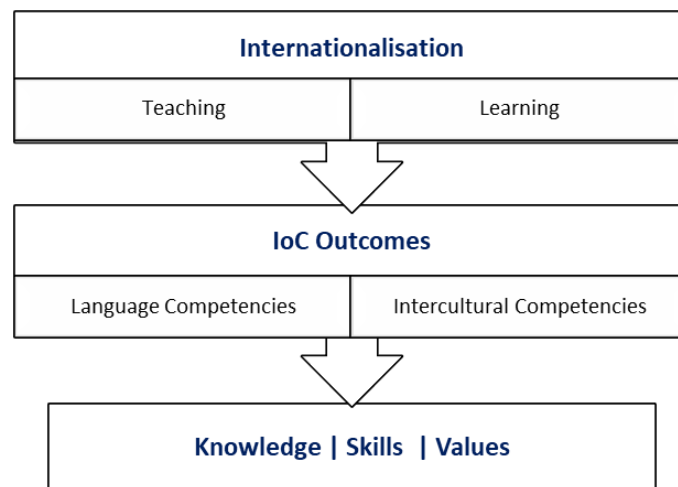
[the correct stakeholders](#) to involve and to provide support to them, through [the Unit of Teaching and Learning at KI](#). The stakeholders comprised:

- Faculty responsible for the content, intended learning outcomes, assessment tasks, and teaching methods of the curriculum;
- Faculty and staff responsible for the delivery of support services to the students of a study programme;
- International students.

1.6. Core Competencies as Main Outcome of Internationalisation of Curriculum

In the evolving context of internalisation of education, the significance of language and intercultural competencies cannot be emphasised enough. Faculty developing courses in Bachelor's, Master's and doctoral studies play a crucial role in shaping students' trajectories beyond academia. Educators' capacity to navigate the complexities of different cultures is instrumental in creating inclusive, effective, and impactful learning environments. Therefore, fostering universal and transferable skills through an internationalised curriculum becomes imperative in preparing faculty to prepare students to thrive in the global arena. As student success and the professional development of educators are interdependent, intercultural and language competencies are at the forefront of IoC with a special emphasis on diverse methodologies, international content and intercultural communication.

Figure 4. Language and Intercultural Competencies



The upcoming section of this course will present a detailed overview of the primary groups of competencies that faculty members need to cultivate in order to set up and uphold the minimum standards of Internationalisation of Curriculum (IoC). These clusters encompass the essential skills and knowledge necessary for the effective integration of IoC principles into the curriculum:

- Foreign language competencies

- Intercultural competencies
- Global engagement
- International disciplinary teaching and learning.

By developing these competencies, educators can better prepare themselves to interact with students from diverse cultural backgrounds, create inclusive learning environments, and provide a high-quality education to all students.

Module 2. Introduction to Language and Intercultural Competencies

The aim of this module is to enhance pedagogical, linguistic, and cultural competences of university teachers for teaching in the international classroom. In order to develop and sharpen language and intercultural competencies, Neurotech^{EU} faculty are encouraged with an important responsibility: to instigate and nurture intercultural conversations during class time, champion the nuances of European scientific thought within the curriculum, and simultaneously remain open, receptive, and adaptive to the insights and methodologies from global intellectual traditions.

The main purpose of developing language and intercultural competencies in this online format is to allow faculty to at a self-directed pace to learning and reflecting upon IoC principles and best practices as they apply to their own discipline.

2.1. Core Concepts

Intercultural communication was defined as:

“The ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2006). “Intercultural competence is the proper and effective interaction management between people, who, to some extent, represent the different or divergent affective, cognitive or behavioural orientations of the world.” (Spitzberg, 1989)

The development of language and intercultural competence formed by knowledge, skills and attitudes is imperative to attracting academically exceptional students and ensuring their seamless integration into the fabric of the local scholarly milieu. Faculty has to proactively commit to sharpening the following required competencies in forging an academic space that is simultaneously inclusive, equitable, and receptive to the diverse backgrounds that students bring into the learning environment.

1. Intercultural knowledge: It refers to understanding different cultures, their values, beliefs, and customs. This knowledge helps individuals to recognize cultural differences and similarities, and to be able to communicate with people from different cultural backgrounds effectively.

2. Intercultural skills: These are the abilities required to communicate effectively with individuals from different cultures. These skills include active listening, empathy, and the ability to adapt to different communication styles.

3. Intercultural attitudes: They are the values, beliefs, and attitudes that shape an individual's behaviour towards people from different cultural backgrounds. These attitudes

include respect for diversity, openness to new experiences, and a willingness to learn from others.

2.2. Foreign Language Competencies

The faculty's willingness to learn new languages, or at least key aspects of them, serves as a bridge to overcoming the divide between the educator and students. It demonstrates commitment and respect towards the individuals who have entered a new educational and cultural environment. This can help cater to the needs of a diverse student body and make education more accessible and inclusive.

2.2.a. *Promoting multilingualism through IoC*

Depending on the availability of education and the languages that students already know or are in the process of learning, some courses can be offered in multiple languages or split into several modules in different languages. Understanding that international students' language proficiency and intercultural skillfulness are not mere enhancements but stringent necessities for establishing and maintaining the minimum standards in cultural fluency, especially with refugee students and other underrepresented segments of the student audience.

2.2.b. *Parallel language use*

Teaching in foreign languages alone is no guarantee for successful teaching of international and intercultural skills. For example, at the University of Bonn, guiding principles on the language policy consider teaching in a foreign language as a separate skill. Moreover, the university advances the *parallel language use* as a best practice in teaching. In a fundamentally multilingual learning group, it can be helpful to accept that each participant speaks the language of his choice as long as it is guaranteed that all others at least understand this language (parallel language use).

2.2.c. *Plan for heterogeneity of learning groups*

Given the increased mobility of students and faculty across the Neurotech^{EU} Alliance, the student audience is often heterogeneous not only because of different language levels, but also because of their intercultural composition or various levels of previous knowledge and familiarity with the requirements of university studies. Excellent teaching makes the intercultural difference in learning groups the starting point for a positive learning experience by addressing and making use of different viewpoints with regard to the offered content. It is advised that in such cases, differences in previous knowledge should be kept to a minimum by means of professional selection procedures. For example, where these cannot be avoided, the University of Bonn promotes course offerings to better integrate international university entrants.

2.2.d. *Linguistic qualifications of international lecturers*

In some parts of the Alliance, one prerequisite for high-quality international teaching is the international qualification of lecturers. Lecturers and students at each university should be supported in acquiring subject-specific foreign language skills (cf. section 3 and guiding principles on the language policy).

Appropriate methods of high-quality teaching for multilingual and culturally heterogeneous learning groups should also be provided at the level of higher-education didactics. Intercultural training is of particular importance here.

Another central element in promoting international learning experiences and “*internationalisation at home*“ is the integration of lecturers who have not been socialised in the local education and research system. In this sense, the University regards the recruitment of foreign and/or internationally active researchers for research and teaching as an important goal. The use of foreign doctoral students in teaching should be fundamentally strengthened.

International networking can be done in person, during conferences or other types of academic events but they also thrive online. Engaging directly in dialogue with colleagues from partner universities is key. And, in these times of ever-increasing digitalization, this can also be done virtually. It promotes an intercultural awareness of partners’ working cultures and encourages networking among universities and their employees. In the Virtual Staff Exchange event format, a professional trainer teaches local culture and brings University of Bonn employees together with colleagues from selected partner universities for a half-day workshop run in an online conferencing tool. Staff who are interested will find further information on the internal system.

2.3. Intercultural Competencies in Teaching Multicultural, Multilingual Students

The educational development of students and the professional development of educators are interdependent in the current socio-economic context, which has become increasingly polarised and prone to interethnic conflicts. A firm grasp of the relationship between the two is critical for developing effective educational strategies and creating mutually beneficial teaching and learning relationships across Neurotech^{EU}. Intercultural communication skills are integral to the competence framework impacting the quality of the educational experience. By surpassing language barriers and comprehending the intricacies of diverse forms of expression, educators can establish a deeper connection with their students, creating a sense of belonging and comprehension that enriches the learning process. Below are exemplified a set of skills and attitudes that illustrate the ability of faculty to communicate effectively across language and cultural divides.

- Cultural self-knowledge and self-awareness
- Intercultural flexibility, resilience and responsiveness
- Cultural connectivity and intercultural communication
- Intercultural conflict management

2.3.a. Cultural self-knowledge and self-awareness.

In an international classroom, intercultural sensitivity and self awareness are of utmost importance to promote a positive learning environment. Educators who possess these skills can foster learning environments where every contribution is esteemed, stereotypes are eliminated, and students are motivated to see the world through a compassionate and inclusive perspective. This level of awareness extends beyond classroom conversations,

impacting every interaction and ensuring that all students feel included regardless of their cultural, linguistic, or national heritage.

2.3.b. Intercultural flexibility, resilience and responsiveness.

Just as in regular interactions, showing flexibility and having an open mindset towards alternative experiences. Verbalising negative feelings or emotions in a respectful manner will help students feel validated and develop a resilient mindset when faced with academic or socio-cultural difficulties.

2.3.c. Cultural connectivity and intercultural communication.

The profound understanding of international educational systems and ethical advocacy shapes an academic space where equity and respect are the foundational pillars, where every student is assured that their cultural background is not a barrier but a valued part of the educational tapestry. By efficiently connecting and communicating with a heterogeneous student audience, faculty will set examples of productive, equitable and stimulating academic interactions that contribute to student success and relationship satisfaction.

2.3.d. Intercultural conflict management.

Within the current social climate's heightened efforts to promote and establish equitable pedagogical practices, intercultural conflict management competencies are essential tools for faculty. Attitudes of responsiveness and flexibility enable them to navigate, mediate, and potentially reconcile cultural and ethnic divides among students, reinforcing the educational environment as a sanctuary for scholarly discourse rather than reflecting broader societal conflicts.

Furthermore, the faculty is invited to develop practices that transcend traditional academic boundaries by initiating learning interfaces through intercultural discourse and dialogue, and offer an effective reframing of conflictual views while drawing upon the richness of diverse scientific legacies, disciplinary cultures, and comprehensive global perspectives. This approach is pivotal in an era where societal divisions are stark and interethnic tensions are escalating, making the educational sphere a critical battleground for fostering understanding and mutual respect.

2.4. Global Engagement of Curricular Activities

This section is a summary of concrete actions to develop intercultural competencies in teaching multicultural, multilingual Students.

2.4.a. International orientation of local projects.

Educators use course content to create interactive learning activities for students and invite them to connect specific projects to the international context.

2.4.b. Cultivating independent opinion regarding societal or international topics.

Educators create a safe space for academic thinking, and encourage students to have personal but informed opinions about international social issues impacting their field of study.

2. 5. International Disciplinary Teaching and Learning.

Being able to situate your subject/ discipline within the international context.

Recognizing the fact that his domain is culturally determined.

Having a developed knowledge of the professional activities of his discipline in other countries.

Being aware of relevant international organisations within his field.

Module 3. Benchmarks of IoC

Internationalisation of Curriculum (IoC) benchmarks at Neurotech^{EU} are vital indicators in establishing and maintaining quality in teaching and learning, setting the standard for a globally competitive and inclusive educational environment across the Alliance.

These benchmarks necessitate a comprehensive approach to integrating the diverse perspectives relevant to a dynamic student audience, promoting cultural competence among faculty, and preparing students for global citizenship.

In this context, the essence of representation and inclusion relies on the faculty's commitment to these standards, reflecting its dedication to academic excellence, cultural relevance, and global engagement. Therefore, IoC benchmarks become critical tools for universities across the Alliance as they strive to ensure that their academic offerings are comprehensive and responsive to the intricacies of a globalised community.

Baseline for minimum IoC Standards.

In order to establish and maintain IoC benchmarks. Neurotech^{EU} faculty are invited to embrace the following practices and pedagogical approaches:

1. **Include international content.** A fundamental first step involves a comprehensive reading list encompassing different scientific traditions by authors sharing emerging content worldwide. In addition to updating your reading list, other aspects of the curriculum can also be internationalised, such as the choice of topics, case studies, and examples used in class to spark curiosity and direct engagement. This could include incorporating materials by diverse authors conducted in non-western academic traditions, comparative analysis of international strategies in a particular discipline, or collaboration with overseas institutions for joint learning projects. Such an approach to IoC may assist students in developing a more nuanced and inclusive understanding of different scientific approaches to the subject taught and prepare them for a globalised, more inclusive world.
2. **Cultural self-knowledge and self-awareness.** Moreover, in the pursuit of a solid baseline, educators should be aware of personal biases and integrate critical thinking and reflectivity within their daily pedagogical activities. Neurotech^{EU} Faculty may challenge their own assumptions and consider the impact of personal cultural contexts when marking assignments or engaging with students from different cultural backgrounds. Before even entering the classroom, it is important for the teacher to understand the different cultures represented in their student body. The goal is to avoid misunderstandings based on cultural differences and to create an inclusive classroom environment. Therefore, by actively

inspecting personal blindspots educators can improve access to equitable learning opportunities for students from diverse walks of life.

3. **Provide language support to leverage multilingual classrooms.** Recognize that students may have varying degrees of proficiency in the language of instruction and adjust teaching methods to match the heterogeneity of the classroom composition. During the course, faculty can create an inclusive learning environment by using clear, concise language and confirming understanding frequently. This might involve rephrasing complex points during lectures, using visual aids, or other communication strategies that allow multilingual students time to process the information and actively engage in the classroom. It's also important to encourage students to ask for clarification if they don't understand something, and recognize that students may have varying degrees of proficiency in the language of instruction. Offering resources like glossaries for technical terms, language support sessions, or pairing students for peer language support can help. Furthermore, allowing students to use bilingual dictionaries or electronic translators and other technologies could prove beneficial. Online resources, multimedia content, and educational software can cater to various learning styles and linguistic backgrounds.
4. **Interactive learning techniques in a multicultural environment.** Encourage students to share relevant aspects of their cultural background or experiences as they relate to the course material. Design interactive activities including group work, discussions, and projects, encouraging students to engage with the material and with each other. This approach can make lessons more engaging and relatable for international students, facilitate cultural exchange while providing fresh, enlightening perspectives for local students.
5. **Flexible assessment strategies and feedback from students.** Traditional testing methods may not accurately assess the knowledge of multilingual/multicultural students. Alternative assessment methods, such as presentations, projects, or portfolio assessments, can allow students to demonstrate their understanding in different ways, reducing language or cultural barriers. In addition, regular feedback from students is crucial to maintain a baseline for IoC standards. Anonymous suggestion boxes, surveys, or group feedback sessions can provide insights into what is working and what is not, helping the teacher adjust their methods in real time.

[Springboard for excellence in teaching and learning.](#)

Apart from setting and maintaining IoC standards, achieving teaching excellence requires more than just curriculum design. Faculty members can aim to develop a broad range of competencies to enhance their teaching skills especially when traditional teaching methods might not always prove to be effective with multicultural students. Advanced competencies

6. **Actively promote equitable educational experiences.** Developing intercultural competencies stand paramount among these, where an educator must demonstrate sensitivity, understanding, and appreciation for diverse cultural backgrounds. Encouraging students to share relevant aspects of their cultural background or experiences as they relate

to the course material can make university life more engaging and relatable for international students, and it can provide fresh, enlightening perspectives for local students. Furthermore, an adaptive teaching style that recognizes and accommodates diverse learning preferences and needs, is a good teaching practice that promotes equitable educational experiences for all students.

7. **Global engagement of curricular activity.** In order to respond to the learning needs of students, educators must possess a deep understanding of global issues related to their subject matter, allowing them to guide discussions and in-depth analyses using an informed, international perspective. Faculty can use more advanced competencies and integrate within the curriculum strategies that reflect global perspectives, encouraging students to understand and analyse issues from multiple cultural viewpoints.
8. **Linguistic qualification of educators and international experience.** Faculty might actively seek to attend language training, promote intercultural communication activities, and engage in other professional opportunities such as travelling abroad or participating in international collaborations, which are essential activities that establish and maintain a robust IoC. Finally, commitment to continuous professional development in these areas is essential for educators to enhance the quality and relevance of their teaching in an increasingly global landscape.

By implementing these strategies, Neurotech^{EU} will grow to remain flexible and responsive to each class's unique dynamic. What works for one group of students may not work for another, so continuous learning, adaptability, and empathy on the part of the faculty are key to student success.

Module 4. Course Evaluation

This module includes examples that may be included in assignments.

1. How do you understand the role of international, intercultural and global dimensions of teaching and learning in the context of your course?
(Please respond below to the best of your knowledge in max. 500 words)
2. What are some examples of intercultural competencies and how do you specifically use them in your pedagogical practice?
(Please respond below to the best of your knowledge in max. 500 words)
3. Provide two concrete examples on how your intercultural knowledge, skills and attitudes will benefit your students during the current academic year?
(Please respond below to the best of your knowledge in max. 500 words)
4. What are the most challenging aspects of implementing IoC principles in your curriculum and how are you planning on overcoming them?
(Please respond below to the best of your knowledge in max. 500 words)

5. Enumerate some of the non-dominant disciplinary viewpoints and international references you are planning to introduce into the new curriculum content you are designing (you may include learning activities and various materials you have planned).
(Please respond below to the best of your knowledge in max. 500 words)
6. In your course, to what extent do assignments encourage self-reflection and the development of intercultural skills such as intercultural conflict resolution?
(Please respond below to the best of your knowledge in max. 500 words)
7. Considering the above questions, what are your top priorities to establish and secure an inclusive and equitable curriculum? What kind of support would you need to accomplish your desired learning outcomes?
(Please respond below to the best of your knowledge in max. 500 words)

Module 5. Resources and Examples of IoC Best Practices at Neurotech EU

In this module, educators might delve into the heart of practical application by providing an extensive compilation of resources and examples of Internationalisation of Curriculum (IoC) best practices within the Neurotech^{EU} framework. This segment was designed to equip educators with tangible, tried-and-tested models, underlining successful strategies and interventions that have significantly contributed to embedding international and intercultural dimensions into the curriculum. By exploring these examples, participants will gain insights into effectively transforming theoretical IoC concepts into actionable steps within their educational contexts.

University of Bonn (Germany)

- Principles for the internationalisation of teaching:
[ubn_guiding_principles_internationality_in_teaching.pdf \(uni-bonn.de\)](#)
- UBO's "2025 Internationalisation Strategy" : [2025 Internationalisation Strategy — University of Bonn \(uni-bonn.de\)](#)
- One course that is given at our university might be of interest in this context: the **Certificate of Intercultural Competence**, which is made up of three elements

Global Working — University of Bonn (uni-bonn.de)

- International further training
- International exchange
- Foreign language competence

English courses abroad (Confluence)

Current language courses offered by Human Resource Development

Central Translation Service/ German–English glossary

Karolinska Institutet (Sweden)

- https://ki.se/en/collaboration/internationalisation-of-the-curriculum-ioc?pk_vid=97052958509bcc2716965833945aa670

- Please note that many tools presented to you here are adapted from [Prof Betty Leask's IoC project](#) to suit the Swedish context, and more specifically the context of Karolinska Institutet.

IoC Courses

- Teaching in the glocal university
- Two2Tango, tandems for teaching in the glocal classroom
- <https://ki.se/en/collaboration/internationalisation-of-the-curriculum-ioc>

Intercultural Communication in Supervision

- Challenges of Intercultural Communication
<https://www.youtube.com/watch?v=WwNcTmtRs54>
- <https://ki.se/en/cns/intercultural-communication-in-supervision>

Intercultural Communication in Research and Doctoral Supervision

- https://www.youtube.com/watch?v=Q_XH5hUn64g&t=2s

Diversity and Intercultural Communication

- <https://www.youtube.com/watch?v=mZrp9y7V4GY>
- https://www.youtube.com/watch?v=Q_XH5hUn64g&t=2s
- <https://staff.ki.se/media/1450/download>

Universidad Miguel Hernández (Spain)

- "Internationalisation at home programme" the **PRODIC activity**.
- This is to incorporate foreign professors to teach part of a "regular" subject of a bachelor degree, in coordination with the teacher responsible for this subject.
- There are some short courses to learn how to implement this style of internationalisation actions.

University of Lille (France)

- International label, which students can earn if they meet certain requirements during their study: <https://international.univ-lille.fr/en/travel-abroad/students/make-the-most-of-your-mobility/label-international/>.
- It seems to me that we are *talking more broadly about internationalisation at home*, not just the curriculum.
- The university offers a certain number of degrees in a foreign language, generally English, and 22 foreign languages.
- In the business school, there are courses in intercultural communication.

References

- Action Plan for the Internationalisation of first- and second- cycle education 2014-2017, extended to also include 2018, Protokoll 2016:11 Sammanträde 2016-12-15: https://internwebben.ki.se/sites/default/files/handlingsplan_internationalisering_0216.pdf
- Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters, Clevedon.
- § de Wit, H. et al. (2015). Internationalisation of Higher Education. Study requested by the European Parliament.
- Carroll, J. (2017). Tools for Teaching in an Educationally Mobile World. Routledge.
- Killick, D. (2015). Developing the Global Student. Higher education in an era of globalisation.
- de Wit, H. et al. (2015) Internationalisation of Higher Education. Study requested by the European Parliament. [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)
- Leask, B. (2015). Internationalising the Curriculum. (New York: Routledge). [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)
- Deadorff, D. & Berardo, K. (2012). Building Cultural Competence. Stylus, Virginia.
- § Killick, D. (2015). Developing the Global Student. Routledge, London and New York.
- KULeuven, et al. (2012). ICOMs, International Competences. Available online: <http://www.internationalecompetenties.be/en/> Last consultation 28th April 2017.
- Leask, B. (2015). Internationalising the Curriculum. Routledge, London and New York.
- Lustig, M. & Koester, J. (2013). Intercultural Competence. Pearson: New Jersey.