WSB University

24-26 of May 2021

4th Forum for Internationalization of Higher Education - Enhancing international students' experience

Go International Now

Rafał Rębilas, PhD

**Vice Rector for
International Cooperation**

I am very pleased that again WSB University has been hosting **InterUni Forum for Internationalization of Higher Education**. It is the fourth time as we had a pleasure to host this wonderful event, but this time due to reasons we all know in a remote form. Despite this fact me myself and all Forum participant has been enjoying it as much as the previous editions thanks to our wonderful speakers, relevant and current topics in the area of internationalization as well as diversified webinar forms such as debates and professional workshops.

Internationalization of higher education at the present shape is a dynamically developing phenomenon related to the process of globalization and currently one of a top strategic priorities for higher education institutions. The more the main theme of the forum which was **Enhancing international students' experience** corresponds with activates undertaken by international student oriented universities. It is important for WSB University as one of the Polish universities most frequently chosen by foreign candidates.

What is important, during the forum the voice has been given to those who are the reason of our meeting – the international students. While experts were discussing ways to greater international students' experience they took care about our multicultural experiences.

I would like to invite international community for the next **5th InterUni Forum for Internationalization of Higher Education**.

Paweł Urgacz

Head of International Relations Office

InterUni Forum for Internationalization is an unique event. Since 2017, it has gathered annually foreign and domestic experts who jointly address the most important problems of internationalization in higher education. The event aims to broaden knowledge, exchange experiences in the field of: supporting foreign students and building intercultural competences; management of foreign student service activities; education in foreign languages; overcoming adaptation problems among foreign students; broadening integration and building attitudes of openness and tolerance in the context of universities and the local environment.

This year main theme of the forum answers issues of enhancing positive experiences of international students.

Themes of the event:
- Build on intercultural competences and future labour market skills
- Employability as a key skill
- E^3UDRES^2
- Holistic view of international student support
- Creating opportunities using EU funded projects
- Developing students' intercultural competences
- Effective marketing - attracting international candidates
- International students' recruitment
- Goodbye Erasmus, Hello Turing
- Debate of experts - Exceptional student experiences
  - key to student and university success

Sven Cerulus

**International Relations Adviser
(Faculty of Management)**

E³UDRES²: EUROPEAN UNIVERSITY IN THE MAKING

On 1 October 2020, the European University E³UDRES², which stands for Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions, was founded. E³UDRES² promotes the development of small and medium-sized cities and their rural environments into smart and sustainable European regions. In other words, this new university creates a prosperous future and the best possible quality of life in a progressive European society for all stakeholders involved.

In spite of the geographical, economic and cultural diversity typical of Europe, European regions face many common challenges linked to social, spatial, technological and structural distances. E³UDRES² develops European solutions to these regional problems in a globally connected world, giving a new meaning to the tagline 'From Europe – For Europe'. In order to tackle the challenges at hand, this new university pools knowledge, core competences and skills as well as shares resources of the following six ambitious, flexible, small or medium-sized universities institutions: St. Pölten University of Applied Sciences (Austria), UCLL University of Applied Sciences (Belgium), Hungarian Univer-

sity of Agriculture and Life Sciences (Hungary), Vidzeme University of Applied Sciences (Latvia), Instituto Politécnico de Setúbal (Portugal) and Politehnica University Timișoara (Romania).

However, E³UDRES² goes beyond the co-creation of European solutions to regional challenges. It also co-creates outstanding ideas and concepts for an agile university of the future, by integrating challenge-based education, mission-oriented research, human-centred innovation as well as open and engaged knowledge exchange as interrelated core areas. The final goal is to establish an exemplary multi-university campus across Europe with a new European corporate culture. In close cooperation with learners, educators, researchers, innovators and entrepreneurs as well as other interest groups and the general public, E³UDRES², therefore, shifts to a vibrant I-culture, where the I stands for inspiring, innovative, intercultural, international, interdisciplinary, inclusive and intense.

Putting this new culture into practice, E³UDRES² initiates so-called Resonating Innovation Cycles which adapt successful innovation methods to the specific needs of future universities. The

following three building blocks are developed as cornerstones of the E³UDRES² philosophy:

1. E³UDRES² establishes I-Living Labs for future universities and smart and sustainable regions. These living labs provide human-centred learning, research and open innovation environments that help gain and train future skills and co-create solutions to relevant challenges. From the beginning, these I-living labs are available as shared modules which are offered as electives in existing curricula and will be further developed into core elements of new joint programmes for students of E³UDRES² members and other interested partners.

2. E³UDRES² establishes I-research networks as an innovative approach not only to co--ideate and co-create mission-oriented research, challenge-based, human-centred innovation and open and engaged knowledge exchange, but to motivate, enable and strengthen (young) researchers to participate in European collaborations as well. These I-research networks are based on cross-disciplinary and cross-sectoral collaboration towards relevant challenges, such as well-being and active aging, circular economy and a human-centred perspective on AI.

3. Since E³UDRES² defines itself as an entrepreneurial university, it co-creates an I-cubator as a specific programme for innovation and entrepreneurship to promote regionally anchored and internationally connected innovation ecosystems. E³UDRES² achieves this by involving various stakeholders (students, staff, entrepreneurs, innovators, SMEs, ventures, policy makers, etc.) to run hackathons, bootcamps and rural innovation residencies for mixed European knowledge creating teams to promote challenge-based and human-centred innovation.

Based on: https://eudres.eu

https://education.ec.europa.eu/sites/default/files/document-library--docs/european-universities-factsheet-e3udres2.pdf

Andrii Lotariev

**Head of International Office,
KROK University (Kyiv, Ukraine)**

International students' recruitment: Methods and Instruments

During the presentation brief description of KROK University was given. KROK University is best private university (according national rank TOP-200) since 2015. Among 4000 students there are 700 international students from 44 countries at KROK University.

In 2020 KROK University within the consortium of 4 EU universities, 8 Ukrainian universities and Ukrainian State Center for International Education won Erasmus+ KA-2 project «International Students Adaptation and Integration». The project goal is to integrate international students into Ukrainian and European educational space by the means of cultural, ethnic, social and academic assets. Specific project objectives, planned project activities and expected results were presented. Project duration is 3 years: 15.11.2020 – 14.11.2023.

The experience of KROK University in the field of international students' recruitment was presented; partners, methods and recruitment instruments were described. Among them are the following:

- Agents
- Students
- Alumni
- University Staff
- Educational Fairs
- Online Educational Fairs
- Recruitment Platforms
- Partner Schools
- Partner Universities
- Recruitment Visits
- Partner Organizations
- Governmental Organizations
- Website
- Social Media
  (Facebook, Instagram, YouTube)
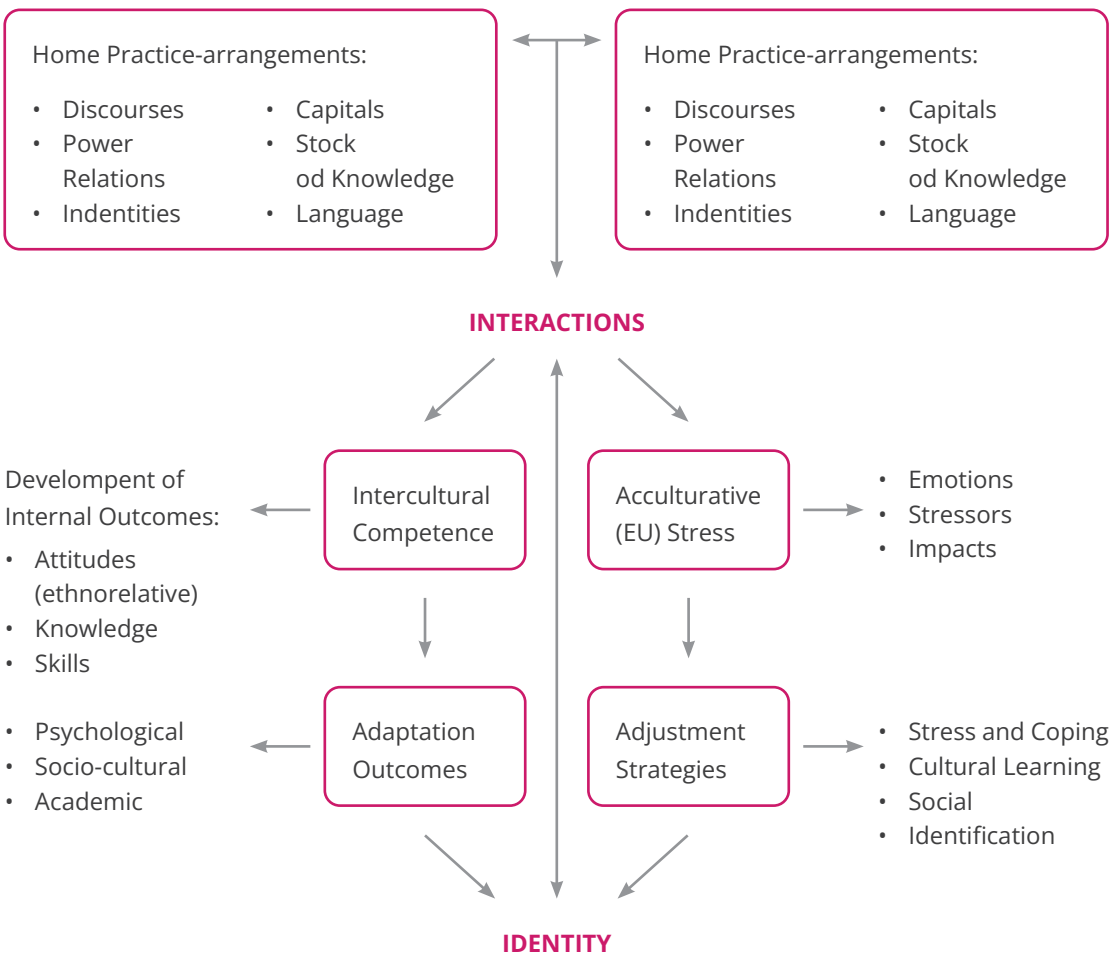- Domestic Recruitment

Each instrument was described, advantages and drawbacks of each instrument were analyzed.

Dr Martin Selby

**Curriculum Lead
(Associate Professor)**

Holistic International Student Support in Practice

Home Practice-arrangements:

- Discourses
- Power
  Relations
- Indentities
- Capitals
- Stock
  od Knowledge
- Language

Home Practice-arrangements:

- Discourses
- Power
  Relations
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INTERACTIONS

Develompent of
Internal Outcomes:

- Attitudes
  (ethnorelative)
- Knowledge
- Skills

| Intercultural Competence |

| Acculturative (EU) Stress |

- Emotions
- Stressors
- Impacts

- Psychological
- Socio-cultural
- Academic

| Adaptation Outcomes |

| Adjustment Strategies |

- Stress and Coping
- Cultural Learning
- Social
- Identification

IDENTITY

International Student Experience (adapted from Selby, 2021)

Acculturative Stress / Culture Shock

- Disorientation, surprise, confusion, sense of loss, frustration, irritation, anxiety.
- U-curve of culture shock - initial contact, disintegration, reintegration, autonomy, and independence (Ward at al., 2001)
- Linked to attitudes, expectations, values, negative life events, and social skills (Furnham & Bochner, 1986).
- But deterministic and over-generalised (Fitzpatrick, 2017; Chien, 2018).
- Acculturative Stress, or '(Eu)stress' more useful.

Acculturative Stress - Support

- Induction programmes – living in a new culture, not just academic issues.
- Buddying systems – peer support, starting before migration.
- Accessible counselling services – not reserved for crises.
- Personal tutors / progress coaches.
- Celebrate diversity of student population.
- Familiarisation trips / visits.
- Student clubs and societies.

Adjustment Strategies

- 'the dynamic, interactive processes involved in functioning in the new academic environment" (Young & Schartner (2014, p. 548).
- Challenges in academic matters, physical health, financial matters, vocational issues, and personal / social issues.
- Limited adjustment associated with home country / region, language, educational issues, practical issues, and perceived racism and discrimination (Smith & Khawaja, 2011; Zhang & Goodson, 2011).

1. Culture Learning
   - News Skills to cope with social interactions.
   - Academic adjustment.

2. Stress and Coping Mechanisms (Zhou at al., 2008)
   - Managing stress and improving psychological well-being.

3. Cognitive Adjustment (Berry, 1995)
   - Changes to identification with home and host culture.
   - Changes to self-identity and group membership

Adjustment Strategies - Support

- Programmes to develop skills and confidence.
    - Academic writing, study skills, life skills.
- Improving social ties – opportunities to socialise with 'home' and other international students.
- Accessible language support.
- Tackling racism and discrimination.
- Initiatives to celebrate cultural diversity, e.g., 'international week', food festivals, music festivals.

Identities

- Not bounded, singular, homogenous, and synonymous with nationality Martin (2015, p. 7).
- Contested and dynamic nature of cultures and identities (Martin, 2015).
- Creation and negotiation of transnational identities (Brooks & Waters, 2011).
- "always in a state of becoming as a result of interactions of various kinds" (Rizvi, 2009, p. 264).
- Dynamics of self-formation - navigating a trajectory somewhere between their home identity and the various host identities, forming a new hybrid identity.

Identities - Support

- Developing support that reinforces the development of positive identities.
- Avoiding labelling and stereotyping, e.g., unnecessary separation of student services and 'international student services'.
- Avoiding the 'deficit' approach.
- Unconscious bias.
- De-colonisation of the curriculum.
- Ceasing practices that exclude and discriminate.
- Working with local communities to encourage positive interactions.

Adaptation (outcomes)

- Berry (2006, p. 52): "the relatively stable changes that take place in an individual or group in response to external demands".

- Successful sociocultural adaptation associated with second language proficiency, greater contact with host members, social support, personality, length of residence, greater host identification, and the country / region of origin (Zhang & Goodson, 2011).

- Psychological Adaptation- well-being, self--esteem (Searle & Ward, 1990).

- Socio-cultural - the ability to fit in or negotiate interaction within the host culture.

- Academic Adaptation (Schartner & Young, 2016).

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Adaptation - Support

- Changing the way we measure, research, and assess adaptation.

- Health and well-being, not assimilation.

- Salient experiences measured through qualitative research.

- Not National Student Surveys, Module Evaluations!

- Not viewing students as having rectified a deficit.

- Embracing diverse cultures and styles of learning.

- Understanding that engagement comes in different forms.

- Decolonisation of the curriculum in terms of learning / pedagogy.

- Valuing integration, not assimilation.

- Respecting 'hybrid identities' – continuous change.

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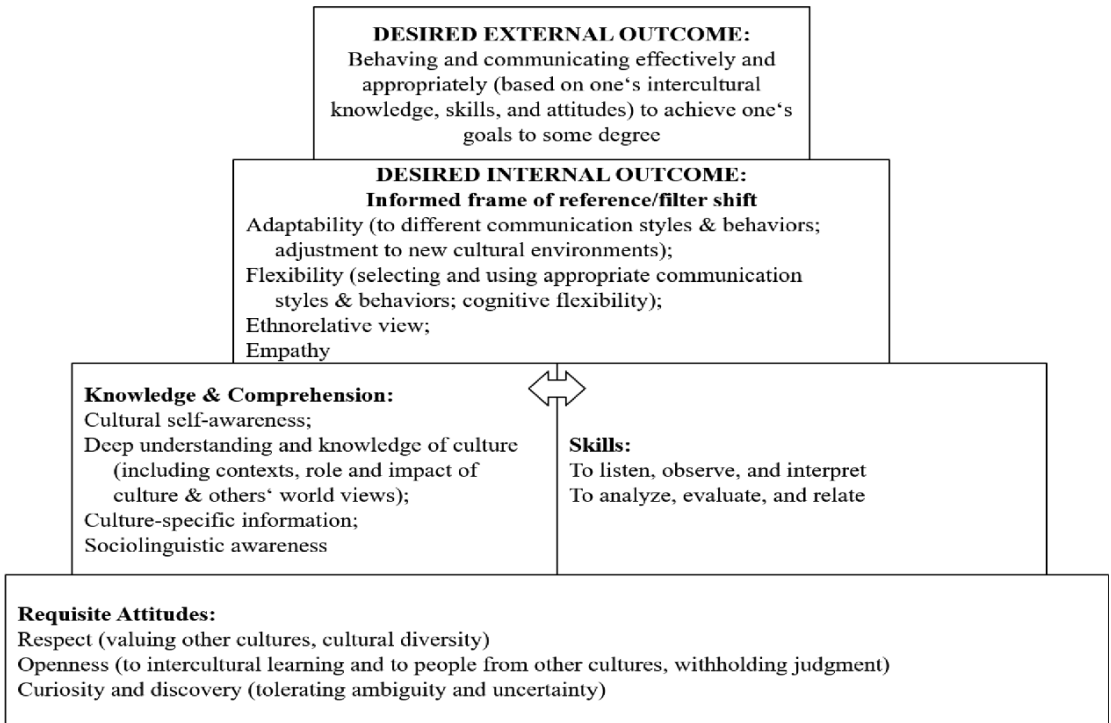
Intercultural Competence:

'the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2006, pp. 247-248).

Pyramid Model of Intercultural Competence. (Deardorff 2006:254).

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles & behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Intercultural Competence - Support

- Assessment – qualitative.
    - Interviews, reflection, story-telling.
- Reflection – background, knowledge and skills differ.
- In context – creating spaces and contexts for positive interactions.
- Training programmes and embedded in courses.
- International experiences – field trips, COIL Projects, virtual field trips, work abroad, study abroad.
- Recognising external factors – student does not have autonomy overs outcomes.

Interactions – performativity

- Performativity - "a regularized and constrained repetition of norms" (Butler, 1993, p. 95).
- Repeated practices - iterability - (re)produces identity (Butler, 1993; 2009).
- Produces some identities and forecloses others, creating precarity for some (Butler, 2009)

- More literal - embodied and habitual practices, including the complex styles, rhythms, steps, and gestures of different groups (Edensor, 2012).
- Certain places where performances are acted out, and these "vortexes" are places of intercultural interaction for mobile students (Thrift and Dewsbury, 2000).

Interactions – power and discourses

- Discourses of international education (Bamberger, Morris & Yemini, 2019).
- Local context is "the point where power reaches into the very grain of individuals, touches their bodies and inserts itself into their actions and attitudes, their discourses, learning processes and everyday lives" (Foucault, 1980, p. 39).
- International students are "stripped of many of their cultural and familial ties and protective institutions, and are exposed to

new norms and expectations" (Cheong & Miller, 2000, p. 378)

- Power exerted by fellow students, academic staff, local inhabitants, higher education institutions, international education agents, governmental departments (particularly those responsible for immigration), NGOs, and intergovernmental institutions. (Cheong & Miller, 2000, p. 376)
- Legitimises the truths that they produce (Foucault, 1969).

Interactions – practice

- Social practice: "a routinized type of behaviour which consists of several elements, interconnected to one another: forms of bodily activities, forms of mental activities, 'things' and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge" (Reckwitz, 2002, p. 249).

- "Field of practices" (Bourdieu, 1977), identifying "practice-arrangement bundles" (Schatzki, 2012, p. 24).

- "Real-time doing and saying something in a specific place and time" (Nicolini, 2012, p. 219).

- Differentiated according to their respective capitals (Bourdieu & Wacquant, 1992, p. 101).

- Influenced by both "home" and "host" cultures.

Interactions - Support

- Important to avoid generalising and assuming the 'characteristics' of students.

- Cultures and perspectives need to be embraced and celebrated.

- Support needs to be available for vulnerable students, including those subjected to racism and discrimination.

- Support a positive transition in identities.

- Conducive setting in terms of physical environment, support services, and a decolonised curriculum.

- Responsibility to encourage positive encounters among students and staff

- Take decisive action to challenge practices that can stereotype or marginalise particular groups of students

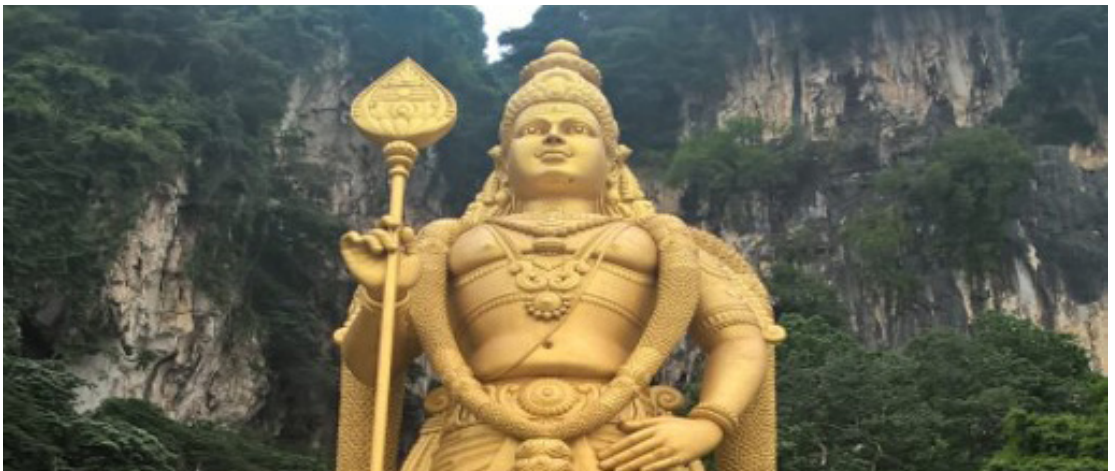## Collaborative Online International Learning (COIL), with telepresence robots.

International Volunteering Opportunities: Going Global Conference (British Council), S. Africa.

International Fieldtrips: UAE

International Fieldtrips: Kuala Lumpur, Malaysia

International Fieldtrips: Kuala Lumpur, Malaysia

Successful Graduation: Malaysian students after studying in the UK.

Conclusions

- Experiences of international students is embodied and performative; not merely a psychological process of adapting.
- Influenced by a wide range of factors, not just the attitudes, skills and behaviour of the student.
- More attention to performative practices of being an international student, the formation of hybrid intercultural identities,

- and the influence of identities on ongoing intercultural interactions.
- Influence of both home and host environment / culture on the experiences of international students.
- Deserve to be understood and supported as a whole people.

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This is article introduces the knowledge-sharing network, Businet and its role in the development of Erasmus+ projects. Businet is a network of Higher Education institutes founded in 1987. One of the main aims of the network is to provide opportunities for members both staff and students through development of partnerships, ideas and sharing best practice.

Networks are fundamental to innovation partnerships because of the dissemination, exploitation and sustainability opportunities provided. The integral role of networks in the development of innovative projects will be considered, as will the future direction of virtual communities and the network itself. It is said that digital social innovation initiatives benefit from 'network effects'. This means that as the size of a network increases, the value to each user also increases, as will the value of the innovation.

Businet is a network of international higher education institutes that share a common ethos regarding internationalization and it provides an environment that encourages knowledge sharing and co-operation between like-minded individuals and like-minded organisations. A unique feature of the organisation is that the needs of specific curriculum areas within member institutes are addressed within curriculum and special interest working groups. The three projects described illustrate this perfectly.

The Third Way is a project that began in 2019 and was developed to improve communication and knowledge sharing between the higher education sector and social enterprises. The project has the aim to create innovative and accessible learning programmes that support understanding and awareness of social enterprise. At the heart of the project proposal is the development of a new curriculum pathway for students from business subjects wishing to become social entrepreneurs and/ or work within social enterprises. The project proposal was devised during a workshop at the Businet conference in Vilamoura, Portugal in November 2018. While across Europe more and more young people are turning to social enterprises, this partnership of nine institutions and Businet is keen to recognise this and support and inform student choice and lead them towards this 'Third Way' of doing business.

EntreMWB

Recent research has publicised the relationship between entrepreneurship and various mental illnesses. This was brought to international attention by presentations to the World Economic Forum (WEF) in Davos in 2019. Entrepreneurs provide economic benefit to any society in which they operate yet little consideration has been given to their mental well-being (MWB) in an increasingly challenging business environment. This is the impetus for the Entre-MWB project and partnership. The project seeks to support young entrepreneurs across Europe and to ensure the effectiveness of start-ups by developing supportive educational materials that encourage reflection, understanding, mental resilience and are directly supportive of their health and well being.

Skills Campus is a new proposal involving five universities and a range of associate partners, submitted in May 2021, devised during a virtual workshop at an online Businet conference in September 2020. It has the broad aim of developing the digital skills of teachers and lecturers of business subjects, including the technical and instructional design skills necessary to produce a high quality VLE, MOOC and other forms of online learning. The project is in line with the new strategic direction of the EU: a Digital Europe; a Green Europe and New Skills required for the 21st Century.

The involvement of Businet has been essential to the development of these projects in three key areas: (1) bringing together the core partners for each project; (2) developing the project idea in the curriculum working groups and (3) ensuring that there is a route for dissemination and an opportunity for exploitation. As for Businet itself, in 35 years it has evolved from a project and a small team to a permanent 'semi-virtual' organisation and is headed towards becoming a meta-network (Koehler, 2003) and a working example of digital social innovation (Baker et al, 2017).

Stefan Hollins

**General Secretary HEURO
– Association of European
Offices of UK Universities
Member of European University Alliance**

Anne-Marie Gorisse

European University Alliance, President

Goodbye Erasmus – Hello Turing

EUA BOARD:

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**The aims of the European
University Alliance:**

- Learn - Connect - Inspire
- Providing a place for international and European exchange mobility officers to network and grow
- EUA will join forces with HEURO, enhancing their complementarity, pooling resources and consolidating their expertise on EU/UK issues

The European University Alliance aims to support the internationalisation of European Higher Education

The Alliance focuses its action on four pillars and aims to connect like-minded institutions ultimately to add value to their international activities and improve the overall student experience of international education.

TheTuring scheme puts the emphasis on short courses to encourage new audiences to travel abroad, provides opportunities for Internationalisation @ Home

- carers
- sportsmen and women
- students lacking confidence, means, language skills

The Turing Scheme has Widening Participation to disadvantaged students at its heart, which can be exploited in many different ways

- Involving WP students – among others
- Exploring WP as an inclusion theme
- Challenge classes to explore other ways …

Add an inclusive slant to existing cooperation themes:

- Entrepreneurship projects can target Social Enterprise
- Fictive product launches, competitive teamwork, tripartite projects using canvas business models (Lille/Kent/Ghent Intentsem)

The Turing scheme: learning from each other, inspiring inexperienced partners to be creative and innovative in their approaches:

- Exchanging Best Practice on diversity and disability
- Staging a joint event to improve WP@ home

The Turing scheme's multicultural aspect:

- Building projects with a virtual stage encouraging intercultural awareness in teams of mixed nationalities
- Organising tri-partite projects
- Nationality unimportant, just UK university of origin
- Authentic language exercise - not contrived

The Turing scheme and COIL

- Emphasis on shorter courses does not exclude a preliminary phase delivered virtually.
- This lead-in can capitalise on students' familiarity with virtual learning platforms Zoom or TEAMS, during the pandemic

The Turing scheme will show how both the incomers and the host students can benefit from these new short visits

- confidence building
- a taste of mobility
- taking partnerships to new levels
- relationship building among staff from both sides …resulting in further spin offs

The Turing scheme's new 4-week minimum means that shorter stays can tap into existing English-taught pathways at start of semester.

- win/win: I@H for hosts
- generates very little additional work in accommodating new type of incomers
- creates events/project mgt fodder for class

The Turing Scheme – catering for new models of mobility for UK university partners

- Identifying creative ways of reciprocating for imbalance.
- Trading off semesters and full years against short courses or summer schools

Different pots of money from partners with different forms of funding

- Local philanthropists – the IMAGINE fund John Lennon
- Global Wales Discover (2 weeks minimum)
- British students and includes staff mobility
- Other pots with no minimum stay
- Using Erasmus+ to cover UK staff mobility
- National and Regional funding (eg France)

EUA November workshop in Coventry on increasing mobility through short courses and summer schools

- 60 participants
- 18 countries represented
- 44 British
- 16 continental Europeans

18 nations present:

- England
- Northern Ireland
- Italy
- Spain
- Poland
- Turkey
- Switzerland
- Scotland
- Wales
- USA
- Canada
- Ireland
- Germany
- The Netherlands
- France
- Denmark
- Czech Republic
- Belgium

How the EUA can work for you post-Brexit

Helping members to Learn Connect Inspire and adapt to the new post-Brexit needs of UK universities under the Turing Scheme for win/win solutions.

- Tweaking projects to adapt to Turing
- Pushing you to think outside the box
- Connecting « friends of friends » networks

It is not what you know, but who you know …

- Non EU country experts at your disposal (USA-Latin America-Canada-Switzerland--UK…)
- Erasmus practitioners with expertise to share
- Innovative spin-off projects
- Using UK partners as non-EU Erasmus+ party
- Identifying mentors among membership
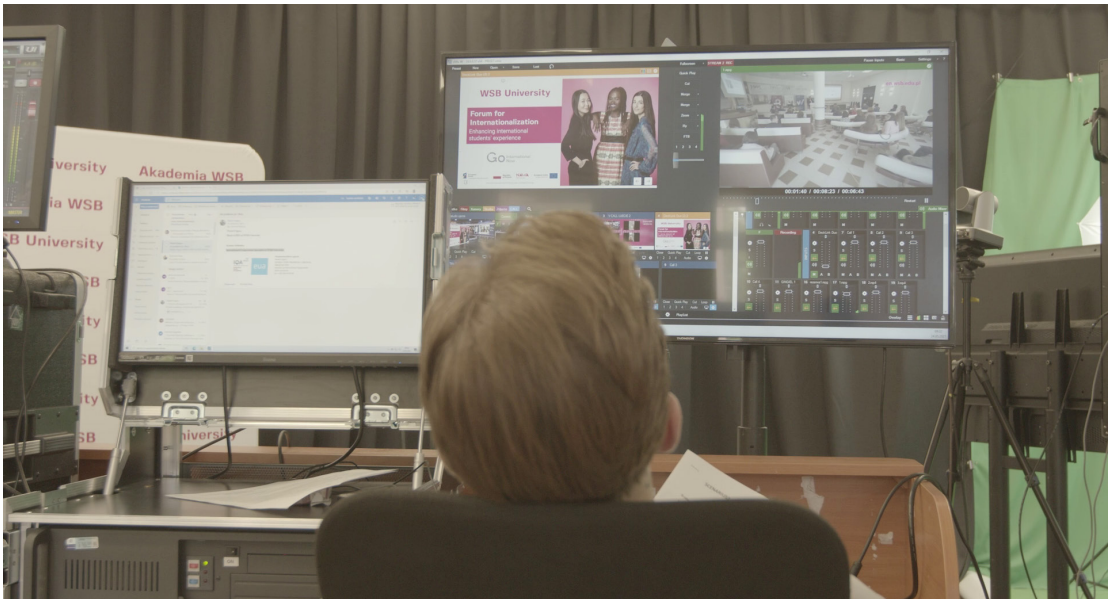- Take advantage of sisterhood with HEURO

Check our movie:

Prof.
Katarzyna Sczepańska-Woszczyna

Vice-Rector for Science and
Education of WSB University
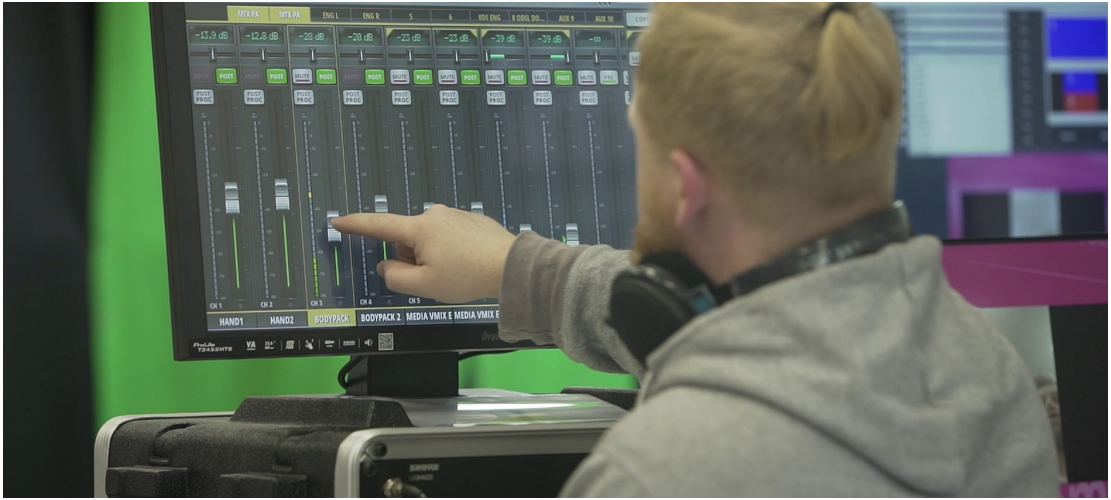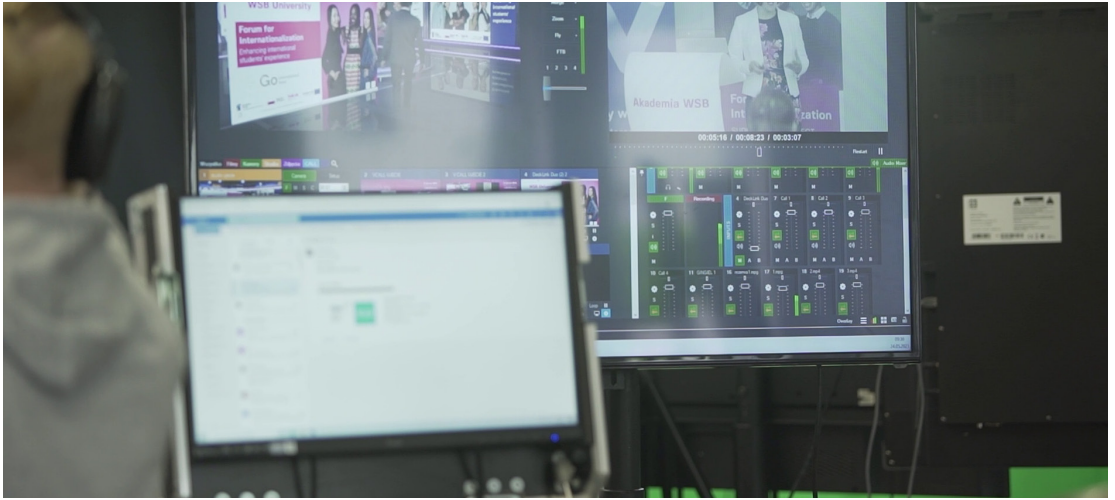
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