International Diversity in Education Settings
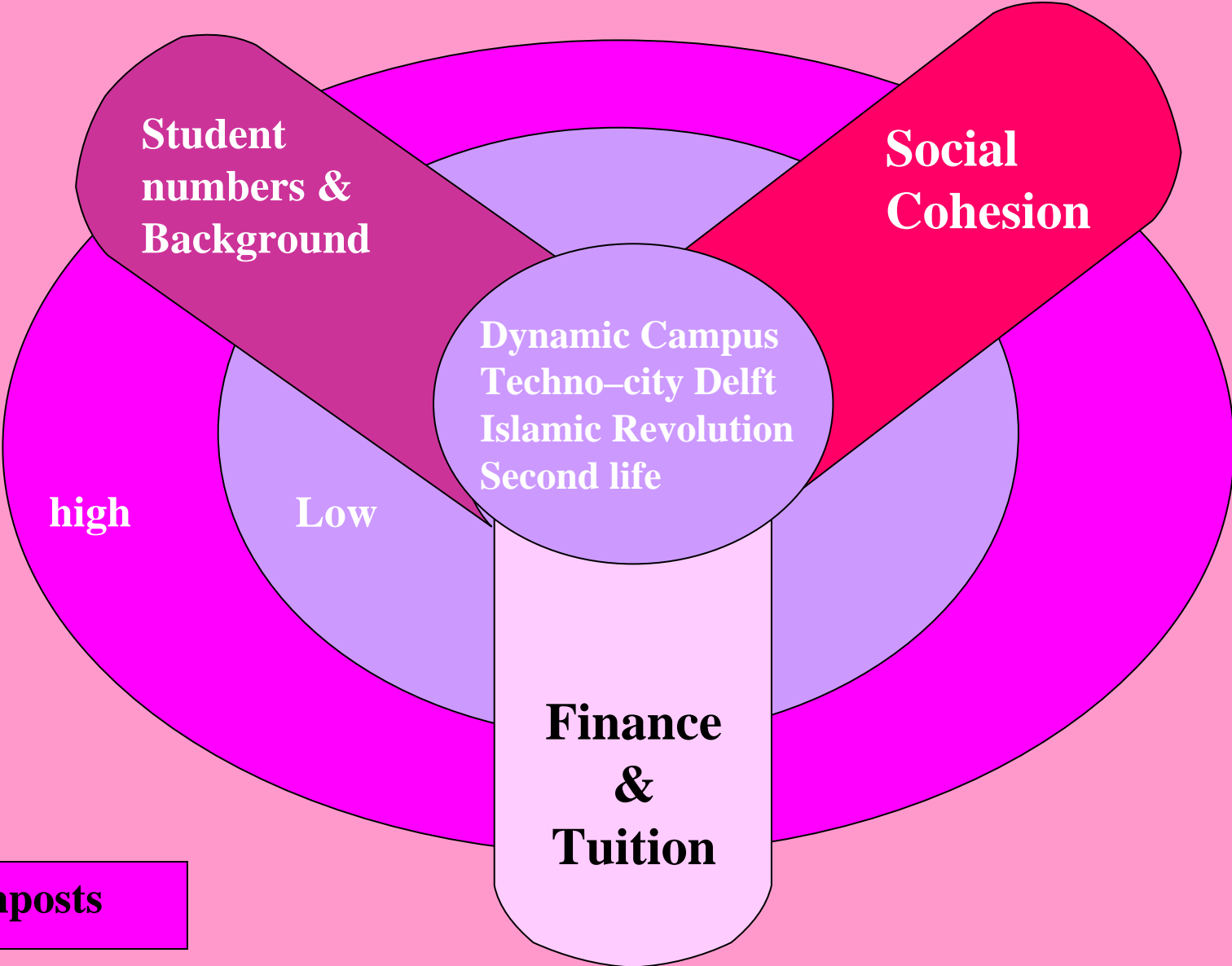
OC FOCUS

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Internationalisation Scenarios an awareness activity

- Which Scenario is most likely to develop?
- Scenario 1: Dynamic Life
- Scenario 2: Islamic Revolution
- Scenario 3: Techno-city Delft
- Scenario 4: Second Life
- Other Scenarios 5

Signposts

Student numbers & Background

Social Cohesion

Dynamic Campus
Techno–city Delft
Islamic Revolution
Second life

high

Low

Finance
&
Tuition

Signposts

TUDelft

High number of students/tuition/high social cohesion

Scenario 1. Dynamic Campus

- 50% of staff and students is from international origin
- Majority of students is of Asian background
- Highly competitive market
- 3TU located on one campus
- Limited state subsidy
- High tuition (registration) fee

TUDelft

Scenario 2 The Islamic Revolution

- One centre of excellence (UT/TUE closed down ;-)))
- Only master education/no bachelor education
- Difficulties recruiting students worldwide and in the Netherlands
- Islam is one of the state religions in the Netherlands
- Dutch migrants determine politically correct behaviour
- TU Financed by Sheik Abdullah from ….

High student number/low fee/low cohesion

Scenario 3 Techno-city Delft

- Techno-city Delft is created
- International students and staff life in segregated areas (china town, little India, de polder, Marakesh, the European quarter, etc)
- Tuition fee is kept at a low level, entrance for everyone
- Excessive student numbers
- Intention/studying hard more important than quality

High student number/moderate fee/low social cohesion

Scenario 4 Second Life

- High number of foreign students
- Due to climate change students are not able to travel anymore
- Joint degrees/education requires different infrastructure
- Virtual classroom/blended learning the main working method
- Tuition manageable

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Vote

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- Scenario 1: Dynamic Life
- Scenario 2: Islamic Revolution
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Present reality 2010

- Large Student numbers, international students percentages are growing; 14% of the Masterstudents of international origin

- Some programmes have reached the tipping point of 30% int. students in their classroom.

- High tuition fees for all foreign students, especially for non-eu students

- Low level of academic integration of international students.

Problems?
Based on lit./experience

- National and international students and lecturers do not mix spontenously. (Caroll, Ryan 2005)

- Difficulties in the int. classroom a.o.:
  - Teacher/student relationship
  - Plagerism
  - Groupwork
  - Grading

Internationalisation should not be approached as a Problem

Internationalisation is challenge and deals with:

- Preparing students for an international work environment

- Facilitating learning of International (diverse) Groups

- Creating an international dimensions linked to content in education

Adapted to the Scenarios we are confronted with in higher education

TU Delft

University Teaching Qualification "competencies"-

The lecturer is able to:

- **Adapt the design of education to intercultural groups**
- **Adapt his/her classroom communication constructively by making use of the various backgrounds of the students.**
- Deal with communication barriers
- Show the added value of cross-cultural co-operation
- Discuss potential sources of conflict
- Adapt the assessment criteria to international dimension in his/her education

TUDelft

Course Overview

- Course day 1: Exploring the hidden dimension teacher roles/student roles
  - Awareness of individual attitudes
  - Knowing your population
- Course day 2:
  - Exploring communication patterns
  - Getting to know your role as a teacher in creating the learning environment
- Course day 3: Group work/Conflict management
  - Learning the added value/pitfalls of International teamwork
    - E.g. What to do when conflict occurs?
  - Identifying working metods which helps students to acquire internationalisation competencies

Working Methods (Assumptions)

Working methods:

- Discussions/ group work
- Role play/cases
- Reflections

Rules with respect to communication in the classroom

Assumptions:

- My knowledge/answer is as good as yours
- Constructing relevant knowledge together
- Be your own Leader in having your questions answered
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