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FACILITATING INTERNATIONAL COOPERATION ON THE MASTER'S LEVEL

ENOTHE
project
group
Masters 2

ENOTHE

European Network
of Occupational Therapy
in Higher Education



FORMAT OF THE WORKSHOP

- **Setting the scene:**
 - What is internationalisation within higher education?
 - Why is it important to internationalise our programmes and curriculum?
- Introduction to the ENOTHE Masters Working group process and outputs
- Small group discussion
- Feeding back from small groups
- Discussion and ideas for moving forward

WHAT IS INTERNATIONALISATION?

- ‘Internationalization is an integral part of a continuous process of change in higher education; increasingly it is becoming a central motor of change. Its importance has grown along with the more general developments of globalization, offering new opportunities but also posing new challenges.
- Discussions among policy makers, higher education leaders and stakeholders and ongoing research have shown that the expansion of internationalization has brought with it questions about its meaning, its impact on learning as well as on the nature of relations among institutions.’

(International Association of Universities, 2014, p. 5)

WHAT IS INTERNATIONALISATION?

- The vision is ‘promoting a high quality, equitable and global learning experience for all students... irrespective of their geographical location or background, on which the preparedness of 21st century graduates will be contingent’
- The process of internationalising Higher Education (HE) within the context of learning, teaching and research is a sector-wide concern with far-reaching implications.

(Higher Education Academy, HEA, 2014)

WHAT IS THE AIM OF INTERNATIONALISATION?

- The aim of internationalisation is to ‘prepare 21st century graduates to live in and contribute responsibly to a globally interconnected society’
- ‘Internationalisation is of growing importance to higher education (HE) ... across the world, driven by political, economic, educational, social and technological advances’
- ‘This is evident in the diversification of academic communities and the provision on offer, as well as the content, mode, pace and place of learning’.

(Higher Education Academy, HEA, 2015)

(Higher Education Academy, HEA, 2014)



The framework as a whole can be used as a:

Self-reflective audit tool:
to review, benchmark or evidence current and then future progress.

Communication tool:
to help categorise and convey ways of working or information to others.

Professional development tool:
to help in the continual review or development of individuals, to define and maximise their contribution to the process.

Curriculum review tool:
to appraise, evaluate and enhance the extent to which a module, programme, or co-curriculum is internationalising or contributing to the process.

Planning tool:
to inform and enhance future policy, strategy or curriculum.

Used in such ways, the framework can build on, complement and enhance the quality and variety of existing strategies and approaches to internationalisation within the sector.

Internationalising Higher Education Framework

SETTING THE STAGE

- Higher Education was international in its character from the very beginning.
- ‘Universities have always had roles that transcend their national boundaries. Students and scholars have always been "mobile". International research collaboration has always flourished. Scientific communities have always been global’
(Scott, 2011)
- ‘The good aspects of internationalisation are things such as its potential to transform the lives of international students; its role in sustaining, and growing, science and scholarship through vigorous academic exchanges; and its potential to build social and economic capacity (especially, but not exclusively, in developing countries).’
(Scott, 2011)

SETTING THE STAGE (CONTINUED)

- Today, internationalisation is facilitated by a degree of harmonisation among the educational systems (for example Tuning). Still, diversity remains the main asset for institutions to go international, particularly in the educational area.
- Thus, in order to use diversity as an educational resource, harmonisation among the systems should not lead to conformity, and, as we will argue, in a truly international cooperation it hardly can.
- For Occupational Therapists to exercise their profession, diversity is prevailing not only in terms of approaches, but also in terms of the institutional/legal, political, economic, and sociocultural contexts.

AIMS OF THE MASTERS PROJECT GROUP

- 1) Network and exchange between master programmes focusing on Occupational Therapy (OT) and/or Occupational Science (OS) within ENOTHE ~ benchmarking

- 2) Discuss and describe Tuning Competences on Masters level under the light of current and future European developments in health care and society to:
 - support future curriculum development,
 - enable benchmarking and refining of current Masters' curricula,
 - facilitate international collaboration and exchange between programmes.

AIMS OF THE MASTERS PROJECT GROUP

Note. In line with our introductory statement, this product is regarded as a tool to allow both commonality and uniqueness that reflects the diversity of different programmes, as opposed to definitive standards.

3) Describe opportunities and facilitate structures for international collaboration between Master, Bachelor, and/or PhD-programmes within ENOTHE (exchange of staff and students ~ modules, lectures, research and examinations).

MASTER PROJECT GROUP'S PARTNERS

- Austria: Ursula Costa & Pier Paolo Pasqualoni (Innsbruck)
- Belgium: Daphne Kos (Leuven & Ghent)
- Canada: Lise Poissant & Marc Rouleau (Quebec)
- Germany: Sandra Schiller & Ulrike Marotzki (Hildesheim)
- Netherlands, UK, Sweden, Switzerland, Denmark: Fenna van Nes & Debbie Kramer-Roy (European master)
- Switzerland: Isabel Margot (Lausanne)
- United Kingdom: Alison Laver-Fawcett (York)



WORKSHOP OBJECTIVES

In our workshop, we want to address

The benefits and conditions of going international
with our education and research aims

and

To reflect on various facilitating structures and creative
approaches to international collaboration and exchange

Following the workshop, a synthesis of discussion / feedback
will be produced to inform the final project report.

THE QUESTIONS WE WANT TO DISCUSS

- **How can you (or your institution) gain from an international programme?**
- **How can you (your institution) contribute to its success?**

i.e. use the kinds of diversity international contexts can provide (in the best case) as a resource to achieve more/something else than what they would achieve without it)?

WHO ARE “WE”?

For the upcoming discussion, we would like to ask you to choose to take on the following roles:

- student
- educator
- researcher
- practitioner
- manager
- institutional representative

SUGGESTED GROUPS

Please join one of the following groups (up to 8 participants recommended):

- 1) Students
- 2) Educators and/or researchers
- 3) Practitioners, manager and/or institutional representatives

THEMES FOR DISCUSSION & REFLECTION

- What do we need to learn? What competences are required?
- What is it that can best facilitate learning in international contexts?
- What is it that can best facilitate teaching in international contexts?
- What is it that can best facilitate research in international contexts?
- What institutional arrangements are required?



SMALL GROUP FEEDBACK & DISCUSSION

- Please nominate someone from your group to feedback the key points of your discussion to the whole group.



BENEFITS FROM INTERNATIONALISATION BASED ON OUR EXPERIENCES

- **Learning**
 - Students broaden their perspective on different contextual factors (micro-, meso-, macro-level) through learning opportunities with students from other countries
 - Strengthens professional identity and development, encourages and foster quality development
- **Teaching**
 - Students benefit from international guest speakers
 - Benefits for invited lecturers and hosts (i.e. exchange, sharing expertise, reflecting on curriculum, ...)
- **Research**
 - Opportunities for international supervision of Master thesis, shared research projects
- **Curriculum Development**
- **Accreditation**

HOW TO MAKE INTERNATIONAL COOPERATION WORK BETWEEN ORGANISATIONS

- Have a person responsible in both institutions that schedule regular meetings to follow progress of collaboration
- Have 1 semester for optional courses – easier for students to go abroad
- Regularly scheduled opportunities in the curriculum
- Cooperation can be done in various ways, not only face-to-face but also via skype and other mediums

ERASMUS PLUS

- Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train gain experience, and volunteers abroad.
- http://ec.europa.eu/programmes/erasmus-plus/node_en [accessed 27 May 2016]



Erasmus+

FURTHER RESOURCES

The Higher Education Academy (2014) has produced an 'Internationalising higher education framework' which aims to:

- Recognise, build on and enhance the quality and variety of internationalisation policy and practice in HE
- Foster collegial approaches to education, research and partnership that transcend national and international boundaries
- Acknowledge the ongoing institutional and individual roles and responsibilities required to realise the internationalisation of HE
- Available from:
<https://www.heacademy.ac.uk/internationalising-higher-education-framework> [accessed 24 May 2016]

FURTHER RESOURCES

- **Internationalization of Higher Education – *Growing expectations, fundamental values***
- **International Association of Universities (IAU; 2014)**
- **The IAU 4th Global Survey reports analyses responses from 1,336 higher education institutions in 131 different countries. The IAU state that the ‘report presents the largest and most geographically comprehensive collection of primary data on internationalization of higher education available today’**
- **Available from: <http://www.iau-aiu.net/content/iau-global-surveys> [accessed 24 May 2016]**