



**INDIRE** ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA



**NA DAAD**  
Nationale Agentur für Erasmus+ Hochschulzusammenarbeit | Deutscher Akademischer Austauschdienst German Academic Exchange Service



**VENICE 12-15 JUNE 2022**

# **INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION**



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## Working Group 2: «Digitalisation and innovative methods»



# 1st Round: Teaching

Specialised equipment for virtual learning received very positive Feedback from students and will continue to be used well beyond the pandemic.

Virtual formats allowed for international experts from other countries to appear for short talks.

Art and design as a subject meets huge hurdles during digitalisation, because it often incorporates physical experiences.

**Different  
Institutional  
Experiences**

Feedback from students regarding virtual teaching in comparison with physical teaching was generally negative. Face-to-face interaction was almost always preferred.

Virtual simulations do not build the same practical skills as physical training. Students that practiced online later had difficulty in applying theoretical knowledge to their work.

# 1st Round: Teaching

## Conclusions

- Extra funding for digitalisation is necessary for many Universities in order to implement virtual teaching efficiently.
- Support from an experienced IT-Department is crucial.
- Universities are dependent on a number of outside factors, such as a strong pre-existing virtual infrastructure in their country.
- Ensuring the same level of student engagement as in physical classes is a challenge for virtual teaching.
- Physical and virtual teaching should not be separated but integrated into each other, for example using hybrid formats.

## 2nd Round: Mobility

### Challenges

How can students from different time zones be included?

- Online forums allow for ongoing threads where they can contribute to the discussion at any time.
- More individual collaboration where smaller groups of students manage their own schedules.

Virtual course design requires early and ongoing feedback as well as evaluation.

- Structures for mandatory quality control (before the course is implemented) are crucial.
- Peer review processes could be established together with other higher education institutions within the respective university's network.

Whereas individual mobility was well supported, funding for virtual mobility as part of projects (KA2) has often been insufficient.

- Lump-sum models permit more flexibility in terms of virtual mobility as a project component.

## 3rd Round: Inclusion

### Hidden Obstacles

- For many disadvantaged students, being at home is inherently more stressful than being on campus, for example because of a hostile social environment.
- Virtual teaching can in some cases be more exclusionary than physical teaching (e. g. if students lack the infrastructure or equipment to participate from home).
- Direct contact between tutors and disadvantaged students is essential, yet more difficult to maintain online than offline.

## **3rd Round: Inclusion**

### **Suggestions**

- Provide students with comprehensive information as early as possible, so they know their options for funding and support.
- Encourage work in small groups that allows for more personal interaction and socialising.
- Emergency funds should be available to support struggling students on short notice if a personal crisis occurs.
- Annual student satisfaction surveys can be a helpful guide, provided that the needs of disadvantaged student demographics are evaluated independently of those of privileged students.