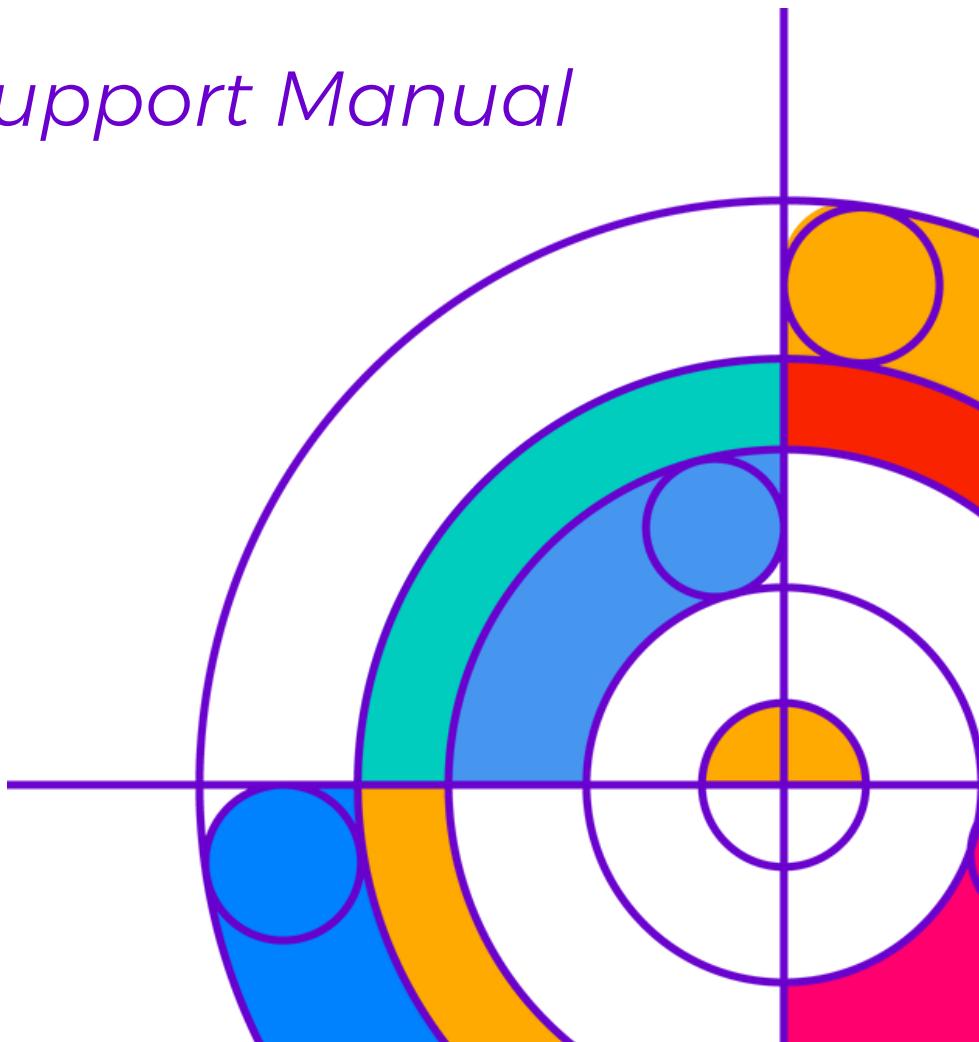


# **Guide to Replicating and Accompanying the Dictation of the Course “Innovative Pedagogical Practices for the Internationalisation of the Curriculum (IoC)”**

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*Instructor Support Manual*



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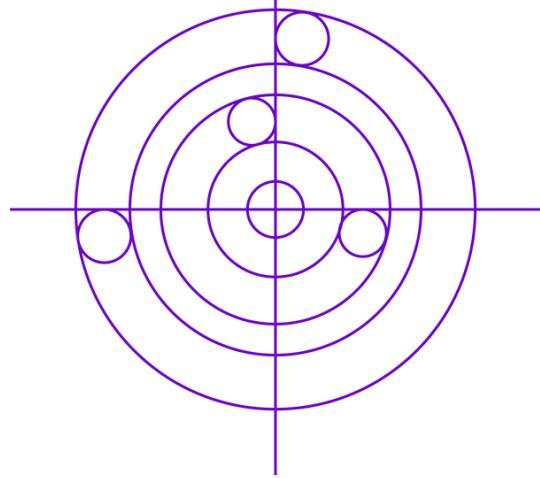
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# Introduction



**HUBIoC** ("Building Capacities on Innovative Pedagogical Practices for Internationalisation of the Curriculum in Latin American Higher Education Institutions") is a project funded by the European Union's Erasmus+ CBHE program, under strand 1, in 2024. It emerged as a response to the challenges faced by Latin American universities during the pandemic, when outdated curricula and limited virtual teaching capabilities became apparent. Its core purpose is to strengthen institutional capacities and train leaders in curriculum internationalisation, so that higher education institutions can respond to the demands of a global and intercultural society.

The initiative seeks to help participating Latin American universities identify their strengths and weaknesses in internationalisation through internal assessments. Based on this, it will promote the training of teaching and administrative staff in intercultural competencies, global citizenship and innovative pedagogical practices, supported by global classrooms and virtual learning environments. The expected outcome is the consolidation of a sustainable and effective network of institutions committed to curriculum internationalisation.

The consortium is composed of universities from Colombia—coordinated by the Technological University of Pereira, together with the University of Manizales and the Unicompfacaúca University Corporation—and from Argentina, including Fundación Barceló and the Pontifical Catholic University of Argentina. It also includes three European institutions: the University of Alicante and the Polytechnic University of Madrid in Spain, and the Polytechnic University of Timișoara in Romania, as well as the Association of High-Quality Colombian Universities for the Promotion of International Education, Colombia-Challenge Your Knowledge (CCYK). Its collaborative nature fosters the exchange of good practices and the creation of an open and sustainable "hub" that serves as a space for co-creation, training, and dissemination of innovative pedagogical experiences with a focus on curriculum internationalisation. In doing so, HUBIoC contributes to strengthening educational quality, enhancing student employability, and advancing the modernization of higher education through intercultural, interdisciplinary, international, and interregional dialogue between Latin America and Europe.

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## Introduction

This Support Guide summarises the main components of the course 'Innovative Pedagogical Practices for the Internationalisation of the Curriculum (IoC)' and is an essential document for teachers and facilitators who will be replicating the course. The first virtual version of the course was taught as part of the project 'HUBIOC-Building Capacities on Innovative Pedagogical Practices for Internationalisation of the Curriculum in Latin American Higher Education Institutions (2024-2026)' between May and July 2025. This Guide replicates the structure, organisation and development of the course. The course and all materials are

available on the official HUBIOC project website. The course aims to strengthen participants' key competencies in global citizenship, interculturality and educational quality. Learning innovative pedagogical methodologies and tools will enable them to effectively incorporate curriculum internationalisation (IoC) into their teaching practice. It is aimed at teachers in higher education institutions (HEIs) in Latin America, who will not only apply this knowledge to their students, but will also become trainers of trainers by replicating these educational practices, with an international perspective, among other teachers in their programmes and faculties.

## Internationalisation of the Curriculum: a necessity for latin american HEIs

Higher education institutions (HEIs) develop their activities in three fundamental areas: teaching, research, and social outreach. Internationalisation is integrated transversally into each of these functions, making it a continuous process of innovation and improvement. This need intensified during the pandemic when HEIs were exposed to new challenges in their functioning.

In Latin America, internationalisation faced a significant challenge due to the closure of borders during the pandemic, as historically, emphasis had been placed on traditional in-person mobilities without sufficiently exploring other virtual modalities. This situation prompted an urgent development towards more digital forms integrated into the academic curriculum to increase their effectiveness among students.

In recent decades, internationalisation has advanced significantly in formal terms within higher education institutions (HEIs) through clear policies and established procedures. The internationalisation of the curriculum (IoC) seeks to bridge this gap by promoting a flexible curriculum that incorporates international analysis, thus developing the essential competencies for students to face current global challenges.

Nowadays, it is common for higher education institutions to undergo evaluations by accreditation agencies to demonstrate their commitment to global standards of educational quality. These organizations consider it essential to include aspects such as internationalisation when evaluating institutions. This process not only enables but also challenges these institutions: they must democratize access to education beyond the traditional academic environment focused solely on individual in-person mobilities.

Botero and Bolívar (2015) refer to the "creation of curricular models in which tactics are formulated to ensure that students acquire competencies and skills that allow them to interact as future professionals in an international and globalized environment."

Arango and Acuña (2018) refer to the internationalisation of the curriculum as the construction of relevant, flexible, and comprehensive curricula, with international components, but that also use different tools so that teachers and students have constant contact with international environments, even virtually, directly contributes to the improvement of quality of the programs and help students acquire the necessary skills to face changing environments.

The definitions bring with them a common concept: the development of skills in students to face the challenges of being global citizens. This leads to the question of how higher education institutions manage to develop institutional capacities and leaders for the internationalisation of the curriculum in order to respond to the global and intercultural needs of society?

In this sense, it can be affirmed that the Offices of International Relations (ORIs) play a crucial role in shaping and guiding the implementation of the Internationalisation of the Curriculum (IoC), working closely with academic units. This highlights the need for interrelations between the involved units to ensure cohesive processes that develop IoC strategies sustainably.

Given that the organizational formats of the internationalisation of the curriculum present differences among universities, and within the framework of the HUBIOC project, a first diagnostic review was conducted of the 5 Latin American universities participating in the project. The results of this diagnostic phase, combined with elements derived from the analysis carried out after field visits conducted at the University of Alicante, the Polytechnic University of Madrid, and the Polytechnic University of Timisoara, allowed for the development of this Course by adapting the European management vision to the Latin American context.

#### **Bibliographic References**

- Arango, A. and Acuña, L. (2018). *The internationalisation of the curriculum and its relationship with quality conditions in higher education academic programmes for obtaining qualified registration*. *ObiES Journal*, 2, 35-49.
- Botero, L.H. and Bolívar, M.C. (2015). *Guidelines for the internationalisation of higher education*. *Gestión de la internacionalización*. Bogotá: MINEDUCACIÓN, 16-36.

## ***Presentation of the course “Innovative Pedagogical Practices for the Internationalisation of the Curriculum (IoC)”***

The course focuses on four main themes: the internationalisation of the curriculum, its fundamental purposes, the methodologies and tools for its implementation, and finally, quality measurement and data generation. Each institution participating in the project contributed to the development of the first version of the course with its experts, who shared their experiences through videos, readings, discussions, and other teaching resources. The content included:



Explanatory videos on key concepts, methodologies, and best practices in curriculum internationalisation.



Readings to facilitate critical understanding of the content.



Discussion forums, where participants will reflect, share experiences and build collective knowledge.



Successful case studies and lessons learned, presented in multimedia format, to analyse applied models of IoC and interculturality.

Each module included a webinar, seminar or conference held online with global leaders, allowing for real-time interaction, knowledge sharing, experiences and discussions on the central aspects of each topic. The total duration of the course was 60 hours, including both synchronous and asynchronous activities.

## ***General Objective***

Strengthen participants' IoC capacities through learning and applying innovative teaching practices, with a focus on curriculum internationalisation (IoC), global citizenship and interculturality.

## Specific Objectives

Train participants in the use of innovative pedagogical practices for the effective integration of the IoC into their subjects/courses/programmes.



Provide tools for the design and implementation of educational strategies that incorporate global and intercultural competencies in academic programs.



Train and support other teachers in processes of curricular internationalisation through the tools and methodologies learned.



Promote debate and academic reflection on the IoC in teacher meetings and curricular committees that facilitate its understanding and proposals for adjustments or redesigns of subjects, courses, or programs with components of internationalisation.



## Expected Learning Outcomes

At the end of the course, participants will be able to:



Design and implement pedagogical strategies that integrate the internationalisation of the curriculum in their teaching practices.



Manage collaborative learning environments with an intercultural focus, promoting global citizenship.



Develop training processes aimed at their fellow teachers, oriented towards the internationalisation of the curriculum.

## Course Methodology

The course is conducted in a virtual modality, with asynchronous and synchronous components, with the aim of promoting an active, collaborative, and participant-centered learning experience.

## **Synchronous Component**

This instance seeks to consolidate previous learning through direct interaction with experts and the practical application of the content. It includes:



Synchronous master sessions with national and international specialists, who address key topics and answer questions in real time



Conversations and dialogue spaces with experts who present their institutional experiences.



Practical workshops for designing strategies, activities, and proposals for curriculum internationalisation in the teacher's subjects/courses/programs.



Collaborative activities to promote networking and the exchange of best practices among teachers from different institutions.

## **Pedagogical approach**

The methodology is based on principles of active, collaborative, and intercultural learning, where participants not only acquire knowledge but also apply it, reflect on it and share it with their peers. It promotes the role of the teacher as a multiplier agent and leader in curriculum transformation processes

## **Requirements for participation**

Given that one of the expected products as a result of learning from the course is the inclusion of the dimensions/components of internationalisation in a subject/module/thematic unit, each participant must present, at the beginning of the course, the syllabus of a subject (base document) in order to apply what has been learned in each of the sessions.

At the end of the course, participants are expected to have successfully modified the syllabus of a subject/module/thematic unit to incorporate the knowledge they have acquired. In this regard, there are two alternatives linked to the participants' profiles:

- If you are a teacher, you must select a subject/module/thematic unit that you teach at your institution.
- If you are administrative, select a program or department with which you would like to start the curriculum transformation process. From there, you must identify a subject/module/thematic unit to which you have access and can modify. At the end of the course, you will be able to recognize the parameters with which you will support the academic staff in the curriculum intervention.

## **Requirements for approval**

The main activity of each module will involve modifying the initial syllabus in such a way that what has been learned in the initial syllabus is incorporated and the IoC components are incorporated.

For the final deliverable, each participant must conduct a general review of the adjustments made to the syllabus and, based on the feedback received, make the final modifications to submit the new complete syllabus. These documents will be reviewed and peer-reviewed.

## **Course content**

The course is distributed into 5 modules:

- 1.Beyond Borders: Foundations for a global and inclusive curriculum**
- 2.Connecting worlds: Interculturality in the curriculum**
- 3.Competencies for global citizenship**
- 4. Reinventing the classroom: Collaborative and innovative pedagogical practices**
- 5.Measurement, impact and quality in the internationalisation of the curriculum**

The structure of each module is similar and includes a short introduction, a description of the learning outcomes, the contents, suggested learning activities, recommended resources and a bibliography.

## Module 1. Beyond Borders: Foundations for a global and inclusive curriculum.

### **Presentation**

The internationalisation of higher education is no longer an option, but a fundamental necessity. In a world characterized by interconnected economies, societies, and cultures, graduates must possess a global mindset and the ability to collaborate across borders.

This module provides the fundamental understanding necessary to adapt curricula, teaching methods and assessment strategies to this global reality. Furthermore, it addresses the urgent need to train global citizens capable of facing pressing global challenges such as climate change, social inequality, and public health crises.

### **Learning Outcomes**

By the end of this Module, participants are expected to be able to:

- Describe the dimensions of the internationalisation of higher education, which involves adapting the curriculum, creating a multicultural environment and promoting cultural diversity and global awareness.
- Apply the six steps of course design on curriculum internationalisation: needs analysis, definition of competencies, learning objectives, content selection, teaching strategies and assessment methods.

In this first module, participants will find a video with a lecture on the internationalisation of higher education, given by Prof. Alina Mazilescu from the Polytechnic University of Timișoara in Romania (UPT).

In the introduction of this material, the central role that universities occupy in today's globalized society is highlighted, where they can no longer be conceived solely as local institutions, but as spaces where cultures, ideas, and innovations converge. Two fundamental concepts are distinguished: university internationalisation and curriculum internationalisation.

The first concept refers to a comprehensive institutional process that incorporates international, interculturales and global dimensions in all aspects of the functioning of a university. This encompasses teaching and learning, research, community engagement, governance, and support services, with the aim of improving academic quality, preparing students and staff for global citizenship, and strengthening international cooperation and competitiveness. On the other hand, the internationalisation of the curriculum refers to the incorporation of international perspectives in the content, teaching methods, and learning outcomes of a course or program of study, with the purpose of enhancing students' global, social and intercultural understanding, regardless of whether they study in their country or abroad.

In this framework, three main dimensions of university internationalisation are presented. The first is the internationalisation of the curriculum, which seeks to transform educational content, teaching and assessment methods, as well as the overall learning environment. This involves reviewing traditional content to adapt it to global perspectives, which can be achieved through the diversification of sources, incorporating international authors with multiple viewpoints; the inclusion of international case studies; the use of intercultural examples that challenge cultural assumptions; the integration of global multimedia content; the promotion of student participation in activities that allow sharing cultural experiences; and the design of assessments that apply knowledge to international scenarios.

The second dimension is the promotion of understanding of cultural diversity and global issues within the teaching process. This can be addressed through strategies such as the inclusion of topics related to identity, ethnicity, gender, or religion in the curricula, which allow for the analysis of how these factors influence human interactions; the critical analysis of global challenges such as migration, geopolitical conflicts, or climate change from diverse cultural perspectives; the use of interdisciplinary approaches that connect content with conceptual frameworks from different disciplines; the promotion of intercultural dialogue in a respectful and open classroom environment; the implementation of practical activities such as simulations and role-playing; and the participation of international speakers or professionals who provide practical knowledge from their experience in global contexts.

The third dimension is linked to the creation of an academic environment that reflects internationalisation. To achieve this, institutions must adopt inclusive policies and practices that promote diversity and intercultural exchange. Some of the suggested actions include the hiring of international teaching staff who bring diverse academic backgrounds and new cultural perspectives; the promotion of teaching staff mobility through research collaborations, academic exchanges and participation in congresses; the support for international students through specific services such as initial orientation, linguistic support, and academic advising; the generation of opportunities for intercultural learning through activities in mixed groups, cultural events, or peer mentoring; the training of academic and administrative staff in intercultural competencies; and, finally, the utilization of diversity as a pedagogical resource, promoting the exchange of cultural experiences both in curricular and extracurricular spaces.

To design a course focused on the internationalisation of the curriculum, six fundamental steps are proposed. The first is the analysis of needs and the educational context, a key stage to adapt the course to the specific characteristics of the university faculty and the institution. This step involves analyzing the institutional framework, the strategic objectives of internationalisation, disciplinary differences, available resources, and national and international accreditation standards and requirements. It also includes a diagnosis of the prior knowledge and experience of the teaching staff, as well as their perceived challenges and motivations, which can be obtained through surveys, interviews, focus groups, analysis of study plans, and informal conversations. All this allows for tailoring the course to the actual starting point of the target audience.

The second step consists of defining general and specific competencies. The former relate to broad educational objectives, such as the development of a global mindset, critical thinking, and the ability to design educational interventions in multicultural contexts. They seek for the teaching staff to become agents of change within the processes of internationalisation of higher education. The specific competencies, on the other hand, focus on concrete skills such as integrating international perspectives in course planning, selecting diverse educational resources, designing intercultural learning activities, and applying assessments with a global outlook. These competencies must be defined in relation to the needs of the students, be aligned with international standards, and respond to the demands of the current job market.

The third step is the formulation of learning objectives. These must be stated clearly, be observable and measurable, and be formulated using action verbs such as "identify," "compare," or "apply," which allow for evaluating student progress and ensuring coherence throughout the educational process. They should be adjusted to the profile of the participating teaching staff, being challenging yet achievable, and be adapted to the institutional context. It is recommended to differentiate between general objectives—such as developing teaching competencies to integrate international dimensions into the curriculum—and more specific operational objectives, such as designing a class that incorporates elements of internationalisation.

The fourth step involves the selection of scientific content. The chosen material must be relevant, up-to-date, and reflect the latest research in the field of curriculum internationalisation. It is suggested to include key topics such as academic mobility, integration of intercultural dimensions, and institutional policies for internationalisation. Furthermore, it is essential to incorporate diverse bibliographic sources, international authors, comparative studies, and examples from different cultural and institutional contexts, in order to illustrate the complexity of the process. The use of case studies, educational policy documents, and concrete experiences from universities facilitates the articulation between theory and practice.

In fifth place, the design of teaching strategies and methods is proposed. These must define how participants will interact with the content and develop their competencies regarding curriculum internationalisation. It is recommended to use active methods such as debates, case studies, simulations, and collaborative projects, which promote critical thinking,

experiential learning, and the exchange of international perspectives. Group activities with an interdisciplinary approach allow participants from different academic fields to come together, enriching the understanding of global processes. The integration of educational technologies—such as digital platforms, videoconferences, or collaborative forums—is also encouraged to simulate international learning environments and foster transversal digital competencies.

The sixth and final step is linked to the establishment of evaluation methods. It is recommended to implement inclusive assessments in varied formats, such as essays, presentations, digital narratives, or collaborative projects. Additionally, it is suggested to incorporate peer evaluations and feedback among peers from different cultures, promote international group projects, and encourage critical reflection through essays, comparisons, or ethical debates. The incorporation of technologies allows for expanding assessment formats through electronic portfolios, video presentations, interactive activities, or gamified assessments, which diversifies the ways in which participants can demonstrate their learning.

In summary, internationalisation is not limited to transforming universities, but aims to prepare students to transform the world. The application of these principles, strategies, and tools allows for the formation of graduates with critical thinking, intercultural sensitivity, and commitment to contemporary global challenges.

It is suggested to expand the topic developed in the video with the following recommended readings:

- De Wit, H., and Deca, L. (2020). Internacionalización de la educación superior: retos y oportunidades para la próxima década. Espacio Europeo de Educación Superior: Retos para una nueva década, pp. 3-11.
- Wang, X., and Shen, Y. (2024). ¿Es la internacionalización en el extranjero un requisito previo para el desarrollo de la competencia intercultural en estudiantes universitarios? Estudios Asiáticos de Educación y Desarrollo, 13(3), 253-266.
- Young, T., Handford, M., and Schartner, A. (2017). La universidad internacionalizada: ¿un esfuerzo intercultural? Revista de Desarrollo Multilingüe y Multicultural, 38, 189-191.

## Webinar



A webinar and case study titled 'Internationalisation of the curriculum at Universidad del Norte (UniNorte), Colombia,' was developed as part of Module 1. It was led by professors Lourdes Rey-Paba and Angela Rosales.

## Content

The webinar facilitators defined internationalisation as a deliberate process that integrates international, intercultural, or global dimensions into the purpose, functions, and teaching methods of higher education with the aim of improving the quality of education and research and making a social contribution. This formulation is based on the definition popularized by de Wit, Hunter, Howard, and Egron-Polak (2015) and on the operational distinction between internationalisation abroad (mobility, double degrees, agreements) and internationalisation at home. The latter is designed to reach 100% of students with opportunities that don't depend on travel or additional financial resources.

On this basis, curriculum internationalisation is introduced as the explicit incorporation of the international and intercultural dimension into the content, teaching and learning arrangements, and support services of a study program. The notion of curriculum used by the Universidad del Norte team reinforces the centrality of the student and includes both the study plan and the complementary activities that, inside and outside the classroom, enable the development of international and intercultural competencies.

Internationalisation has motivations and effects on two levels. At the macro level, it influences institutional visibility—currently evaluated by accreditations and rankings—the ability to recruit international teaching staff and students, and the projection of inter-institutional networks and collaborations, including research with a global perspective. At the micro level, its value is played out in the pedagogical impact: training of international and intercultural competencies in the academic community, curricular and didactic innovation, preparation of global and multicultural professionals, promotion of research on teaching and learning, and generation of links that connect classrooms and communities from different contexts.

The premise that runs through this section is that internationalisation cannot be encapsulated in isolated experiences nor limited to the mobility of a few; it must translate into learning experiences with observable results in the student body.

To move from discourse to practice, the presentation organizes the internationalisation of the curriculum into three articulated components. First, the creation of institutional conditions: an institutional policy, allocation of resources, coordination structures, and recognition of teaching work linked to internationalisation, in addition to regulatory frameworks that do not hinder implementation. Second, the curricular development: definition of competencies—with an emphasis on interculturality and diversity—strengthening of experiences with an international and intercultural seal, requirements for foreign languages, joint degrees, and mechanisms for credit validation. Third, the evaluation and impact: establishment of achievement indicators and learning evaluation practices that account for the real contribution of internationalisation.

A course can be internationalized if its entire design—or at least one module—incorporates an international approach; if the learning outcomes make it explicit; if the contents include global issues and materials with diverse perspectives; if the methodology and evaluation enable international comparisons, case studies, COIL, external guests, or field trips; and if the teacher has an international profile and/or experience. It is emphasized that the key is alignment: outcomes, contents, methodologies, and evaluation must point to the same intention.

The experience of the Universidad del Norte illustrates how an institution can adapt these concepts to its specific context. Barranquilla, a city with a rich cultural diversity, served as an ideal setting to implement a model of internationalisation that reflects both the local roots and the global aspirations of the university. Since 2012, internationalisation has been defined as a transversal axis of the development plan. Although initially, "outward" goals predominated—such as increasing incoming and outgoing mobility, attracting students for Spanish programs—the process matured towards internationalisation at home and of the curriculum, with sustained political and administrative support. The strategic option was consolidated in a public commitment: by 2030, 100% of students must have a global educational experience. This common north functioned as a lever to articulate the wills of teachers, academic units, and administrative areas.

The experience advanced by combining bottom-up initiatives and top-down decisions. Between 2016 and 2018, a Teacher Learning Community on internationalisation was launched, which integrated professors and international cooperation and curriculum staff. There, the competence of interculturality was discussed, diagnoses were produced, and practices were shared, with a vocation for publication and regional circulation. In parallel, the university institutionalized the COIL strategy through the program "interconnected classrooms": the Center for Teaching Excellence supports from planning and evaluation, and helps to obtain international peers. During the pandemic, these experiences were enhanced, and their impact was documented both in disciplinary learning and in the development of intercultural competence, even in regional collaborations. Since 2019, and more decisively since 2020, a coordination of internationalisation at home has been consolidated that, among other functions, recognizes these activities in the annual portfolio of the teaching staff (a key incentive), articulates with mobility, supports double degree agreements, and connects with the quality office and academic projects to align the process with accreditations.

The governance is broad: international cooperation, teaching excellence, curriculum, academic divisions, language institute, student welfare, academic secretary, and cultural centers and support for student success form an operational network that sustains the implementation.

A milestone of the case is the institutional definition of a set of essential competencies, among them Interculturality and Diversity, approved by the Academic Council. The adopted formulation describes the ability to interact with people and contexts from the recognition of one's own culture and that of the other, with understanding, respect, and openness aimed at a more inclusive, equitable, and just society. To operationalize it, the team designed partial learning outcomes associated with knowledge and attitudes, which must be translated into course learning outcomes and aligned with contents, methodologies and evaluation.

In parallel, a Global Certificate is being formalized that accredits student trajectories integrated by interconnected classrooms, international chairs, conversation clubs, volunteer work, global peer programs, national or international mobility, and other experiences with formative value. The 2024 pilot enrolled nearly fifty students, and more than thirty completed the requirements, which allowed for adjustments to procedures towards its officialization.

During the webinar, it was emphasized that evaluation was a front under construction for UniNorte. Progress is being made on a proprietary instrument to measure interculturality and diversity, avoiding the importation of scales that are not pertinent to the local context. In 2025, the priority is on curricularization: defining which subjects of each study plan the competence will be worked on, translate it into course results, support the teaching staff in redesigning, and ensure coherence between results, methodology and evaluation. The approach includes an institutional scheme for monitoring learning that seeks to demonstrate progression between entry and exit.

From the case emerge learnings with value for other institutions. First, that the internationalisation of the curriculum becomes systemic when a clear political commitment (goals, resources, structures) aligns with active teaching communities recognized for their work. Second, that the intentionality must be reflected in learning outcomes and in evaluative practices that allow affirming, with evidence, what changes in students and teachers. Third, that internationalisation is not a copy of European or North American models: it requires building definitions, instruments, and contextualized routes—in this case, with a Colombian and Latin American stamp—and sharing the experience through publications and regional cooperation.

Each institution must define its own path and sustain it over time. The route of the Universidad del Norte shows that it is possible to move from dispersed initiatives to an integrated policy with verifiable goals—such as 2030 for global universal experiences—provided that coherence between institutional mission, curricular design, teaching staff development, student support, and evaluation is maintained. In that balance between vision and execution, between institutional design and daily work in the classroom, lies the core of

innovative pedagogical practices for a curriculum internationalisation that is truly for everyone.

## **Learning Activities to develop**



### **Learning Activity 1: Conduct a curricular reflection of the content of Module 1**

Based on the video and the readings, it is important to propose an activity that invites participants to share reflections on the Internationalisation of the Curriculum.

#### **Step 1:**

Each participant must select a quote from the readings and post it in the group/forum of “Readings Module 1” of the HUBIoC Experts social network, followed by a comment/brief reflection.

#### **Step 2:**

Review the reflections of other participants and make comments on at least two different ones from the group.

To carry out this activity, each participant must log into the HUBIoC Experts social network and register. Once in that space, and at the top, click on the “Groups” tab and then in the “Join Group.” From there, you will be ready to upload your reflection and comment on those of other participants.



### **Learning Activity 2: Intervene a syllabus from the perspective of curriculum internationalisation**

Based on everything worked on in Module 1 and the suggested readings, it is proposed to intervene the syllabus with what has been learned.

## Step 1:

Attach the syllabus of the subject/module that each participant has decided to work on in the course to intervene it with strategies for curriculum internationalisation. At the same time, click on "Start the assignment." In the text box, copy and paste the original introduction/description of the syllabus you selected.

## Step 2:

Identify the lines of the syllabus that can be modified so that they reflect an internationalized proposal. Consider that in some cases, information can be added, some aspect modified, previously stated points highlighted, etc. The modified introduction must highlight the importance of curriculum internationalisation and its application in the subject you have decided to intervene. At least one citation from the suggested readings must be incorporated into this modified introduction.

## Step 3:

Once you have your modified version, copy and paste it below the original description/introduction and share the material.

### **Bibliographic references of Module 1:**

- De Wit, H., and Deca, L. (2020). Internationalisation of higher education: challenges and opportunities for the next decade. European Higher Education Area: Challenges for a new decade, pp. 3-11.
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- Ilieva, R., and Beck, K. (Eds.). (2024). Language, culture, and education in an internationalized university: Perspectives and practices of faculty, students, and staff. Bloomsbury Academic.
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- Kim, T. (2009). Transnational academic mobility, internationalisation, and interculturality in higher education. *Intercultural Education*, 20, 395-405.
- Ladegaard, H. (2022). To Internationalize or Not: Intercultural Experiences of Students in Universities in Hong Kong. *Lengua y Comunicación Intercultural*, 22, 552 – 566.
- Lantz Deaton, C. (2017). Internationalisation and Development of Students' Intercultural Competence. *Docencia en la Educación Superior*, 22, 532 – 550.
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- Precio, F. (2024). Exploring the Implications of University Campuses as Intercultural Spaces from the Perspective of Social Justice. *London Review of Education*.
- Qu, M., and Forsey, M. (2024). Internationalisation as Integration? A Qualitative Study of the Motivations and Experiences of Chinese International Students at an Australian University. *SAGE Open*.
- Sercu, L. (2022). Home Internationalisation as a Factor Affecting Intercultural Competence: A Study Among Belgian University Students. *Revista Europea de Educación Superior*, 13, 536 – 557.
- Spencer Oatey, H., and Dauber, D. (2019). Internationalisation and Student Diversity: To What Extent Are Opportunities Perceived and Taken Advantage Of? *Educación Superior*, 1 – 24.
- Stier, J. (2003). Internationalisation, Ethnic Diversity, and Acquisition of Intercultural Competences. *Educación Intercultural*, 14, 77 – 91.
- Tan, Y. (2020). International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact. *Educational Review*, 72, 131 – 131.
- Urban, E., and Palmer, L. (2014). International Students as a Resource for the Internationalisation of Higher Education. *Revista de Estudios en Educación Internacional*, 18, 305 – 324.
- Wang, X., and Shen, Y. (2024). Is Studying Abroad a Prerequisite for the Development of Intercultural Competence in University Students? *Estudios Asiáticos de Educación y Desarrollo*, 13(3), 253 – 266. 10\_¿Es la internacionalización en el extranjero un requisito previo para el desarrollo de la competencia intercultural de los estudiantes universitarios?
- Young, T., Handford, M., and Schartner, A. (2017). The Internationalized University: An Intercultural Effort? *Revista de Desarrollo Multilingüe y Multicultural*, 38, 189191.

## Module 2: Connecting worlds: Interculturality in the curriculum

### **Presentation**

This module focuses on the recognition and appreciation of cultures and therefore on the intercultural competence inherent in an international curriculum. Considering the needs of the society in which we live, internationalisation requires interculturality, so you will achieve recognition of the most important dimensions of culture, as well as the levels of intercultural competence required in different educational strategies.

The module consists of two lessons: 1) Culture: definitions and manifestations and, 2) Intercultural competence

Below, both lessons are detailed, with their respective contents and learning activities to be developed.

### **Lesson 1: Culture: definitions and manifestations**

Developing intercultural awareness is not simply an academic exercise, but a key step towards creating more inclusive, responsive, and globally relevant learning environments.

In the classroom, we often recognize that cultural differences exist, but we may not fully understand how our own cultural background influences the way we teach, communicate and design learning experiences.

This lesson aims to establish a shared framework for thinking critically about culture in order to design courses that resonate with diverse perspectives and empower students to successfully navigate diverse environments.

### **Learning outcomes**

By the end of this Lesson of Module 2, participants are expected to be able to:



Identify and explain key concepts of culture, including cultural values, communication styles, and the negotiation of identity.



Analyze how cultural manifestations shape interpersonal and intercultural interactions and critically reflect on how one's own cultural identity influences perception, behavior, and communication in academic and everyday contexts.

In this first Lesson of Module 2, participants will find a **Video with a master class on Definitions and Dimensions of Culture by Prof. Alyssa Iacono from the Universidad Católica Argentina (UCA)**. In this way, participants are invited to reflect on how culture is defined, how it manifests and how it influences our perceptions of what we consider "normal" or "common sense." From this, tools are offered that allow for a better understanding of cultural differences and promote a more inclusive and global classroom.

The notion of culture does not have a single, universal definition, but rather admits multiple approaches. Some associate it with the cultivation and work of the land; others, with formal education, understood as the development of knowledge that allows for the formation of critical judgment. Meanwhile, definitions such as that of UNESCO understand it as a set of distinctive traits—spiritual, material, intellectual, and emotional—that characterize a society or group. It is also described as acquired knowledge that people use to interpret their experience and guide their behavior. Despite their differences, all these definitions share certain elements: culture is a collective construction, it is learned and transmitted socially, and it allows for distinguishing one group from another. From this perspective, the metaphor of the iceberg is often used to represent culture: there are visible elements—such as food, language, or clothing—and others that are more difficult to perceive—such as values, attitudes, or beliefs—that are fundamental to understanding cultural differences.

In this framework, it is pertinent to revisit Geert Hofstede's analogy, who proposes thinking of culture as a form of "mental programming," similar to the software that operates in a computer. This programming is primarily acquired in early childhood and, although it can be modified throughout life, it has a lasting influence. This approach invites us to question what we understand by "normal" or "common sense," as normal is not an objective fact, but a social construction determined by cultural context. To illustrate this idea, the example of Finland is presented, where it is common to let babies sleep outdoors, something that may seem surprising or even alarming to people from other cultures.

From this perspective, three levels are proposed to analyze human behaviors: the universal, the cultural and the personal. There are universal needs and behaviors shared by all human beings — such as eating or sleeping — but the way they are expressed is cultural. For example, while we all eat, we do so with different utensils, at varied times, and with foods specific to each culture. This level responds to a collective phenomenon, with unwritten rules that are learned socially and that distinguish the members of one group from others. In turn, within each culture, each person has individual tastes, values and habits. Therefore, it is important to distinguish which aspects of our behavior are shared by humanity, which respond to a cultural logic and which are the result of personal preferences.

Then, the concept of cultural manifestations is addressed, organized into three levels: symbols, heroes and rituals. Symbols include words, gestures, clothing and images; they are visual elements and the most easily modifiable. Heroes are figures — real or fictional — that possess qualities highly valued by a culture and that function as models of behavior, such as perseverance.

Rituals, for their part, comprise social practices such as ways of greeting or religious and social ceremonies, which express belonging to a group. These manifestations allow for the identification of deeper cultural values, which, although less visible, constitute the core of any culture. Such values often have a strong evaluative load — for example, good/bad, safe/dangerous — and are the most difficult to modify, as they are acquired from a very early age.

Culture cannot be erased or ignored: it is not possible to conceive of a society without culture. Even in extreme contexts, such as a group of unknown people living on a deserted island, norms, agreements, and forms of organization that allow for coexistence will inevitably arise. Culture is an inevitable phenomenon, and each person simultaneously belongs to multiple cultural levels: national, regional, linguistic, generational, organizational, among others. The more we move between different cultures, the more aware we become of our own beliefs and practices.

In the final part of the module, the cultural dimensions proposed by Geert Hofstede are addressed. These dimensions should not be understood as fixed or deterministic labels, but as interrelated analytical tools that help interpret behaviors, understand cultural differences, and promote intercultural dialogue.

The first dimension is the power distance. In cultures with low power distance, people value horizontal relationships, equitable distribution of power, and merit-based rewards. Respect is expressed through inclusion or individual initiative. In contrast, in cultures with high power distance, hierarchy and inequality are accepted, and rewards are given according to rank or position. There, respect is manifested through obedience or benevolence towards authority figures.

The second dimension is the individualism-collectivism axis. In individualistic cultures, decisions are made primarily considering the individual or their close environment; in collectivist cultures, however, the well-being of the group prevails. In the latter, people often prioritize the needs of the family or community group over their own desires.

The third dimension is masculinity versus femininity, understood here not in terms of gender, but as cultural orientations. Masculinity is associated with a greater valuation of achievements, competitiveness, and material rewards; in these societies, gender roles tend to be more clearly defined. Femininity, on the other hand, is linked to caring for others, empathy, and service, and with less rigidity in the differentiation of gender roles.

The fourth dimension is uncertainty avoidance. In cultures with low avoidance, uncertainty is perceived as a normal part of life. People accept risk, value innovation, and view conflicts and negotiations positively. In contrast, in cultures with high avoidance, uncertainty is experienced as a threat; therefore, stability is prioritized, risks are avoided, and a set of clear rules is followed to reduce ambiguity.

To exemplify these dimensions, cultural profiles of Argentina, Colombia, Romania and Spain are presented, comparing how these countries position themselves in relation to each of the variables. This type of comparison facilitates the understanding of differences in communication styles, organization, or decision-making, although it must always be recognized that there are individual variations within any culture.

Finally, it invites reflection on how these dimensions and cultural manifestations are expressed in our daily experience. Questions such as "How is success measured in my culture?", "What is the appropriate age to become independent from parents?" or "How do global events, such as the pandemic or an economic crisis, affect the values and behaviors of my community?" allow for a more critical and open perspective. This reflection is key to building intercultural and more inclusive classrooms in which what is considered "normal" is questioned and diversity is valued as a genuine source of learning.

It is suggested to expand the theme developed in the Video with the following recommended readings:

- Hall, E. T. (1959). *The Silent Language*. Doubleday.
- Hofstede, G., and Hofstede, G. J. (2010). *Cultures and Organizations: Software of the Mind*. McGraw Hill.
- Ting Toomey, S. (2012). *Understanding Intercultural Communication*. Oxford University Press.

## **Lesson 2: Intercultural competence**

Intercultural competence has become more than necessary in today's society. We live, work, study and travel in intercultural and multicultural communities. To be respectful, professional, and have effective communication, we need to be aware of the cultural diversity that surrounds us. Therefore, we must develop our intercultural competence and train it to fit the needs we face.

In this second lesson of Module 2, the discovery of our own conscious and unconscious cultural construction and manifestation, as well as that of others, continues and focuses on intercultural competencies, paying special attention to their meaning, the ways in which they can be acquired and developed, and the possible ways to evaluate them.

In summary, in this lesson you will assess your own intercultural skills and different ways to improve them. At the same time, you will learn ways to enhance your teaching, thus preparing your students to become better professionals in the job market.

## Learning outcomes

At the end of this second lesson of Module 2, it is expected that participants will be able to:



Identify ways to improve their own intercultural competence.



Analyze their curriculum to see how it can be improved interculturally.

In this second lesson of Module 2, participants will find a **Video with a master class on intercultural competence by Prof. Claudia Stoian from the Polytechnic University of Timișoara**. The intervention is framed in a global context where cultural exchanges have intensified at a dizzying pace over the last century. Current societies are intertwined in a complex network of interdependent economic, technological, political and social relationships. This interconnectivity, which already defines our present, will intensify even more in the future, making it essential for both teachers and students to develop greater cultural knowledge and adequate linguistic skills to act effectively in international contexts.

In this second lesson, it seeks to highlight the importance of being interculturally competent, in line with the content addressed in the previous lesson on culture and cultural dimensions. The main objective is to raise awareness about this competence, considered mandatory in today's society, and to explore ways to develop it both in the role of trainers and learners. To advance towards this objective, interculturality is defined as a social, cultural, and communicative phenomenon that involves the relationship between two or more cultures on equal terms. Unlike multiculturalism—which is based only on coexistence—interculturality promotes dialogue and active interaction, without implying the fusion or assimilation of cultures. Its focus is on valuing cultural identities and ensuring social inclusion and equity among all groups. It is important to note that the "different" should not be assumed as "strange," and that many times cultural differences only highlight other frames of reference. This leads to the key question: how do we prepare—and prepare our students—to be competent from an intercultural perspective?

Intercultural competence is defined as a behavior that is appropriate and effective in a given context. This implies that it is not enough to act appropriately according to our own parameters, but we must also be able to correctly interpret foreign situations. Intercultural competence requires the internal capacity to manage the key challenging characteristics of intercultural communication, such as cultural differences, lack of familiarity, the intergroup posture, and the experience of stress that often accompanies intercultural encounters. Being a competent intercultural communicator implies having the ability to interact with people from other linguistic and cultural backgrounds effectively, appropriately, and respecting their own cultural terms.

Among the components that help develop this competence are: the motivation to communicate, an adequate background of cultural knowledge, appropriate communication skills, sensitivity and character. To advance towards this development, several steps are suggested: starting by getting to know oneself in terms of culture, perceptions, and behavior patterns; practicing empathy; strengthening active listening and developing flexibility in communication. These steps allow for better adaptation to the different communicative contexts in which one participates.

On the other hand, in this lesson, a series of key points necessary for developing intercultural competence are presented. Among them, the importance of understanding the cultural perspectives and lenses through which people interpret reality is highlighted. To illustrate this, an ambiguous image is used that can be perceived as a young woman or an old woman, depending on the observer. This visual metaphor allows for the introduction of the idea that each culture views the world through its own interpretive frameworks, which can lead to misunderstandings if one is not aware of it.

Another essential aspect is language and translation, particularly wordplay, idioms, and culture-specific elements. These linguistic elements, deeply anchored in specific cultural contexts, can generate confusion or erroneous interpretations if translated literally or if their implicit meanings are unknown. It is also exemplified how religion can condition the reception of messages: a company advertising a refrigerator showing a beef chop in India incurs a serious cultural error due to the sacred nature of the cow in that country.

Non-verbal communication is equally crucial. The gesture of joining the thumb and index finger in a circle can have radically different meanings depending on the context: approval in some countries, nullity in France, money in Japan, or an obscene connotation in Brazil. This variability underscores the need to be informed about local gestural norms to avoid misunderstandings or disrespect.

Another factor to consider is the use of color. The use of certain colors in institutional or advertising campaigns can activate unexpected cultural associations. The case of a company that chose the color blue in a country where this shade is linked to funerals is presented, which generated a negative reception of the message.

Finally, among the key points for developing intercultural competence are communication styles. In this regard, it is noted that in cultures such as Latin ones, there is a tendency to leave information between the lines and not communicate explicitly, which can generate confusion when interacting with people from direct and frank cultures, such as the American. This mismatch in styles can produce misunderstandings if the difference in communicative codes is not recognized.

Then, the barriers that hinder the development of intercultural competence were addressed, which arise when individuals do not adequately understand the message of their interlocutors from other cultures. Among the factors that lead to these misunderstandings, language is mentioned first: translation errors, vocabulary, punctuation, or pronunciation can hinder communication. Cultural shock is also highlighted, understood as the inability to understand or accept different norms, values, and lifestyles. Other factors that generate barriers are: the decrease in listening capacity (due to lack of concentration or by ignoring unknown words); ethnocentrism, which implies the belief in the superiority of one's own culture; lack of sensitivity, which prevents paying attention to the needs and feelings of others; and lack of openness and sincerity, when people communicate in an excessively formal manner and do not allow themselves to express opinions or emotions. To overcome these barriers, the importance of working on acceptance as a fundamental attitude for intercultural understanding is emphasized.

To conclude, it is stressed that interculturality must be an integral component of the educational curriculum. Including this dimension not only in specific subjects but as a transversal part of the study plan allows preparing new generations to navigate a globalized world. Today's students will likely be part of intercultural work, academic, or family environments, and their education must take this reality into account.

To achieve this, teachers must be the first to work on their own intercultural competence and then progressively incorporate tasks and activities with this approach into their classes. Some suggested strategies are: role-playing, storytelling, presentations, mixed team work, and case studies. These methodologies not only favor cultural understanding but also collaborative learning and openness to diversity.

Finally, it is proposed to delve deeper into this topic with the masterclass by Professor Mariví Pérez Mateo from the University of Alicante, Spain, where communication and intercultural competence are addressed (INSERT LINK TO VIDEO).

It is suggested to expand on the topic developed in the video with the following recommended readings:

- PICT. (2012). Promotion of intercultural competence in translators: Curriculum framework for intercultural competence.

- Samovar, LA, Porter, RE and McDaniel, ER (2010). Communication and Culture: The Challenge of the Future. In Communication Between Cultures (7th ed., pp. 1-24). Wadsworth Cengage Learning.
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- Spitzberg, B. (1997). A Model of Intercultural Communicative Competence. In L. A. Samovar and R. E. Porter (Eds.), Intercultural Communication: A Reader (8th ed., pp. 379-391). Wadsworth Cengage Learning.

## **Webinar**



**Titled "Implementation of cultural dimensions in the classroom", led by Prof. Claudia Stoian, Polytechnic University of Timișoara (UPT) and Prof. Alyssa Iacono, Pontifical Catholic University of Argentina (UCA).**

## **Content**

During this webinar, there was a deeper discussion about the tools, models, and best practices for implementing and maximizing interculturality in the classroom, which participants are expected to later put into practice in their own classrooms.

First, an icebreaker activity was conducted about the obvious and curious in cultures. Participants were asked to select and upload two images to the padlet with their name, university, and a brief description of the image:

- An image that represents something considered obvious in their culture (something common or typical).
- An image that represents something curious about their culture (something unusual or unexpected).

The images identified by each participant were shared and explained, highlighting the inherent aspects of culture, from the obvious to the curious.

Participants were then invited to respond with a word or a short phrase in Mentimeter to the following question: "What is interculturality?" After collecting the responses and sharing them among the webinar participants, they were invited to use Mentimeter again to rate "disagree" or "agree" with three assumptions associated with interculturality in the classroom:



*I believe that interculturality is relevant but I am not sure how to apply it effectively.*



*Interculturality is explicitly integrated into the objectives or competencies of my course.*



*I reflect on how my own culture influences how I teach.*

Based on the responses, some recommendations were made that focused on the following aspects:

- Promote collaborative work, constituting heterogeneous groups
- Actively challenge stereotypical and generalized views
- Diversify content and bibliography
- Design activities with multiple cultural perspectives

In a second part of the webinar, activities were advanced to develop intercultural competence in the classroom. To this end, some definitions of intercultural competence were first shared:



*"Intercultural competence is understood as the ability to interact successfully with people from other cultures and in a wide variety of situations and contexts. It would be the concept of social competence applied to intercultural environments" (Crawshaw, 2002).*



*"It is the general capacity of an individual to manage key aspects of intercultural communication: such as cultural differences and unfamiliarities, intergroup dynamics, and the tensions and conflicts that accompany these processes" (Boom, 2000).*



*"They are the cognitive, affective and practical skills necessary to function effectively in an intercultural environment. They are aimed at creating an educational climate where people feel accepted and supported by their own skills and contributions, as well as allowing effective and fair interaction among group members" (Aguado, 2003).*

The incorporation of intercultural competence in higher education constitutes a fundamental strategy to address the contemporary challenges of university training. First, it responds to the real diversity of the student body, recognizing that current classrooms are made up of people with multiple trajectories, cultural backgrounds, languages, and life experiences.

This diversity should be seen as an opportunity to enrich teaching and learning processes, fostering an inclusive academic environment where each student can feel recognized and valued.

Likewise, integrating intercultural competence prepares students for a global and interdependent world, in which professional, social, and academic relationships transcend national borders. In a context characterized by mobility, international cooperation, and the need to address common issues, having skills to communicate, collaborate and develop in culturally diverse environments becomes an essential requirement for personal and professional development.

Finally, promoting intercultural competence fosters the formation of critical, empathetic citizens committed to equity. By learning to question stereotypes, recognize different perspectives, and understand foreign realities, students develop a more open and reflective outlook that allows them to contribute to the construction of fairer, more respectful, and supportive societies. In this way, higher education not only transmits knowledge but also promotes essential values for harmonious coexistence in an increasingly plural world.

In the webinar, participants were invited to “Know your own culture,” based on a reflection on their cultural identity and the elements that shape their daily lives. The material, taken from a Peace Corps worksheet (2002), states that all people possess a culture and that each one is different, proposing an introspection exercise through specific questions:

1. *What languages do you speak?*
2. *What music do you listen to? What dances do you know?*
3. *What foods do you eat at home?*
4. *In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think of things like table manners, behavior towards guests in your home, what to say when answering the phone, how to say thank you for a meal).*
5. *What do you wear on special occasions?*
6. *How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?*
7. *What holidays and ceremonies are important in your family?*

*8. Describe something very important to you. It can be a value, such as respect or honesty. It can be a person, like one of your parents, a brother, a sister, or a friend. It could be a goal, like going to college or designing a website. It could be a hobby.*

*9. In one sentence, or two, how would you describe the characteristics of the culture you are part of?*

As a counterpoint to this exercise, it is also necessary to "Know the culture of others," which represents a particular challenge in training processes, as students are not constantly exposed to real-life situations in cultural contexts different from their own, as is the case with their own culture. This limitation demands the creation of spaces and strategies that allow students to connect with diverse realities, thus favoring the development of intercultural competencies.

Among the activities that can contribute to this purpose are the realization of online research or in books, the viewing of films that reflect other cultural realities, and participation in international student organizations or collaborative projects. Likewise, virtual exchange classrooms represent a valuable tool, as they provide the opportunity to interact directly with people from other cultures and know them firsthand.

As generally all classes are now multicultural or have at least one international exchange student, this diversity could be leveraged to carry out an activity about the knowledge of the culture(s) of others.

Students can reflect and research on the following topics:

- *What are the cultures of your classmates? Is there any different from yours?*
- *What are their customs? Pay attention to verbal and non-verbal ones.*
- *Are they different from yours?*
- *How could you help them integrate better and feel welcomed in your culture?*

Finally, specific ideas were provided to integrate interculturality into the university curriculum:

- *Cultural experience exchange: create spaces for students to share their experiences and knowledge about their own cultures, fostering respect and appreciation for diversity.*
- *Integration of intercultural content in teaching materials: incorporate examples, case studies, readings, or audiovisual resources that reflect cultural diversity in the area of study.*
- *Adaptation of methodology: consider the diversity of learning styles and adapt the teaching methodology to be accessible and meaningful for all students.*
- *Participation of students from different backgrounds: encourage the active participation of students from diverse cultures in academic activities, ensuring that their voices are heard and valued.*
- *Collaboration with intercultural organizations: establish collaborations with organizations or institutions that promote interculturality to enrich students' training and broaden their perspective.*
- *Evaluation of interculturality: implement evaluation mechanisms that allow for assessing the development of intercultural competence in students.*



To conclude the webinar, the following reflection activity was proposed to be developed in groups of 4 to 5 people:



How do I inform myself about who my students are?

- Local students, from another region, country, etc.
- Speakers of various languages
- First-generation students



What assumptions do I make when planning my class?

- Prior knowledge
- Expectations about “good” participation
- Ways of learning and studying



What voices are represented in my program or bibliography?

Additionally, it was requested that each group identify 2 concrete actions that can be implemented and 2 challenges they face in doing so.

Upon returning to the plenary room, the main findings and reflections from each working group were shared.

## **Learning Activities to develop**



### **Learning Activity 1: Conduct a curricular reflection on the content of Module 2**

Based on the videos from the 2 lessons and the readings, it is important to propose an activity that invites participants to share reflections around Intercultural Competence.

#### **Step 1:**

Each participant must select a quote from the readings and post it in the group/forum “Readings Module 2” of the HUBIoC Experts social network, followed by a comment/brief reflection.

#### **Step 2:**

Review the reflections of other participants and make comments on at least two different ones from the group.

To carry out this activity, each participant must log into the HUBIoC Experts social network and register. Once in that space, at the top, click on the “Groups” tab and then on “Join Group.” From there, they will be ready to upload their reflection and comment on those of other participants.



### **Learning Activity 2: Intervene a syllabus from the perspective of curriculum internationalisation.**

Based on everything covered in Module 2 and the suggested readings, you will now apply what you've learned to a syllabus.

## Step 1:

Introduce one or more global and intercultural competencies you learned in this course/module into the syllabus you've chosen to modify, specifically within the expected learning outcomes.

## Step 2:

Once you have the modified version, share the material with the other participants.

### **Bibliographic references module 2:**

#### **Lesson 1: Culture: definitions and manifestations**

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## Module 3: Competencies for global citizenship

### **Presentation**

In this module, work continues on the competencies necessary for the internationalisation of the curriculum, paying special attention to global citizenship. It focuses on the framework of international competencies that are subsequently used to assess the competencies of international students.

This module offers two lessons: 1) framework of international competencies and 2) assessment of the competencies of international students, followed by a webinar in the synchronous modality.

Below, both lessons are detailed, with their respective contents and learning activities to be developed.

#### ***Lesson 1: Framework of International Competencies***

The global competencies linked to the internationalisation of the curriculum are essential because they allow students to develop key skills to interact effectively in diverse cultural contexts. Global competencies encompass the ability to understand and appreciate other perspectives, communicate interculturally, and act responsibly in an interconnected world. These skills not only prepare students to face the challenges of the global labor market but also foster an open, tolerant, and critical mindset, essential in increasingly multicultural and complex societies.

Furthermore, the integration of global competencies into the curriculum contributes to the development of global citizens committed to the social, economic and environmental issues of the world. This approach promotes meaningful learning by connecting academic content with real and internationally relevant situations. In a course on internationalisation, addressing these competencies helps ensure that the educational experience transcends national borders and prepares students to collaborate and lead in global environments ethically and effectively.

### ***Learning outcomes***

By the end of this Lesson of Module 3, it is expected that participants will be able to:



Recognize the fundamental global competencies linked to the internationalisation in university education.



Reflect on the role of higher education institutions in the development of global citizens committed to the challenges of the current world.

In this first Lesson of Module 3, participants will find a **video with a master class developed by the team from the Polytechnic University of Madrid (UPM) on innovative pedagogical practices for the internationalisation of the curriculum**. The session is led by **professors Virginia Díaz and Rocío Rodríguez Rivero**, who, along with other teachers from the team, will develop different topics linked to global and intercultural competencies.

The starting point is the recognition of a paradigm shift derived from the processes of globalization. This new context demands a redefinition of the competencies that professionals must acquire and, consequently, university students. Traditional scientific-technical competencies are no longer sufficient: today, social, intercultural, ethical competencies, and those linked to sustainability and development are essential. Universities must train professionals capable of establishing constructive relationships in plural and globalized societies, with the ability to face shared challenges such as geopolitical tensions, climate change, digitalization, social polarization, economic crises, and humanitarian crises.

This environment demands specific competencies: mediation, negotiation, understanding of cultural contexts, environmental sensitivity, critical thinking, ethics, empathy, conflict resolution, adaptability, and commitment to diversity and inclusion. In the face of these challenges, it is proposed to work with a framework of global competencies that allows for the evaluation, development, and reflection on the necessary learnings to train citizens committed to a sustainable and inclusive world.

To this end, the definition of global competency proposed by the OECD is adopted. It defines it as the ability to examine local, global and intercultural issues; understand and value the perspectives and worldviews of others; participate in open, appropriate, and effective interactions with people from different cultures; and act in favor of collective well-being and sustainable development. While there are various definitions, all converge on three essential components: a cognitive dimension (knowledge about other ways of life and culture), a methodological dimension (participation in international movements and Institutions) and an affective dimension (capacity for coexistence and respect).

Among the most influential frameworks are those of the OECD and UNESCO. The former, developed in the PISA 2018 report, proposes four dimensions: knowledge, skills, attitudes, and values. These are essential for young people to understand the world beyond their immediate environment, appreciate diversity, and act responsibly to build inclusive and sustainable communities.

For its part, the UNESCO model is visually structured like a tree. The roots represent culture and communication, understood as the foundation of any intercultural competence. The trunk symbolizes human rights and diversity, considered essential for developing these competencies. The branches (promotion, teaching) and leaves correspond to specific competencies (such as resilience, reflection, or responsibility), which must adapt to the sociocultural context of each institution. This framework defines intercultural competence as the ability to navigate effectively in environments marked by cultural, social, and lifestyle diversity. It emphasizes that this competence is a dynamic and continuous process, structured around different pillars: critical self-reflection on cultural identity, unlearning stereotypes through dialogue, creative management of intercultural conflicts, and transnational collaboration for common goals.

In this Lesson, the main challenges faced by universities to advance in this process are also addressed. First, organizational and strategic obstacles are highlighted, including the lack of coordination among actors, the rigidity of legal frameworks, excessive bureaucracy, and the scarcity of resources. These limitations hinder the incorporation of global competencies into curricula, especially when teaching staff do not have real opportunities for internationalisation or lack specific training.

Another relevant challenge is the low level of academic offerings in foreign languages, which restricts the possibility of attracting international students or preparing local students for multicultural contexts. Furthermore, the speed of technological development exceeds the institutional capacity for adaptation. Tools such as artificial intelligence and digital environments demand new competencies that are not yet systematically integrated into university education.

In light of this scenario, it is proposed to design institutional strategies that are comprehensive, sustained over time and aligned with internationalisation objectives. These strategies must include both teaching and administrative staff and guarantee conditions that facilitate continuous professional development.

Finally, as part of the activity of this Lesson, the reading and analysis of an article that presents a framework of global competencies is proposed:

- Ortiz Marcos, I., Breuker, V., Rodríguez Rivero, R., Kjellgren, B., Dorel, F., Toffolon, M., Uribe, D., & Eccli, V. (2020). A global competency framework for engineers: The need for a sustainable world. *Sustainability*, 12(22), 9568.

Based on the reading and analysis of the text, it is expected that each participant can reflect on whether this framework can be applied in each institutional context and, if not, propose modifications or adaptations that make it relevant. For this, each participant will be able to add/remove competencies according to the needs of their context, or develop a new framework more appropriate to their institution. The result of this work must be presented in a synchronous space, to be debated among all participants.

In summary, in this Lesson, it is emphasized that university education must transform to respond to the demands of a globalized world. Global and intercultural competencies are not an optional addition, but a necessary condition to prepare students capable of acting ethically, critically, and collaboratively in complex, diverse, and interconnected scenarios.

It is suggested to expand the theme developed in the Video with the following recommended readings:

- OECD. (2018). Global Competencies Framework PISA 2018. OECD. Retrieved from
- UNESCO. (2013). Intercultural competencies: Conceptual and operational framework. UNESCO.

## ***Lesson 2: Evaluation of the competencies of international students***

The evaluation of global competencies is essential to ensure that learning linked to the global dimension can be measured objectively and meaningfully. Internationalisation not only involves exposing students to international content but also ensuring that they develop skills such as intercultural communication, global critical thinking, and problem-solving in diverse contexts. To achieve this, it is necessary to have tools and evaluation methods that allow identifying whether students are achieving these objectives and to what extent.

Furthermore, an adequate evaluation of global competencies provides feedback to both teachers and students about the real impact of the internationalisation strategies implemented in the curriculum. Likewise, it facilitates the continuous improvement of academic programs, aligning them with international standards and the demands of the globalized labor environment.

The inclusion of this lesson in the course promotes a more strategic and rigorous vision of internationalisation, based on evidence and aimed at achieving concrete results in the comprehensive development of students.

## **Learning outcomes**

At the end of this second Lesson of Module 3, it is expected that participants will be able to:



Analyze the theoretical, normative and cultural frameworks that support the evaluation of competencies in international students.



Identify the specific needs of international students in various educational contexts and design and implement inclusive, relevant, and culturally sensitive evaluation tools and strategies.

In this second **Lesson of Module 3, participants will find a video with a master class developed by Professors Virginia Díaz and Rocío Rodríguez Rivero from the Polytechnic University of Madrid (UPM)** that addresses in depth the evaluation of global competencies in university students.

The lesson is organized into five parts: introduction, key components for evaluation, evaluation methodology, challenges of universities, and a final practical activity.

The introduction starts from a fundamental definition: the evaluation of global competencies is understood as a multidimensional process that requires integrating measurements of knowledge, skills and attitudes. These dimensions allow students to interact ethically and effectively in intercultural contexts, as well as to address global challenges. The rigorous evaluation of global competencies is necessary, as it allows universities to know the level of preparation of their students to face the challenges of an interconnected world and to guide more effective educational policies that are comparable at the international level. In this sense, the importance of making evidence-based decisions that allow identifying the current state and planning continuous improvement processes is emphasized.

In second place, the key components that make up global competencies are detailed and, therefore, must be evaluated. The first is knowledge, linked to the ability to identify interdependencies between global phenomena and analyze them critically. The second is skills, which encompass communication, mediation, and ethical reasoning for decision-making. The third component is attitudes, which include respect, empathy, and commitment to social equity. These three – knowledge, skills, and attitudes – constitute the foundation of a solid global competency, and their integration must be carefully considered in evaluative instruments.

Regarding the methods for evaluating competencies, the OECD framework is presented first through the PISA 2018 report, which for the first time included a specific module dedicated to measuring competencies. Although this experience has not been repeated since then, it is considered a key reference. The model distinguishes four dimensions: knowledge, cognitive skills, social skills, attitudes, and values. However, in practice, the values component was left out of the scope of the applied analysis. Competencies were evaluated through various instruments. Global knowledge was measured through cognitive tests contextualized in real situations. Critical skills were evaluated through simulations and scenarios that included ethical dilemmas and required analysis from diverse cultural perspectives. Regarding attitudes, contextual questionnaires with Likert-type scales were used, exploring cultural openness, respect for diversity and social responsibility.

Within the variety of methods presented, self-perception questionnaires are used when the student or teacher assesses their own level of global competency, attitudes, and international experiences. This method is one of the most used, as it is easy to apply on a large scale and allows for comparisons. However, it presents the risk of socially desirable responses and a lack of honesty on the part of those completing them. Performance rubrics constitute another common method; this involves evaluation through detailed rubrics that describe levels of achievement in each dimension of global competency. This approach fosters self-reflection and adapts to different educational levels and contexts. However, they are difficult to standardize for subsequent comparisons and require time and specific teacher training for their correct application.

Peer assessments and 360° evaluations are also addressed. In the first case, the evaluations come from colleagues in the same sector, while in the second, teachers, institutional leaders, and self-assessment are also involved. Both modalities promote feedback, a comprehensive view of performance, and continuous improvement, but they can be influenced by personal relationships, and their implementation demands more time and resources. Direct observation, especially recommended from the field of psychology, involves techniques such as reflective journals, analysis of experiences collected in the classroom or through specific collaborative projects. This type of evaluation is highly authentic and contextualized, but presents serious difficulties in systematization and comparison between institutions, in addition to requiring resources and training.

A method that seeks to overcome some of the mentioned limitations is evaluation through scenarios. This tool consists of presenting realistic situations, dilemmas, or problems associated with international contexts, where it is expected that the evaluated individual identifies an appropriate response or proposes a solution. This approach promotes critical reflection and autonomous decision-making. However, its design requires time, experience, and skill to construct scenarios that are realistic, relevant, and at the same time neutral, that is, that do not induce socially acceptable responses.

The lesson also addresses the main challenges that universities face when evaluating global competencies. These are grouped into three categories: methodological, organizational, and validation challenges. From a methodological point of view, the absence of a unified and accepted definition of global competency stands out, which complicates its operationalization. Furthermore, the tests are standardized, tend to be biased, and reflect Eurocentric perspectives. On the organizational level, global competencies are not usually prioritized as institutional priorities, given that international rankings value other indicators such as employability or scientific production. This low priority leads to scarce funding and motivation for teacher training in this field. Finally, the validation challenges refer to the difficulty of homologating results between educational systems and the distrust towards rankings due to the lack of transparency in the evaluation of these competencies. This situation generates resistance to change that hinders pedagogical innovation and progress in this type of evaluation.

To conclude, participants are invited to read the following scientific article:

- Ortiz Marcos, I., Ballesteros Sánchez, LI, Hernández Bayo, A., Rodríguez Rivero, R., & Guillermo, G. (2021). Evaluation of the Global Competence of Engineers for a Sustainable World. Evidence from the TA VIE Project. *Sustainability*, 13(22), 12924.

Based on the analysis of this article, it is suggested to select a relevant competency in the institutional context, clearly define it and establish five levels for its acquisition (from the most basic level to an advanced acquisition) and design a realistic scenario that allows measuring that competence at those five levels of achievement. It is encouraged to use the example available in the annex of the article as inspiration, but it is also encouraged to create new proposals from creativity and institutional specificity. The result of this work must be presented in a synchronous space, to be debated among all participants, along with the work done in Lesson 1 of this same module.

It is suggested to expand the theme developed in the video with the following recommended readings:

- Clouet, R. (2013). Understanding and evaluating intercultural competence in an online environment. *Spanish Journal of Applied Linguistics*, 26, 139-158. Obtained from
- Li, J., Wu, J., and Rahman, MM (2024). Global competence in higher education: A systematic review of ten years. *Frontiers in Education*, 9.

## Webinar



**Titled: Interdisciplinary approaches and innovative pedagogies for global learning**  
**Led by Professors Virginia Díaz and Rocío Rodríguez Rivero from the Polytechnic University of Madrid (UPM).**

## Content

During this webinar, the works carried out by the participants regarding Lesson 1 and Lesson 2 were shared. The professors in charge of the space encouraged the participants through Wooclap to reflect on the Framework of global competencies for engineers, first responding about what is applicable to their own institutional contexts, and secondly about competencies that should be included in that Framework. In a second moment, work was done with the competencies chosen by the participants and the proposed definitions and levels of achievement.

## Learning Activities to be developed



### Learning Activity 1: Curricular reflection on the content of Module 3

#### Step 1:

Based on the video and the readings, it is important to propose an activity that invites participants to share reflections on the Internationalisation of the Curriculum. For this, each participant must select a quote from the readings and post it in the group/forum of "Readings Module 3" of the HUBIOC Experts social network, followed by a comment/brief reflection.

#### Step 2:

On the other hand, you are requested to make comments to at least two different participants from the group.

To carry out this activity, each participant must log into the HUBIOC Experts social network, register. Once in that space, and at the top, click on the "Groups" tab and then on "Join Group." From there, they will be ready to upload their reflection and comment on the reflections of other participants.



## Learning Activity 2: Intervention of the syllabus in the methodology section of the subject/module

Based on all the work done in Module 3 and the suggested readings, it is proposed to intervene in the syllabus with what has been learned, incorporating an innovative pedagogical practice that can be applied in the micro-curriculum and develop it methodologically.

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## Module 4: Reinventing the classroom: Collaborative and innovative pedagogical practices

### **Presentation**

This fourth module continues with the necessary skills for curricular internationalisation, paying special attention to digital skills. In addition, it applies theory to practice and presents several cases of pedagogical practices and their application in the classroom.

This module contains a lesson on digital tools, ICT, and micro-credentials in higher education, and four practical cases focused on international online collaborative learning (COIL), mirror classes, hybrid intensive programs (BIP), and the high academic performance program (ARA).

#### ***Lesson 1: Digital Tools, ICT and Micro-Credentials in higher education***

Integrating ICT tools into practice is no longer optional; it is part of digital education and the transformation of higher education. Digital platforms for teaching, knowledge acquisition, collaboration, analysis, and content creation have become the backbone of the academic world. When teaching staff and students know how to select, adapt and critically evaluate these technologies, they acquire the agility necessary to keep pace with the rapid evolution of disciplinary knowledge and equip students with important digital and future skills. This lesson uses the ABCtoLearning Design method for demonstration and as a valuable instructional design technique.

Equally transformative is the rise of micro-credentials, which respond to the growing demand for personalized and demonstrable skills. In an era where employers increasingly value verified competencies that facilitate access to employment, alongside traditional academic records, or even above them, micro-credentials provide a detailed record of what students can actually do. Integrating them into the curriculum allows students to create a unique professional profile while offering institutions a way to showcase the quality of the program and the skills acquired.

Thus, this lesson is divided into two interconnected parts: first, it explores how to use digital tools and ICT that can support teaching, learning and evaluation. Then, it examines how micro-credentials are transforming higher education, offering short and stackable certifications based on courses, activities, or brief experiences, as proof of experience, skills, and knowledge that complement traditional degrees.

## Learning outcomes

At the end of this Module, it is expected that participants will be able to:



Select and justify digital ICT tools, based on the ABCtoLD principles, for the development or adaptation of a specific course in higher education.



Design a micro-credential pathway that assigns a specific skill (or a set of skills) to clear evaluation criteria and a specification for a badge/digital certificate.

As a general framework of Module 4, participants will find a video with a master class developed by Professor Diana Andone, Director of Digital Education at the Polytechnic University of Timișoara in Romania (UPT), which focuses on the links between digital education, technological tools, and micro-credentials as new ways to certify competencies in the field of higher education.

First, digital education is defined as an unavoidable component of current universities. It is explained that the digital transformation process began at the Romanian institution in the 2010s, going through an initial stage of basic digitization, then advanced digitization, and currently, a phase of deep transformation. This transformation is supported by the use of digital platforms, which constitute the key infrastructure for managing learning, accessing content, collaboration, evaluation, and academic production. Among these platforms, the open-source learning management system Moodle stands out, which has been used institutionally since 2006 and is considered the single access point for all academic activities of the university.

The presentation emphasizes that one of the pillars of effective digitization is the training of teaching staff and institutional support through specialized teams. In this framework, the "ABC to Learning Design" method is presented, a proposal based on Diana Laurillard's conversational framework theory, which promotes student-centered and action-oriented pedagogical design. This method has been translated into more than 21 languages and applied in multiple European universities. It includes a classification of types of learning (acquisition, discussion, collaboration, practice, production and research), each of which is linked to specific technological tools.

In the case of learning by acquisition, resources such as videos, podcasts, websites, or animations are used. Discussion is encouraged through tutoring, videoconferencing platforms, or forums. Collaboration is promoted with wikis, chats, and other tools that allow for the collective creation of content. For research, students access digital libraries, use reference managers, and share annotations. Production is implemented through the creation of blogs, videos, wikis, or digital portfolios. Finally, practice is carried out through simulations, virtual laboratories, or activities that reproduce real situations. In all cases, it is emphasized that evaluation should be planned from the beginning of the course, incorporating peer feedback, clear rubrics, and self-regulation mechanisms.

The importance of teacher training in digital competencies is also highlighted. For this, the European framework DigCompEdu is recommended, which offers an online self-assessment tool. Likewise, the existence of open resources for ongoing training is emphasized, such as Moodle Academy courses or materials generated by Erasmus+ projects like Akademia, which provide accessible manuals and demonstrations.

In a second moment, the principles of openness and collaboration are addressed as axes of digital transformation. The use of open educational resources and the creation of communities where students and teachers can share knowledge and experiences is promoted. At the Polytechnic University of Timișoara, students actively participate in the co-creation of resources: more than 25,000 new educational materials have been generated. The use of MOOCs is also encouraged as a form of autonomous learning, without restrictions of place or time, allowing students to engage in open activities complementary to their formal training.

This openness gives rise to the concept of micro-credentials, understood as digital, modular and scalable certifications that accredit knowledge and competencies acquired in specific short-duration activities. Unlike traditional degrees, micro-credentials allow for the certification of significant learning achieved in brief experiences, such as workshops, online courses, seminars, or extracurricular activities. Their value lies in the fact that they are verifiable, portable, and combinable. This means that they can be shared on social networks or digital platforms, stored in personal "digital wallets" and grouped to obtain certifications of greater scope.

Microcredentials are not a completely new phenomenon, as there are precedents such as the Leonardo da Vinci program. However, the current novelty lies in their digital format, the interoperability based on international standards, and their articulation with the European academic credit systems. Microcredentials must contain clear metadata that includes the course title, the issuing institution, the learning context, the competencies achieved, the type of evaluation used, and their value within the ECTS system.

During the pandemic, the Romanian university issued thousands of digital badges. These badges allow for telling the story of learning: what was learned, how it was evaluated, who certified it. Their verifiable nature and metadata structure make them useful for the student's professional portfolio.

To conclude, it is emphasized that all actors in higher education must know and experiment with new digital tools, as well as promote the creation of small credentials that allow for the visibility of significant learning. According to this perspective, digital education is not just a technological issue, but a profound transformation in the way of teaching, learning, and validating knowledge in the 21st century.



### Complementary videos

- [CEL UPT. \(May 5, 2025\). Reflections and activities of the Polytechnic University . YouTube.](https://youtu.be/NMnrW92r8eU)  
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### CASE STUDY 1: Collaborative Online International Learning (COIL)

Professor Anamaria Andreea Anghel, a faculty member of the Faculty of Architecture at the Polytechnic University of Timișoara (Romania), presents a concrete experience of curriculum internationalisation based on the implementation of the COIL (Collaborative Online International Learning) methodology. This innovative methodology proposes a transformation in higher education teaching and learning practices through collaborative online work between students and teachers from different countries. COIL is not limited to a new subject, but is integrated into existing courses, bringing an international and interdisciplinary dimension to educational experiences.

The definition of COIL highlights its innovative and transformative character for the internationalisation of the curriculum by connecting university classrooms from different countries through digital platforms. Its purpose is to promote the development of intercultural, digital, and academic competencies, strengthening the experience of both the teaching staff and the students.

Based on this approach, a model is proposed in which two or more professors from different universities jointly organize activities, or a part of a course, write a collaborative syllabus, and propose activities that are integrated into the classroom dynamics. This collaboration does not imply the creation of an autonomous course, but rather is articulated within an already existing course, adapted by each teacher from their own discipline, which gives rise to interdisciplinary work with common objectives.

In the application stage of the syllabus, the students of both professors interact and work on projects, debates, or research together, using technological resources and digital platforms. The teaching work consists, among other things, of selecting the most appropriate activities and technological tools to achieve the defined learning objectives for the course.

The implementation of a COIL project involves several structured stages. The first step is to identify an international partner with common pedagogical interests and objectives. Although the subjects may not be similar, the important thing is to find points of convergence in the educational objectives.

From this connection, the teachers jointly design the syllabus and develop it, applying it synchronously or asynchronously, supported by digital tools. At the end, a joint evaluation is carried out that includes feedback from both parties. This methodological process is organized into four phases: a first phase of team formation with icebreaker activities such as presentations and various activities, followed by a phase of organizing student team work. Subsequently, the joint work is developed, focused on the main activity of the course, and finally, the presentation of the work done is carried out, along with reflection and conclusions.

This methodology was illustrated with concrete examples of implementation. First, it describes the initial training workshop that all teachers must take before applying a COIL project.

This workshop, lasting eight weeks, is structured into different modules: personal presentation, questionnaire about subjects, preparation of an activity table and schedule, definition of the course and expected learning outcomes, and finally, the design of the final syllabus. Among the expected outcomes of the initial course are active participation in online activities, personal presentation in international contexts (both oral and written), and collaborative work in problem-solving and projects.

One of the first courses implemented was “Designing Global Culturality” in 2019, with the participation of 27 Interior Design students from Romania and 20 Dentistry students from the Universidad Veracruzana (Mexico), under the coordination of professors Anghel and Diana Hernández Lunagómez. Asynchronous tools such as the EMINUS platform and synchronous technologies like Skype and WhatsApp were used.

The first weeks were dedicated to presentation and icebreaker activities; subsequently, during weeks 3 and 4, the students developed integration activities, in which they chose projects according to their interests and formed international teams. Weeks 5 and 6 were dedicated to collaborative activities aimed at solving design problems. The course culminated with the presentation of the final projects in week 10 and a written reflection and evaluation session in week 11. This final stage allowed the students to conduct a self-assessment of their learning and reflect on the competencies acquired.

The second experience was titled “Digital Tools for Design” and was implemented between 2019 and 2020 with 36 Interior Design students from Romania and 18 Architecture students from the Universidad Veracruzana. On this occasion, the implementation was smoother due to the similarity between the participating disciplines. The students worked with specific digital tools for creating models and design objects, which facilitated more technical collaboration, with collaborative activities between both groups.

The third example presented is called “Interior Design in the Mexican Style,” in which 39 Romanian Interior Design students and 13 Mexican students from the language center participated, accompanied by Professor Verónica Rodríguez Luna. This project was developed after the pandemic period and showed a significant change in the students' attitude, who were already more familiar with digital platforms and online collaboration dynamics. This experience evidenced an advancement in teamwork fluency and in the preparation of virtual presentations.

The results obtained in the three experiences were diverse and enriching. In the case of the students, improvements were observed in the use of digital tools, greater confidence to communicate in another language (linguistic and communicative competencies), development of organizational competencies—such as the ability to overcome difficulties arising from time zone differences—competencies for collaborative work, and greater intercultural sensitivity. Regarding the teaching staff, the impact manifested in pedagogical improvements, especially in evaluation processes, in the expansion of academic collaboration networks, and in the realization of joint publications. Furthermore, there was an improvement in the quality of the results obtained, compared to previous traditional classes. As a result of this collaboration, an Erasmus agreement was signed between the Universidad Veracruzana and the Politehnica University of Timișoara, which allowed for the international mobility of doctoral students.

In the conclusion, the teacher identifies the factors that facilitated the success of the projects: the openness and enthusiasm of the students, the clarity of the instructions and schedules, and the use of accessible tools. However, she also raises areas for improvement, such as the need to simplify the implementation procedure and reduce the number of platforms used. Finally, she advises other teachers who wish to get started with this methodology to begin with small but significant projects. The implementation of the COIL model, she states, profoundly transforms both teaching and learning in higher education.



## CASE STUDY 2: MIRROR CLASS: STRATEGIES AND CHALLENGES FOR ITS IMPLEMENTATION

The module titled "Mirror Class: Strategies and Challenges for its Implementation", taught by sociologist Andrea Rizzotti as part of the FLACSO Argentina International Education Program, offers a reflective and situated reconstruction of a mirror class experience carried out between that institution and the Autonomous University of Bucaramanga in Colombia.

From the beginning, it is established that mirror classes, just like other experiences such as COIL, allow for rethinking international mobility beyond physical displacement. Among their main strengths are expanded access to intercultural training, reduced costs—as they constitute an alternative to traditional in-person attendance—and the expanded participation of multiple actors, which provides the possibility of generating significant learning both inside and outside the classroom. These are proposals that, mediated by technology, allow for a true opening of borders, not only geographical but also institutional and pedagogical.

In this way, it is possible to identify four fundamental dimensions that characterize a mirror class: collaboration between students from different regions, pedagogical co-design between teachers, critical reflection, and intercultural interaction. Regarding student collaboration, the text highlights the richness of the exchange between young people from different contexts, which not only favors disciplinary learning but also allows them to open up to new perspectives on the world and on themselves. To achieve this, interaction between institutions is fundamental. On the teaching level, co-design is not limited to coordinating activities but involves reviewing content and objectives from a shared logic. This requires that teachers critically examine their own content, question their assumptions, dialogue with other perspectives, and build educational purposes together. Critical reflection, for its part, permeates both the content and the ways of teaching and learning. Intercultural interaction forces us to rethink what we understand by concepts such as human rights or interculturality, and how their meanings vary according to contexts. This interaction occurs not only between institutions from different countries but also within each educational community, re-signifying their own diversities.

In operational terms, the components developed for the realization of the mirror class included the formation of binational teaching teams, the definition of common objectives, and the implementation of joint activities, such as the creation of a student manifesto. Students worked in binational groups to create a map of human rights violations in their respective territories, participated in collaborative forums, and created a Padlet on inclusive education.

Additionally, it was proposed as an initial activity that each participant present a culturally identifying object, in order to make visible the diversity of trajectories and sensitivities. The evaluation was also shared and focused on collective products, including instances of critical and reflective discussion on educational and cultural diversity.

This experience was marked by multiple challenges. Among the most relevant are the scheduling coordination between countries, the technological gaps among participants, the pedagogical and evaluative differences, and the time limitation for joint planning. Despite these difficulties, or precisely because of them, very significant learnings were generated. The intercultural and critical development that occurred not only in the students but also in the teaching teams, who assumed a role as cultural facilitators.

The prior preparation with the groups, the recognition of regional asymmetries, and the joint work to address them promoted the strengthening of empathy and mutual respect. The exchange between institutions, far from being limited to the operational, involved a true process of collaborative learning that transformed both individuals and practices.

To conclude, it is important to highlight that there are no universal recipes for this type of experience. Each mirror class is unique and must be understood from its specific context. Learnings are not imposed from the outside nor transferred mechanically, but are constructed collectively and along the way. Motivation may arise from the individual, but transformation is always the result of a shared process. The more diverse the voices that are incorporated, the more enriching the experience.



### CASE STUDY 3: Blended Intensive Programs (BIPs)

The Professor Claudia Stoian, from the Polytechnic University of Timișoara (UPT), taught a class dedicated to the Blended Intensive Programs (BIP) and the internationalisation opportunities they offer, within the practical case lessons of module 4. The focus of analysis was how these programs can enhance the internationalisation of both institutions and higher education subjects. The BIPs are brief and intensive training proposals that employ innovative teaching and learning methodologies based on online cooperation.

They often include challenge-based learning, in which transnational and transdisciplinary teams collaborate to solve specific challenges. Thanks to these programs, the participating institutions strengthen their capacity to design and implement innovative teaching and learning practices.

Although it is a relatively new format, the BIPs are framed within the Erasmus+ program, in its chapter dedicated to the international mobility of students and higher education staff. The structure of these programs combines a physical part, which must take place at a foreign university for a duration of between five and thirty days, and a virtual part, which can be at least one day. This virtual part facilitates collaborative exchange and teamwork at a distance. Together, both instances seek for participants to work simultaneously on specific tasks aimed at achieving shared and global learning outcomes.

In terms of requirements, the BIPs can be directed at both students and teaching or non-teaching staff. Those who participate do so with the support of Erasmus funding, subject to different criteria. For the program to be valid, it must have at least three associated institutions—all with ECHE accreditation—from different European countries. Additionally, there must be a minimum of ten participants, and at least three ECTS credits must be granted for the involved students. Regarding the forms of organization, there are multiple variants: they can be successive editions of previous programs, summer schools, international weeks, or conference workshops, among others.

The Polytechnic University of Timișoara actively participates in these programs and has experience both in their organization and in the selection of participants. There are three ways in which an institution can participate in a BIP. The first is as a simple partner, which only involves sending participants without assuming organizational responsibilities.

The second modality is as a co-organizer, which requires signing an agreement and assuming certain commitments, such as guaranteeing the number of participants. Finally, an institution can act as the main organizer, which involves, in addition to signing the agreement, being host of the physical part of the program, thus facilitating internationalisation at home. This last option also allows for the receipt of specific funds for the local organization.

Next, a successful example of BIPs organized by the UPT was shared: a program titled *Game Development*. This case was chosen because it was an initiative proposed and led by the students themselves, who were responsible for contacting foreign universities, selecting participants, and collaborating in the design of the program.

This BIP was carried out with the participation of partner universities such as SRH University of Heidelberg and Ilmenau University of Technology, both from Germany, as well as the Lodz University of Technology in Poland. The program exceeded the minimum requirement of ten students and reached a total of twenty-three participants, all from different academic levels: bachelor's, master's, and doctorate, in the field of engineering. As a linguistic requirement, a B1 level of English was demanded.

The virtual component took place between June 3 and June 7, 2024, with a brief duration that included a class on video game development taught by a professor from Romania and a first presentation meeting (kick-off meeting) where students formed international teams. The in-person phase took place in Timișoara between July 22 and July 31 of the same year. During their stay, students participated in intensive workshops on video game development and worked on the creation of a game in international teams. Strategically, the program was held simultaneously with the ISWinT festival, a large cultural event organized by the Faculty of Computer Science at UPT, which allowed BIP participants to also engage in cultural activities, excursions, dinners, and other informal meeting spaces.

In conclusion, it is emphasized that BIPs constitute a powerful tool for strengthening internationalisation. These initiatives not only add value to existing courses or training within higher education institutions but also address highly relevant contemporary issues, such as sustainable development or technological advancements. Furthermore, they allow for the consolidation of ties with previous partners and open new opportunities for international cooperation. They promote internationalisation at home, as both students and teaching staff can participate in activities without the need to travel abroad. Additionally, they foster direct personal and professional connections between students from different parts of the world, which often leads to the development of new joint projects in research, teaching, or institutional management, even outside the specific framework of Erasmus.

Finally, it is encouraged that more universities adopt this format and integrate BIPs into their strategies of internationalisation, highlighting the diversity of opportunities that these programs can offer.



#### CASE STUDY 4: High Academic Performance Groups (ARA)

Dr. María Tabuenca Cuevas, from the University of Alicante, presented a case study on the ARA Groups (High Academic Performance Groups). The presentation was structured into five sections: definition, benefits for the teaching staff, benefits for the students, obstacles to implementation, and steps for their creation. The ARA Groups are projects promoted in the Comunitat Valenciana by the Conselleria de Educación, Formación y Empleo, in collaboration with the public universities of that community, starting from the year 2010. Their main purpose is to favor and enhance the competencies of the most outstanding students from the beginning of their university education. These groups are aimed at brilliant students with high aptitudes, for whom specific support is sought to ensure access that allows them to achieve maximum academic performance. At the University of Alicante, there are ARA Groups in four faculties, but this study focused on two degrees from the Faculty of Education: the Degree in Primary Education and the Degree in Sports Sciences.

One of the main benefits for the teaching staff lies in the reduction of the number of students: compared to conventional groups, the ARA Groups are made up of half the number of students, which enables the application of innovative methodologies and the development of more active teaching dynamics. Furthermore, participation in these groups implies institutional recognition for the teachers, who must demonstrate a distinguished academic trajectory. In the case of tenured professors, at least one accredited research six-year term is required; for full professors, two. Another requirement is to demonstrate a minimum B2 level of English, although a C1 level is preferred, given that the subjects are taught in this language. This requirement is also valued as recognized linguistic training and grants preference for participation in mobility programs, such as Erasmus+ or Global Mobility, thus facilitating integration into international networks and research projects. Moreover, the teaching staff has a specific schedule for teaching classes and receives additional economic recognition equivalent to 50% more credits per subject or an annual bonus.

Regarding the students, studying in small groups favors greater contact with the teaching staff and the application of innovative methodologies. Classes are held in the morning, from 10 to 14 hours, and upon completing the degree, students receive a supplement on their diploma that certifies their membership in the ARA group. Additionally, they benefit from an expanded priority to participate in actions of international mobility and establish closer ties with foreign students who choose to take courses in English during their stay.

However, the creation of these groups may face some obstacles. One of the most important is the linguistic level required for both students and teaching staff, which makes it necessary to have institutional support to offer language courses. It can also be a challenge to apply innovative methodologies, especially if the teaching staff does not have the appropriate training. The growing presence of international students in these groups demands the development of intercultural competencies to address an increasing diversity. Furthermore, the curricular planning must ensure a balanced distribution of subjects in English throughout the entire degree, avoiding concentrating them in a single segment of the curriculum. Finally, it is essential to promote internationalisation through the active participation of the teaching staff in mobility actions, which allow strengthening ties and generating new collaboration opportunities.

To create an ARA group, some key steps must be followed. First, identify the degrees that could benefit from its implementation, especially those with large groups. Then, plan and offer continuous language training for both teachers and students. Third, ensure the training of the teaching staff in intercultural competencies, given the international context in which these groups develop. It is also important to detect the factors that motivate the teaching staff to participate in this modality, which vary by institution. Lastly, it is necessary to know what encourages students to be part of these groups, in order to design attractive and sustainable proposals.

## Webinar



**Titled Perspectives on collaborative and innovative pedagogical practices**  
**Led by professor Catalina Cerquera Arbeláez (OUI)**

### Content

The module dedicated to collaborative and innovative pedagogical practices proposes anchoring classroom work to curriculum internationalisation, understood as the intentional incorporation of international, intercultural, and global dimensions—and it is suggested to add interdisciplinarity—into learning outcomes, assessment tasks, methodologies, and program support services. The idea is for each subject to bring its theoretical framework into dialogue with external problems and realities, so that the local and the global mutually inform each other.

The core concepts supporting the classroom strategies are then organized. First, pedagogical practice: drawing from Zuluaga (1978) and Ávalos (2002), it is emphasized that this is not just a theory of teaching but a set of concrete actions, resources, and decisions that articulate teaching, learning, and assessment. The practice is judged by its ability to translate the teacher's disciplinary knowledge into meaningful, varied, and active learning experiences, while catering to the diversity of students' learning styles and avoiding a classroom "monologue."

Second, educational innovation. This is presented as a cross between theory and context that, according to the quadruple helix model, involves government, academia, business, and society. Innovating requires planning for the solution of real problems, enhancing the quality of learning, and modifying materials, methods, content, or contexts when relevant. Three perspectives are presented: the adoption of new pedagogical models and the planned use of ICT (Calero Borja et al., 2025); a problem-solving approach for higher learning quality (UNESCO, 2014); and an operational definition centered on changes with institutional and systemic value (TEC de Monterrey, 2022). The webinar emphasizes that innovating is not an isolated gesture but a coherent instructional design: outcomes, content, methodology, and assessment must be aligned with the international intentionality.

Third, collaboration. Drawing on Krichesky and Murillo (2018), it is defined as an improvement strategy that promotes collective learning, professional development for teachers, negotiation of responsibilities, and joint construction of knowledge. Collaboration is distinguished from simple "teamwork" by its reflective nature and co-responsibility for processes and outcomes. In the classroom, very specific arrangements (roles, responsibilities, shared evidence) are recommended to activate critical thinking and shift the idea that the teacher has "the final word."

Next, the international approach that should permeate activities is developed: a broad vision of knowledge and trends within each discipline, attentive to real contexts and open to non-Western knowledge, Southern epistemologies, and diverse worldviews. It encourages exploring multiple teaching methods to represent the same content, recognizing that knowledge is internalized in different ways. From here, the collaborative pedagogical strategies that, when combined, materialize internationalisation at home and of the curriculum are explained.

Global service-learning is a methodology that integrates curricular and community service objectives. It features an explicit link to learning outcomes, integration between learning and service activities, student leadership and co-responsibility, the teacher's role as a guide, spaces for reflection during the project, and a solidarity-based product or service that responds to a real community need. Working with communities is challenging—diagnoses can disprove initial assumptions—and that's why formative reflection and coherence between what is planned and what is executed are crucial. The idea is illustrated with a school case in Spain that combines environmental care, physical activity, a link with local authorities, and sustainable development goals: an example of the articulation between the classroom, the territory, and social impact.

Then the COIL methodology is broken down and differentiated from the mirror class. COIL requires sustained collaboration between two or more teachers from different institutions to co-design activities and assessments that involve international student teams; by convention, a minimum of four sessions up to a full semester is recommended. The interaction can be synchronous or asynchronous (videos, forums, shared boards, collaborative glossaries), depending on time zones and connectivity conditions. The mirror class, in contrast, consists of one or a few specific sessions on a common topic, with limited coordination and generally independent evaluation at each institution. The criteria for definition, duration, planning, teacher collaboration, student participation, evaluation, objective, and complexity are compared for each: COIL implies greater complexity and intercultural depth; the mirror class functions as an awareness-building exercise or first step.

To illustrate COIL, a student testimonial is shared, where cultural icebreakers, glossary building, analysis of differences and similarities and a final co-created project (for example, a simulated consultancy to decide the feasibility of investing in a country) are combined. The educational value lies in the development of intercultural perspective, working with different styles and transfer to professional settings where multicultural teams are the norm.

Open Educational Resources (OERs) are also introduced as materials designed for teaching and learning that are available for royalty-free use with open licenses like Creative Commons. The dual movement is emphasized: reusing and producing resources with an open license, thereby strengthening a culture of curation, responsible authorship, and inter-institutional collaboration.

Next, alternative credentials are discussed as a mechanism for recognizing partial achievements and specific competencies before the final degree. The example provided shows how to map learning outcomes across several courses, and when the student completes the set, grant a verifiable certification (e.g., geriatric care in Nursing pathways). The value lies in giving early visibility to skills, improving employability, and aligning training paths with the needs of the environment. It is noted that the recognition is limited to the accredited learning outcome and can coexist with external certifications.

The final section discusses the role of Artificial Intelligence (AI) in innovation. Far from demonizing or glorifying it, AI is proposed as support for content management and organization, curriculum design, creation of didactic materials and presentations, generation of rubrics and questions, analysis of trends from large document corpora, student feedback, and simulations (for example, in clinical contexts with virtual reality). The presentation itself was created with AI assistance, and well-known tools—both generalist and research-oriented—are listed, insisting that epistemological and ethical responsibility remains with the teacher. Curriculum internationalisation is a practice that can and should be developed within the classroom through planned, collaborative, and innovative pedagogical approaches. Throughout the presentation, it was shown that the key is to align learning outcomes, content, methodologies, Next, alternative credentials are discussed as a mechanism for recognizing partial achievements and specific competencies before the final degree. The example provided shows how to map learning outcomes across several courses, and when the student completes the set, grant a verifiable certification (e.g., geriatric care in Nursing pathways). The value lies in giving early visibility to skills, improving employability, and aligning training paths with the needs of the environment. It is noted that the recognition is limited to the accredited learning outcome and can coexist with external certifications.

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## **Learning Activity to be developed**



**Learning Activity 1: Intervention of the syllabus in the evaluation section of the subject/module.**

Based on the lecture, the case studies, the suggested readings and the webinar presented in this module, modify your micro-curriculum in such a way that it can make visible the focus on the internationalisation of the curriculum in the evaluation mechanisms of the subject/module.

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## Module 5: Measurement, impact and quality in the Internationalisation of the curriculum

### **Presentation**

This last module emphasizes the importance of the quality of the internationalisation of the curriculum. Therefore, it provides methods to evaluate such internationalisation. Likewise, it introduces data analysis for decision-making. These two topics are addressed separately in an asynchronous manner. Subsequently, in a synchronous manner, a webinar is offered.

This module consists of two lessons: 1) Evaluation of the quality of the curricular internationalisation and, 2) Data analysis for decision-making.

### ***Lesson 1: Evaluation of the quality of the curricular internationalisation***

Evaluating the quality of the internationalisation of the curriculum is essential, as it ensures that the efforts made to incorporate international perspectives have a positive impact on the teaching and learning processes. Evaluating quality not only helps to verify if the objectives of internationalisation are being met, but it also provides concrete evidence for making informed decisions about continuous improvements. Without a rigorous evaluation process, efforts may remain superficial or be symbolic, without generating real change in student learning.

This lesson provides you with clear tools and criteria to measure the effectiveness of the implemented strategies. Evaluation helps to identify strengths, weaknesses, and opportunities for improvement, facilitating the alignment of the curriculum with international standards and the needs of the local and global context.

### ***Learning outcomes***

By the end of this Lesson of Module 5, participants are expected to be able to:



Recognize the key components that define quality in the internationalisation of the university curriculum and apply basic criteria to evaluate the quality of a curriculum with an international focus.



Identify opportunities for improvement to integrate global dimensions into their own or institutional curricula.

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In this first Lesson of Module 5, participants will find a **video with a master class developed by the professors of the Polytechnic University of Madrid (UPM) Francisco Santos and Piera Maresca**, which analyzes how internationalisation is evaluated in accreditation processes and in international university rankings. The main objective was to generate a reflection on the purposes of internationalisation and examine how its compliance is verified at different levels of quality evaluation, from the institutional to the global. Additionally, the formal evaluation mechanisms and the challenges faced by universities when incorporating the international dimension into their practices were addressed.

The starting point was the question about the desirable objectives of internationalisation. Although there is no single agreed definition, the professors proposed a series of goals that could guide institutional policies in this area: improve academic quality, generate more opportunities for students and teachers, expand the impact of research, increase the employability of graduates, and strengthen institutional positioning and prestige. From this perspective, quality evaluation is not understood as oversight, but as a tool to propose improvements, support processes, and open debates within universities.

The quality assurance systems implemented in universities, as required by current regulations in many countries, include specific procedures to promote and evaluate internationalisation. In the case of Spain, both the Organic Law of the University System and the Royal Decree regulating university education establish the obligation to implement internal quality assurance systems. It is the responsibility of universities to ensure the academic quality of the activities developed in their centers through these systems.

In this framework, the value of process maps was highlighted as graphic or schematic representations that show in a structured way the key, support, and strategic processes that configure institutional functioning within the quality system. In the particular case of the Higher Technical School of Engineering and Industrial Design of the UPM, its process map explicitly includes procedures related to international mobility.

Next, two specific procedures were detailed: the outgoing mobility (out) and the incoming mobility (in). In both cases, the institutional flowcharts clearly define who intervenes, what each actor must do, and how information and documentation should be managed to ensure efficiency and continuous improvement. For outgoing students, the importance of the Learning Agreement was emphasized as a document that ensures the suitability of the studies that students are going to carry out abroad. For incoming students, evidence such as the letter of acceptance and the certificate of attendance is registered, and indicators such as the number of available places or active agreements are employed.

Continuous improvement is guaranteed through systematic records, compliance indicators, and annual improvement proposals within the framework of the school's quality plan. Likewise, a follow-up is carried out by degree, where the degree of internationalisation of each program is also analyzed. This institutional perspective is complemented by the view of quality agencies, both local and national. For example, the Quality Agency of the Community of Madrid requires that the study plans include the organization of student mobility and the corresponding academic recognition. This dimension is evaluated both in the initial verification and in the processes of monitoring and renewal of accreditations.

In the case of the National Agency for Quality Assessment (ANECA), a similar line is followed. Evidence is required regarding the organization and effective development of student mobility, and this is valued in relation to the results of the training and learning process. Furthermore, in the accreditation renewal processes, mobility is analyzed within broader dimensions such as degree management, available resources and results obtained.

The analysis also included references to international agencies. In the field of engineering, the criteria of EUR ACE and ABET were reviewed. EUR ACE includes among its learning outcomes the ability to act effectively in national and international contexts and to work in interdisciplinary teams. ABET, for its part, does not explicitly require internationalisation, but values it by considering aspects such as the diversity of the academic community, international collaborations, and the use of global standards.

Regarding university rankings, the criteria of the three most influential systems were presented. The QS World University Ranking assigns 5% of the total score to internationalisation indicators, such as the proportion of international students and teaching staff. Times Higher Education goes a bit further and grants 7.5%, also including the analysis of international collaborations in research. In contrast, the Shanghai ranking (ARWU) does not explicitly incorporate any internationalisation indicator, as it mainly focuses on scientific production and academic impact.

At the end of the class, a series of key questions were raised: Do our actions adapt to the objectives of internationalisation? Do the indicators used truly reflect the degree of fulfillment of these objectives? How useful are these indicators for generating institutional transformations?

The challenges facing internationalisation were also recognized, including excessive bureaucracy, a lack of symmetry between the academic programs of different universities, and rigid regulations for credit recognition. Despite these obstacles, the existence of innovative practices that facilitate the process was highlighted. In the case of the Polytechnic University of Madrid, several calls for proposals were mentioned that promote internationalisation from approaches such as service-learning, educational innovation, final degree projects in international cooperation, and projects in collaboration with companies on sustainability topics. These initiatives, in addition to having institutional support, also offer specific awards for their recognition.

The class finished with a call to reflect, from each institutional context, on how to evaluate, improve, and drive an internationalisation that is not only numerical but also qualitative, transformative, and consistent with educational objectives.

It is suggested to expand on the topics discussed in the video with the following recommended readings:

- ABET. (2024). Criterios para la acreditación de programas de ingeniería, 2025-2026 [Criteria for the accreditation of engineering programs, 2025-2026]. ABET.
- QS Quacquarelli Symonds. (n.d.). Clasificación Mundial de Universidades QS [QS World University Rankings]. QS Quacquarelli Symonds.
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## **Lesson 2: Data Analysis for Decision-Making**

Data analysis for decision-making is essential for strengthening strategic leadership skills. In a globalized context, leaders must make evidence-based decisions to design, implement, and evaluate international initiatives that respond to institutional needs and global trends.

The analysis of data allows them to identify opportunities for international collaboration, evaluate the impact of mobility programs, and measure the degree of internationalisation at different curricular levels.

Furthermore, this skill provides tools to justify decisions to key stakeholders, such as academic authorities, funding agencies, or international partners.

With an adequate mastery of data analysis, more effective and sustainable strategies can be developed, aligned with institutional objectives, ensuring that internationalisation processes are not only ambitious but also measurable, relevant, and adaptable to different educational contexts.

In this lesson, basic tools and comparative approaches are explored to interpret relevant information for academic, research, and institutional management in globalized environments.

## **Learning outcomes**

At the end of this second lesson of Module 5, it is expected that participants will be able to:



Interpret basic quantitative and qualitative data to support decisions in academic or management processes.



Critically analyze comparative information in international educational contexts to guide institutional actions.

The presentation offers a concise introduction to data analysis as a key tool for strategic decision-making, especially in curriculum internationalisation projects. Its purpose is to clearly explain what is meant by data analysis, what its basic process is, what applications it has in educational contexts, what tools can accompany each phase, and what challenges must be taken into account.

The central objective is to show how data analysis supports strategic decisions in curriculum internationalisation and how decision-making can be linked to quantitative and qualitative evidence.

It starts from a basic definition of data analysis as a process that encompasses the collection, processing and interpretation of data. This process is usually assisted by computer tools—from simple suites like Excel to more complex platforms—whose use must be agreed upon and shared by all involved agents.

Beyond the tool itself, what is crucial is that the data is structured coherently and replicated, so that it is available for collective analysis and allows for a consistent reading among institutions. This is essential for project monitoring, curricular design, the institutional diagnosis and the evaluation of the impact of internationalisation strategies.

The process of data analysis is organized into four stages. The first is data collection, understood as obtaining relevant information from multiple sources: surveys, interviews, institutional databases, or virtual platforms. This stage requires identifying what data is available, what is missing, and how to collect it, ensuring the quality and representativeness of the set. Additionally, it is advisable to generate from this point certain aggregated data — such as means or percentages — that can facilitate subsequent analyses.

The second stage consists of cleaning and organizing the data. This phase involves purging errors, eliminating duplicates, imputing missing values, or standardizing formats. It can be done manually or through automated tools. Its objective is to ensure that the dataset is coherent, reliable, and useful. When structured systems, such as databases organized in tables, are available, errors tend to be reduced, although the choice of the tool will depend on the available format.

The third phase, visualization and interpretation, uses tools such as graphs, tables, dashboards, or maps to represent the data clearly and understandably. Dashboards allow for the simultaneous observation of multiple variables and statistics, facilitating interpretation by observers. Here, the ability of teams to analyze patterns, detect trends, and understand the relationships between variables becomes especially important, which requires not only technical mastery but also knowledge of the institutional context and the project.

The fourth phase is the application of the analysis for decision-making. The findings are translated into concrete actions or strategic, pedagogical, or administrative recommendations. Decisions can be based on static analyses (for example, the results shown on a panel) or on more advanced analyses, such as predictive models. Some platforms — such as Google's AutoML or Azure ML Studio — allow for the incorporation of artificial intelligence when large volumes of data are available, generating automated recommendations or predictions.

This data-driven methodology must be aligned from the outset with the project's objectives. Therefore, it is essential to define from the beginning what information is required, how to structure it, how to store it, and who the agents involved in its provision are. It is emphasized that poor planning at this stage can lead to subsequent problems: from the absence of key data to the disorganized and irrelevant collection of information, hindering its analysis and reducing its utility.

It is insisted that the use of appropriate tools must be accompanied by an institutional culture based on evidence. Making data-driven decisions involves correctly interpreting the collected information and using it as support to implement improvements. For this, it is necessary to train people not only in the use of technical instruments but also in understanding the institutional domain and the project's objectives. This way, useful and contextualized knowledge can be extracted for each action.

Regarding the tools, they are grouped according to the stage in which they are used: for the initial diagnosis, surveys and structured databases are employed; for cleaning and organization, platforms such as KNIME, Trifacta, OpenRefine, or Power BI are mentioned; for visualization, Tableau, Looker Studio, or Power BI are highlighted; and for decision-making, platforms with intelligent analysis capabilities, such as RapidMiner or AutoML, are included.

Finally, it is emphasized that data-driven decision-making must be a continuous cycle of improvement. It starts from the evidence, goes through relevance, feasibility, and impact criteria, and leads to action, always evaluating the effects produced. Measuring results through indicators or KPIs is key to monitoring the achievement of objectives. For this, it is essential to ensure from the beginning the quality and reliability of the data, clearly define the necessary information, and guarantee its structured collection by all involved.

Moreover, one of the key challenges is training staff in data analysis and interpretation, not only in technical domain but also in a deep understanding of the project and the institutional context. Promoting an institutional culture based on evidence is essential so that decisions are not made by inertia or intuition, but based on what the data truly shows. Lastly, the need to measure the impact of the decisions made, identify significant indicators, and continue structuring and storing new data that feeds back into the process is highlighted.

In summary, betting on informed decisions, supported by evidence and aligned with real needs requires a clear data architecture, unity in recording and analysis criteria, and a strategy that allows data analysis to act as a bridge between the generated knowledge and transformative action.

It is suggested to expand on the topic developed in the Video with the following recommended readings:

- Reis, J., and Housley, M. (2023). *Fundamentals of Data Engineering*. O'Reilly Media, Inc. .
- Harman, G. and Harman, K. (2003). Institutional mergers in higher education: Lessons from international experience. *Tertiary Education and Management*, 9(1), 29 – 44.

## Webinar



**Titled: Internationalisation and Evaluation**

**Led by Professor Judith Alzate of the University of Manizales (Colombia).**

### Content

The webinar was dedicated to measuring the impact and quality of curriculum internationalisation. In this session, an integral approach was proposed to design, evaluate, and improve these processes so they aren't limited to meeting quantitative goals but produce significant transformations within the educational community. Therefore, it's considered essential to verify whether these initiatives generate a real impact on learning, the development of global competencies, and educational quality.

Currently, higher education institutions invest considerable resources in internationalisation strategies, from student mobility to collaborative projects with foreign universities. However, these actions are often measured solely by their execution, such as the number of students participating in exchanges or the number of courses taught in English. This superficial approach overlooks essential questions: What are students actually learning? How are their intercultural skills developing? How do these initiatives improve the quality of the curriculum? The central problem is that while institutions meticulously describe their activities, few demonstrate the concrete impact on student learning or holistic development. It is necessary to move from merely describing actions to measuring results and impacts, opening what is known as the "black box" of internationalisation.

In the webinar, the professor structured the work around four objectives: precisely distinguishing between activities, outcomes, and impact in internationalisation; designing a plan for measuring the impact of a curricular internationalisation initiative; identifying key indicators and tools to evaluate quality and efficiency; and communicating the results in a useful way for improvement and accountability.

To understand why and what to measure, it's essential to differentiate three key concepts: quality, impact, and measurement. Quality is the ultimate goal of any educational initiative; in the context of internationalisation, it translates to a curriculum that prepares graduates with global competencies, capable of performing in diverse and complex environments. However, quality cannot be an abstract aspiration; it must be evidenced through concrete impacts, such as improved specific skills or job placement in international contexts.

Impact, for its part, is the tangible evidence that interventions are generating positive changes. It's not just about counting how many students participated in a program, but about demonstrating how that program transformed their skills, attitudes, and opportunities. For example, a real impact could be that a university's graduates show greater adaptability in multicultural environments or that the institution improves its reputation in international rankings due to its strategic alliances.

Measurement is the bridge between quality and impact. It's a systematic process that allows for data collection, analysis, and evidence-based decision-making. Without rigorous measurement, it's impossible to know if internationalisation strategies are working or if they require adjustments. Furthermore, measurement should not be an end in itself, but a tool for continuous learning and improvement.

Different types of impact evaluation exist. Experimental design incorporates a randomly assigned control group; it's the most robust but difficult to implement in educational contexts due to the level of control required over the population. Quasi-experimental design operates without randomization and selects participants based on defined criteria; it requires representative samples to have statistical power and initial comparability to support inferences. Participatory evaluation involves stakeholders throughout the process and prioritizes institutional learning. Designs can be pretest (baseline) and posttest (final evaluation), longitudinal-long-term, for example, following students exposed to internationalisation programs from the start of their studies until graduation—or comparative case studies—for example, contrasting student groups between universities. Ethical considerations are central: informed consent, responsible data use, and attention to exclusion effects when forming control groups.

All measurement begins with an explicit, flexible, and revisable theory of change that connects inputs, activities, outputs, outcomes, and impacts. The baseline is indispensable for measuring changes and, when seeking impact, for constructing the counterfactual with equivalent characteristics to generate good measurements. It's crucial to differentiate the program theory (what is intended to be achieved) from the implementation theory (how it will be done, with what resources, in what sequence). Four principles guide evaluation: utility for decision-making, technical and economic viability, impartiality to reduce biases, and precision of the instruments.

Internationalisation is evaluated on five articulated fronts. Institutional climate assesses institutional commitment, considering leadership, organizational culture, support policies, and sustainable funding. Inclusive internationalisation verifies equitable access to international experiences and addresses socioeconomic, cultural, linguistic, and technological gaps. Development of global competencies focuses on intercultural communication, empathy, and global critical thinking, using measurement instruments like the GPL, BEVI, and VALUE rubrics. Accreditation and quality observe the connection with external standards and the effective contribution of internationalisation to institutional goals. Transfer to the professional world looks at results in international employability, internships abroad, and participation in global networks.

The impact value chain (the logical model) organizes how a process change will be made. Inputs are the necessary resources to implement activities, such as budget, teaching hours, technology platforms, or international partnerships. Without these resources, no initiative can be carried out, so their identification and management are the first step. Activities are the strategic actions that transform those inputs into learning: shared courses, COIL projects, modules in other languages, workshops, or mirror classes. Outputs are direct and countable results of the activity, such as "80 students completed the project" or "three courses were taught in English." Stopping here is a common mistake; in addition to meeting execution goals, it's necessary to evaluate their performance, coverage, and efficiency, aiming for at least 80-90% implementation for results to be plausible. Outcomes are the focus of impact measurement, showing a change in learning, skills, or attitudes, for example, an improvement in intercultural communication. When an outcome doesn't move in the expected direction, the theory of change guides a return to the activities to adjust strategies, teacher profiles, or methodologies. Impact refers to effects on a larger scale and with a longer time horizon, such as the competitiveness of graduates in global markets or a faculty's international reputation. It usually solidifies over several years and requires multiple converging outcomes.

Next, a roadmap for efficiently measuring impact is detailed. The process is structured in four steps. Step 1: It's necessary to start at the end: define the internationalized learning objectives. Before designing any activity, you must ask: what do we want students to know, be able to do, or value by the end of the process? For example, an objective might be for them to analyze business problems from multiple cultural perspectives or to collaborate effectively in multicultural teams. These objectives must be specific, measurable, and aligned with the global competencies to be developed.

Step 2: Translate objectives into key indicators. This involves combining quantitative indicators—improvements in pre/post tests, verifiable counts, Likert scales on self-perceived competence—with qualitative indicators—the quality of reflections in a learning log, analysis of group discussion transcripts, portfolio evaluation—always using SMART KPI criteria to ensure specificity, measurability, realistic scope, relevance, and timeliness.

Step 3: Select relevant tools and triangulate sources. To measure direct learning, well-designed rubrics for evaluating assignments, presentations, and portfolios are key allies; standardized pre/post tests, such as BEVI or GPI, can be used if the budget allows; the analysis of artifacts—essays, videos, and projects—provides authentic evidence. For measuring perceptions, satisfaction and self-assessment surveys are used with careful phrasing. Focus groups allow for an in-depth exploration of the experience of students and teachers, and interviews complement this with nuances. Triangulation among students, teachers, and, when applicable, family or caregivers helps control for biases and strengthen inferences.

Step 4: Establish a continuous improvement cycle: analyze, visualize, and act. Analyzing involves questioning the data to identify what worked, which groups benefited most, and where gaps persist.

Visualizing consists of turning data into understandable stories using graphs, dashboards, and narratives that any decision-maker can interpret. Acting involves making adjustments to pedagogical and organizational design, reallocating resources, recognizing successful work, and communicating value to administrators, accreditation agencies, and student audiences. This cycle is applied iteratively semester by semester.

Finally, to interact with the participants, a practical workshop was proposed to "Design a Measurement Plan", where a guided activity was developed with the central purpose of having participants define a specific learning objective. For example, for students to be able to contrast their own ethical framework with that of a different culture. To do this, the dynamic must begin with a general presentation of three real-world internationalisation scenarios. Subsequently, the work groups perform a collaborative exercise of designing the logical map for each proposed case. Three case studies are proposed for the exercise: a COIL program with a university in Kenya, within a Professional Ethics course; an intercultural workshop that incorporates international bibliography in a Comparative Literature course; and a shared course with a guest lecturer from Germany in a Global Economics seminar. These cases allow for contextualizing the design of the measurement plan in concrete and diverse situations, fostering reflection and the practical application of the acquired competencies.

Each group must precisely define the international learning objective, identify the key activities needed to achieve it, and establish the immediate outputs and intermediate outcomes. They are also expected to consider the long-term impact, determine relevant measurement indicators, and select appropriate tools to collect evidence that allows for evaluating the achievement of the objective.

## **Learning Activities to be developed**



### **Learning Activity 1: Curricular reflection on the content of Module 5**

#### **Step 1:**

Based on the video and the readings, it is important to propose an activity that invites participants to share reflections on the Internationalisation of the Curriculum. For this, each participant must select a quote from the readings and post it in the group/forum "Readings Module 5" of the HUBIOC Experts social network, followed by a comment/brief reflection.

## Step 2:

On the other hand, you are asked to make comments to at least two different participants from the group.

To carry out this activity, each participant must log into the HUBIOC Experts social network and register. Once in that space, click on the "Groups" tab at the top and then on "Join Group." From there, you will be ready to upload your reflection and comment on those of other participants.



## Learning Activity 2: Final evaluation of the course

Progressively, in each of the modules, you have been asked to incorporate the components of internationalisation in key sections, including the introduction/description, objectives, expected learning outcomes, methodology, and evaluation mechanisms.

For the final deliverable, you must conduct a general review of the documents and, based on the feedback received, make the respective adjustments and send the compiled modified syllabus. This document will be reviewed and feedback will be provided by peers.

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