

Micro-collaboration

Philipp Wasserscheidt

Existing internationalisation formats

- ▶ Strategic International Networks
- ▶ Branch campuses
- ▶ Physical Student mobility
- ▶ Physical Staff mobility
- ▶ Dual and Joint Degrees
- ▶ Summer schools
- ▶ Excursions

Virtual internationalisation

- ▶ Individual Student Virtual Mobility (IVM)
- ▶ Virtual Teaching
- ▶ Class Virtual Mobility (CVM)

- ▶ Blended Mobility

- ▶ Internationalisation at a distance

Target groups

Who is mobile?

	Networks	Campuses	Stud. Mobility	Staff mobility	Degrees	Summer School	Excursions	IVM	Virtual Teaching	CVM	Blended	IaD
Individual Student	(v)	(v)	v			v		v				
Student group	(v)				v		v			v	v	
Staff	v	v		v		v	v		v	v	v	
None												v

Features: Organisation

- ▶ Cost
- ▶ Time
- ▶ Degree
- ▶ Connection to programme
- ▶ Registration
- ▶ Flexibility

Costs vs. Time

	Costs -	Costs +/-	Costs +
Time -	IaD Virtual Teaching IVM		
Time +/-	CVM Staff mobility	Excursions Blended Summer School	Stud. Mobility
Time +			Networks Campuses Degrees

Features: Individuals

- ▶ Coverage
- ▶ Social contact
- ▶ Credit
- ▶ Joint learning
- ▶ Flexibility

Flexibility vs. Joint learning

	Flexibility +	Flexibility +/-	Flexibility -
Joint Learning +	Stud. Mobility	Summer School	Degrees
Joint Learning +/-	IVM CVM	Excursions Blended Mobility	Networks Branch Campuses
Joint Learning -	Staff mobility Virtual Teaching IaD		

Coverage vs. Contact

	Coverage +	Coverage +/-	Coverage -
Contact +	Staff mobility		Stud. Mobility Degrees
Contact +/-		Networks Branch Campuses Summer Schools Excursions Blended Mobility	
Contact -	IVM Virtual Teaching CVM IaD		

Features: Impact

- ▶ Outreach
- ▶ Inclusiveness
- ▶ Climate

Outreach vs. Climate impact

	Climate +	Climate +/-	Climate -
Massive +	Virtual Teaching CVM IaD		
Massive +/-	IVM	Stud. Mobility	Staff Mobility
Massive -		Joint Degrees Summer School	Blended Mobility Excursions

Virtual Group Mobility

Advantages and challenges of Virtual Group Mobility

Organisation	Costs	Time	Connection to programme	Registration	Flexibility
	low	medium	yes	not necessary	high
Individuals	Coverage	Social contact	Credit	Joint learning	Flexibility
	high	low	yes	medium	high
Impact	Outreach	Inclusiveness	Climate		
	high	high	high		

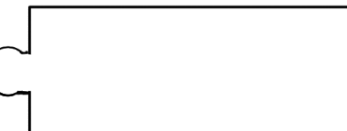
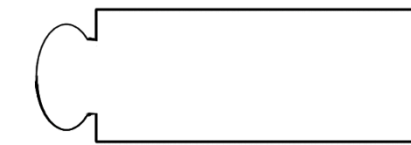
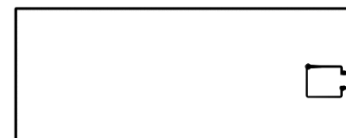
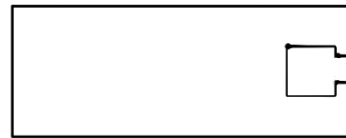
Challenges of Virtual Group Mobility

- ▶ You would like students to learn together as if they were in the same course
- ▶ But this is not that easy.
- ▶ There are plenty of obstacles that make it difficult for you to collaborate in university teaching.



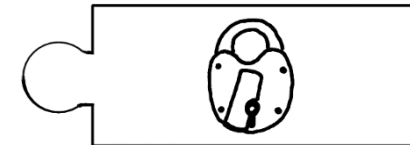
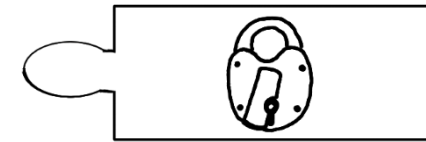
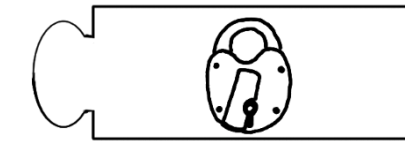
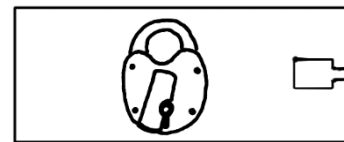
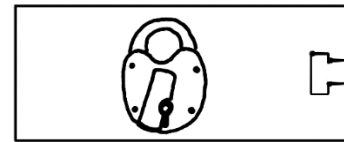
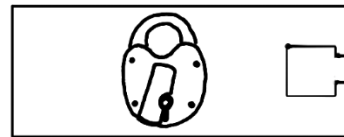
Study programmes

- ▶ Study programmes and individual courses may be incompatible
- ▶ You may not be able to introduce new courses to enable cooperation



Study programmes

- ▶ The subject and the content of existing courses may be fixed.
- ▶ You may not be able to change the content to match your collaboration partner



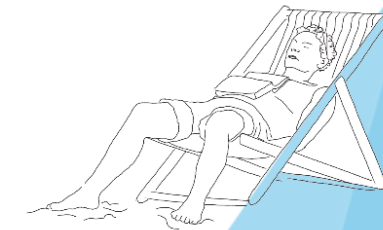
Term time

- ▶ Perhaps your semesters are arranged in such a way that there is hardly any overlap with the semesters of your partner of choice.
- ▶ So while you are teaching, your partner is already in the semester break. Or vice versa.

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But also:

- ▶ Subject
- ▶ Course structure
- ▶ Study level
- ▶ Group size
- ▶ Assignments
- ▶ Teaching time
- ▶ Language
- ▶ Technical background
- ▶ Learning management system
- ▶ Crediting

Organisational responsibility

Who is organising (b) - and who is travelling (a)

	Networks	Campuses	Stud. Mobility	Staff mobility	Degrees	Summer School	Excursions	IWM	Virtual Teaching	CVM	Blended	IaD
Student	a	a	a		a	a		a		a	a	
Staff	a			a		b	b+a	b	b+a	b+a	b+a	b+a
Department					b	b						
University	b	b	b	b		b						

Need:

- ▶ To support the virtual group mobility format, it is necessary to support teachers to minimise the workload in planning and preparing the exchange formats. It is also useful to provide tools, strategies and other solutions to support social contact between student groups and collaborative learning as much as possible.

Downsizing internationalisation: Micro-Collaboration

- ▶ We define micro-collaboration as small and non-intrusive learning formats that use existing overlaps between university courses to enable students to learn together across borders.
- ▶ Small-scale transnational teaching cooperation
- ▶ Utilize matches between existing courses
- ▶ Focus on student interaction

Micro

- ▶ **Short or low interference + non-intrusive**
- ▶ **Short:**
3 to 7 weeks or sessions of joint teaching and learning – only a small part of a course
- ▶ **Low interference:**
Parallel off-class student projects or assignments – according to the normal course schedule
- ▶ **Non-intrusive:**
Not disrupting the course structure and topic, study programme, not adding work load for students

Collaboration

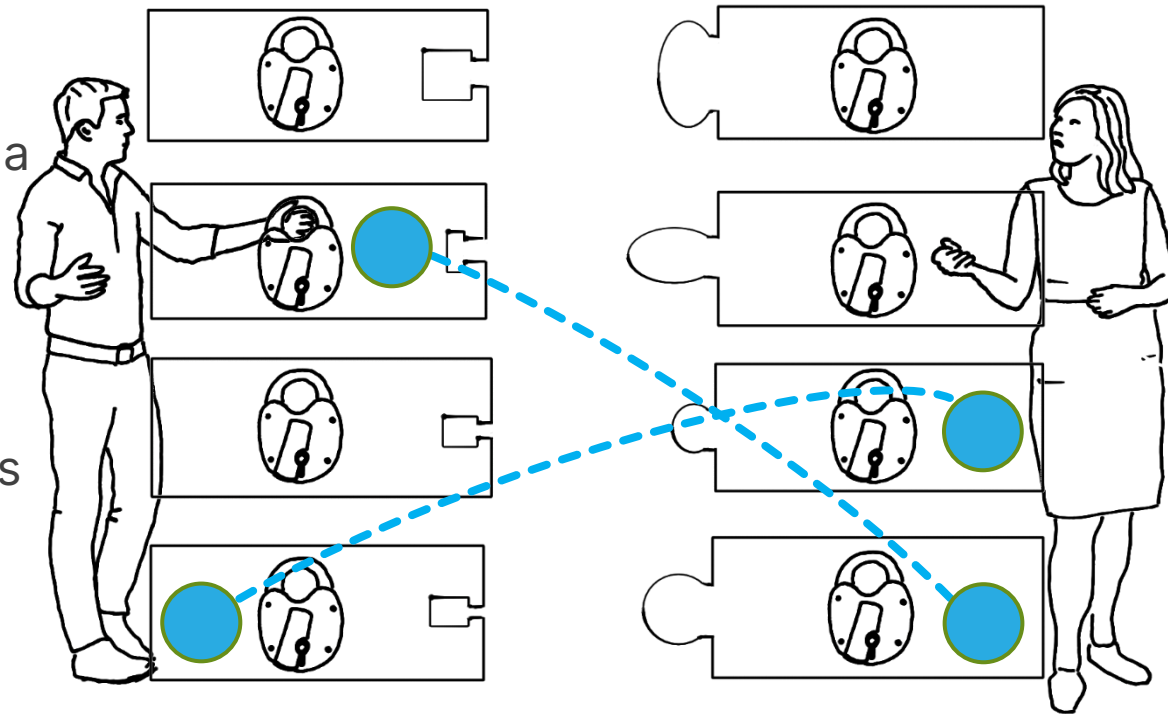
- ▶ Focus is on the collaboration of students
 - ▶ Joint learning in the courses
 - ▶ Joint projects
 - ▶ Virtual social activities (!)
- ▶ Teacher collaboration
 - ▶ Co-teaching instead of guest lectures
 - ▶ Co-mentoring of projects
 - ▶ Co-creation of assignments

Non-intrusive

- ▶ No new courses
- ▶ No need to be approved by administration
- ▶ No major changes in course structure or content
- ▶ No additional workload for students
- ▶ Use existing matches

Sneaky

- ▶ With micro-collaboration, you work below the radar of the study regulations, because only a small part of your courses is affected. A time-consuming change to the study programme regulations is not necessary
- ▶ It is easier to find common topics for a short collaboration



Flexible

- ▶ Micro collaborations are also manageable in terms of time. They involve collaboration for just three to five weeks. Or a student project.

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Example: Corpus-based constructional analysis

- ▶ UC Louvain and HU Berlin
- ▶ **Courses**
 - ▶ Research methods
 - ▶ Construction grammar and constructional analysis
- ▶ **Time**
 - ▶ Semester February-May (Louvain) vs. April-July
- ▶ **Micro-collaboration**
 - ▶ 4 weeks in April/May
 - ▶ Common Method and mini-project „Corpus-based analysis“
 - ▶ Final project for Zurich, Intro into method for Berlin

Example: Language planning and language policies

- ▶ U Belgrade and HU Berlin
- ▶ **Courses**
 - ▶ Language education policies (2 different study groups!)
 - ▶ Language planning and nation-building
- ▶ **Time**
 - ▶ Semester October-January/February
- ▶ **Micro-collaboration**
 - ▶ 2 parallel student projects (=assignments) with 2 methods
 - ▶ Research + language policy and Survey + language attitudes

Planning instructions

- ▶ Every micro-collaboration utilizes existing **matches**
 - ▶ Most important in our context:
Topic and research method taught
 - ▶ But also:
Target language, teaching language, participants, time, ...
- ▶ Remaining challenges should be overcome **cost-efficiently**
- ▶ Thus you should clearly identify your **objectives**
- ▶ And: Virtual social activities are key

Creating a micro-collaboration

► 5 Steps



1. Analyse condition

What can I organize?
What do I want to
organize?

How much time can I
spend for an MC?

How flexible am I with
my course?

Which assignments my
students have to
deliver?

How is my course
structured? What
format?

In what language
do/can I teach

How many students to
I expect?

At what time will my
course take place

...

2. Find matches

What can I organize?
What do I want to
organize?

Each 3 session

Not flexible

Different assignment

Same structure/format

English is ok

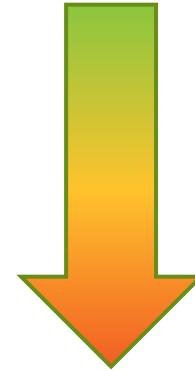
Same size

Different time

...

3. Set objectives

- ▶ Want to you want to achieve?
 - ▶ Students learn the same topics
 - ▶ Students use the same teaching material
 - ▶ Students experience different teachers
 - ▶ Students experience students from other countries
 - ▶ **Students learn together**
- ▶ Which of these aims is feasible for you?
- ▶ What do you want the students to have learned/experienced at the end?



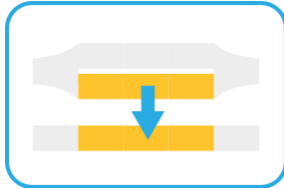
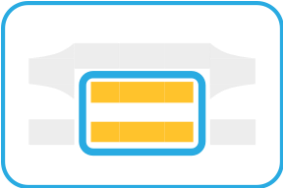
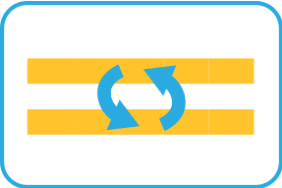
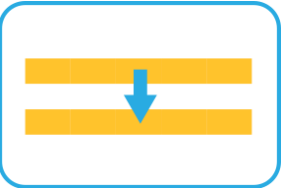
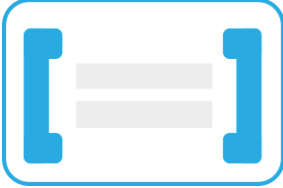
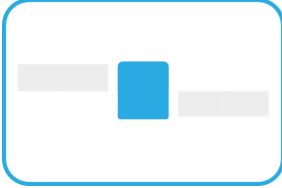
4. Identify challenges

- ▶ Challenge = Objectives – Match

5. Find solution

- ▶ DIONE solutions focus on collaboration scenarios
- ▶ See www.dione-edu.eu
- ▶ Other platforms (e.g. COIL)
- ▶ Be creative to find your own solutions

DIONE Collaboration Scenarios



Micro-Collaboration @ teachers

- ▶ Flexibility
- ▶ Independence
- ▶ Free choice of partners, topics, time, duration, workload
- ▶ Democratic, bottom-up internationalisation
- ▶ Active co-teaching, peer learning

Micro-Collaboration @ students

- ▶ Real encounters with other students
- ▶ Accessible – part of normal studies
- ▶ Inclusive
- ▶ Research-based learning (most sensible in most constellations)
- ▶ Active internationalisation-at-home

Micro-Collaboration @ universities

- ▶ Massive internationalisation possible
- ▶ Inclusion of new groups of staff and students
- ▶ Possible integration of non-academic partners
- ▶ Internationalisation „within“, not as „add-on“