




eLearning & Facilitation: Supporting academics to facilitate online international learning

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Our accolades

- **Ranked No.12 UK University**
Guardian University Guide 2018
 - **Gold rating for teaching excellence 2017**
Teaching Excellence Framework (TEF)
 - **UK's top new university**
The Guardian and the Complete University Guides 2018
 - **Queen's Award for Enterprise**
International Trade 2015
- 

Our accolades

- **Top 4 for Student Experience and Teaching Quality**
The Times and Sunday Times Good University Guide 2017
- **95% of graduates employed or in further study**
DLHE survey 2014/15 – six months after graduating
- **Based in a city ranked top 40 worldwide, top 5 UK**
QS Best Student Cities 2017
- **91% of students satisfied with their course**
Q22, overall satisfaction, National Student Survey (NSS) 2016



CU education strategy 2015-2021

Transformative learning

Research inspired teaching

Embedded employability

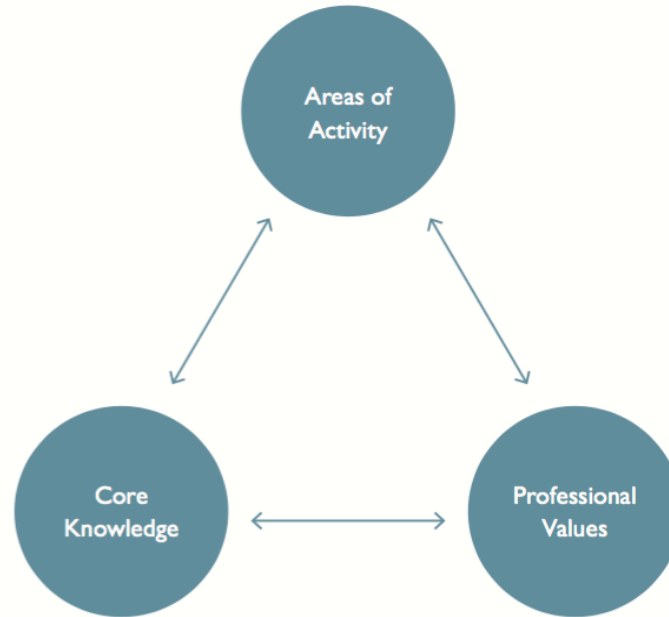
Creativity and enterprise

Intercultural and
international engagement

Community contribution
and responsibility

Innovation and digital fluency

UK Professional Standards Framework (HEA) 2011





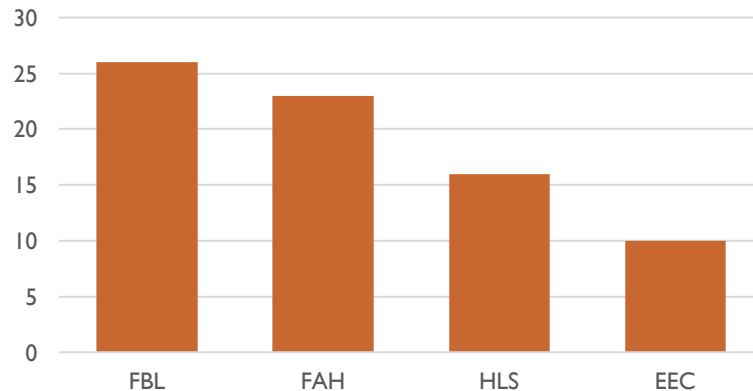
Focus: Facilitating OIL

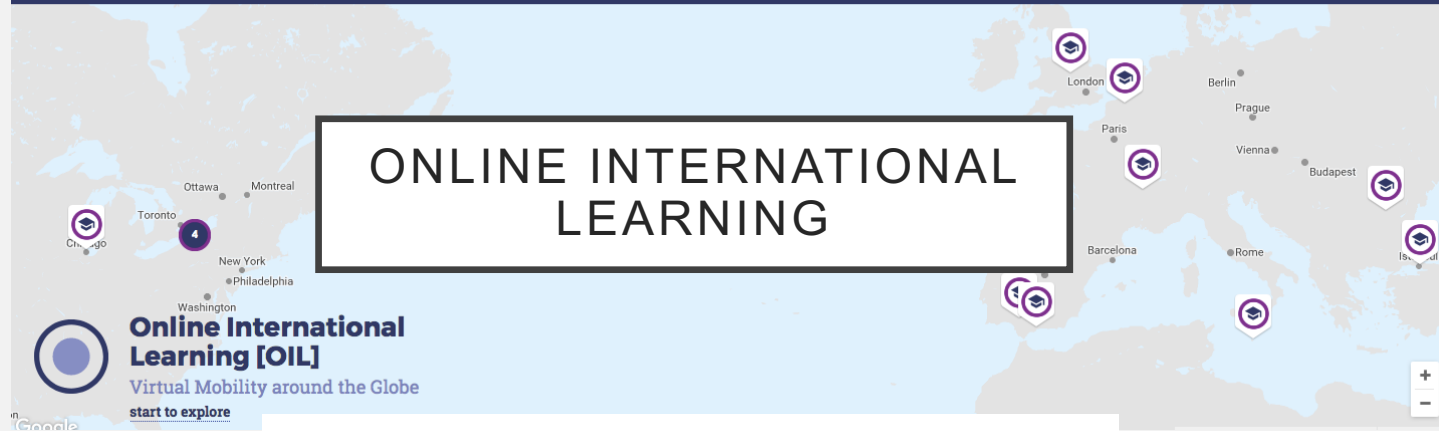
OIL: MAIN COMPONENTS

- (1) Students must engage in some sort of online dialogic interaction with international peers on discipline content
 - (2) the collaborative activities must be informed by a number of internationalised learning outcomes
 - (3) there must be a reflective component (e.g. essay, focus group) that helps students make explicit the learning resulting from engaging in such intercultural encounters
- (Villar-Onrubia & Rajpal, 2015)

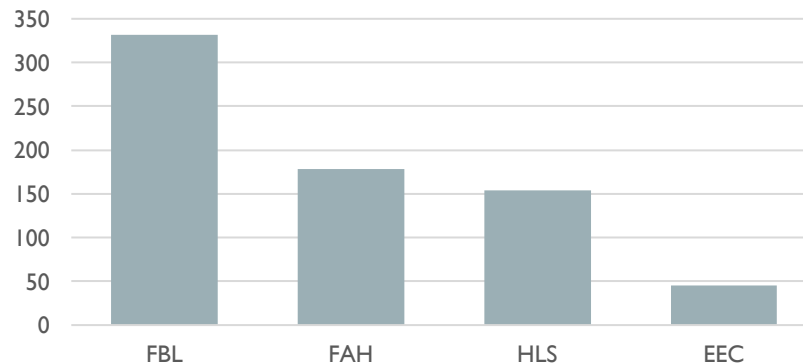


Number of OIL projects by Faculty
2016-17



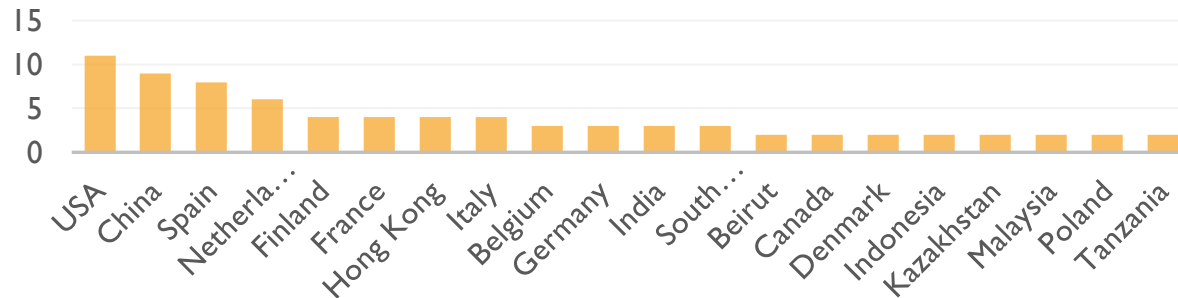


Num. of CU students in largest OIL projects by Faculty 2016-17

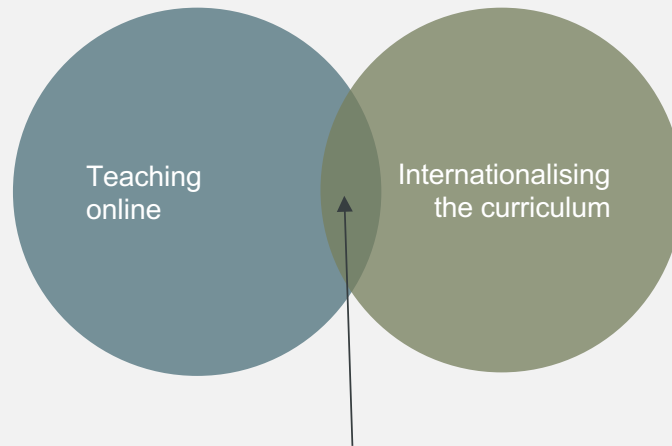




Number of partner institutions by country
(out of 42 countries in total, only including
those with two or more partners)



How do lecturers learn to design and successfully deliver OIL?

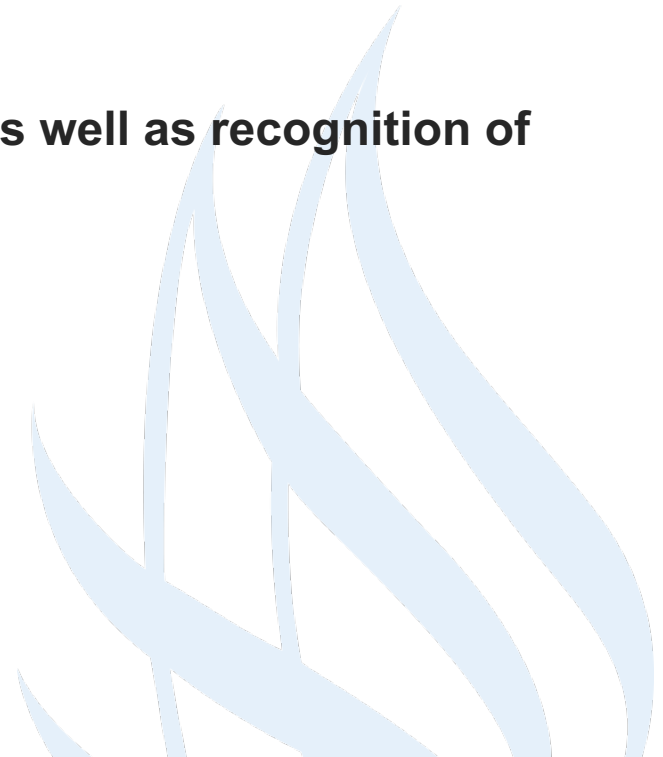


Lecturers' competences for OIL

OIL: Facilitating intercultural exchange

Organisational, pedagogical and digital skills as well as recognition of one's attitudes and beliefs

(O'Dowd, 2015)



ORGANISATIONAL SKILLS

- can establish and explain clearly the study plans and expectations related to the course
- can maintain good working relationships with the learners throughout the exchange, identifying problems as they arise
- has knowledge of the common causes of organisational and intercultural problems in online exchanges and can apply a series of techniques and strategies to deal with these

PEDGAOGICAL SKILLS

- can design tasks which are attractive and relevant for learners and which serve to develop culturally rich interaction about the subject area
- can integrate appropriate assessment procedures which accurately reflect the activities which learners carry out during their exchange
- can provide learning support either through scaffolded guidance (for example, in directing to online tutorials) or through the provision of reflective tools, such as learning logs or journals

DIGITAL SKILLS

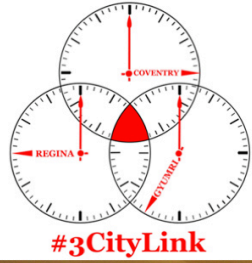
- can explain the use of the chosen tools to learners or can provide them with online or third-party support for learning how to use them
- can instruct learners on how to use online tools autonomously (e.g. online dictionaries, multimedia authoring tools)
- can organise the online exchange in a manner which respects privacy and copyright issues related to the learners' work

ATTITUDES AND BELIEFS

- a willingness to look for compromise with the learners in relation to task design, exchange structure and other issues
- an interest in trying out new exchange tasks and new online tools which may be proposed by learners
- a belief that culture plays an intrinsic role in online communication when learning about the subject area

RELATED RESEARCH EXAMPLES

1. **Graduate preparedness for an uncertain world**
(Occupational Therapy, Wimpenny et al., 2015)
2. **#3CityLink**
(Fine Arts and Film Studies, Wimpenny et al, 2017)
3. **Telepresence in Theatre**
(Performing Arts, Gorman et al., 2017)

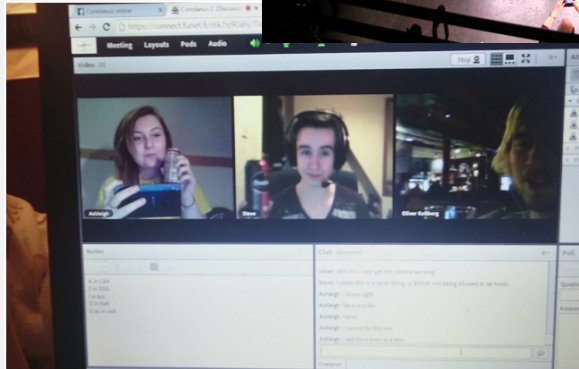


#3CITYLINK:
ORGANISATIONAL SKILLS

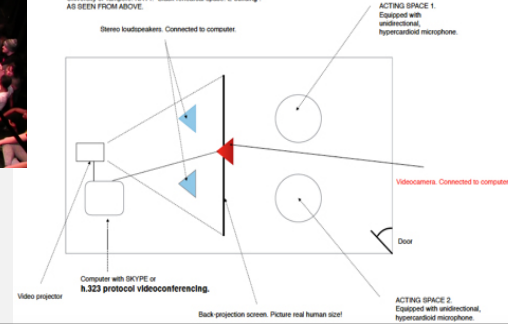


**UNIVERSITY
COLLEGE**

OT IN AN UNCERTAIN
WORLD:
PEDAGOGICAL SKILLS



"Conscious online" - coarse technical setup "FINLAND SIDE" 1.2-5.2.2016.
University of Tampere, NACTY "Black rehearsal space, E-building"
AS SEEN FROM ABOVE.



TELEPRESENCE IN THEATRE: DIGITAL SKILLS

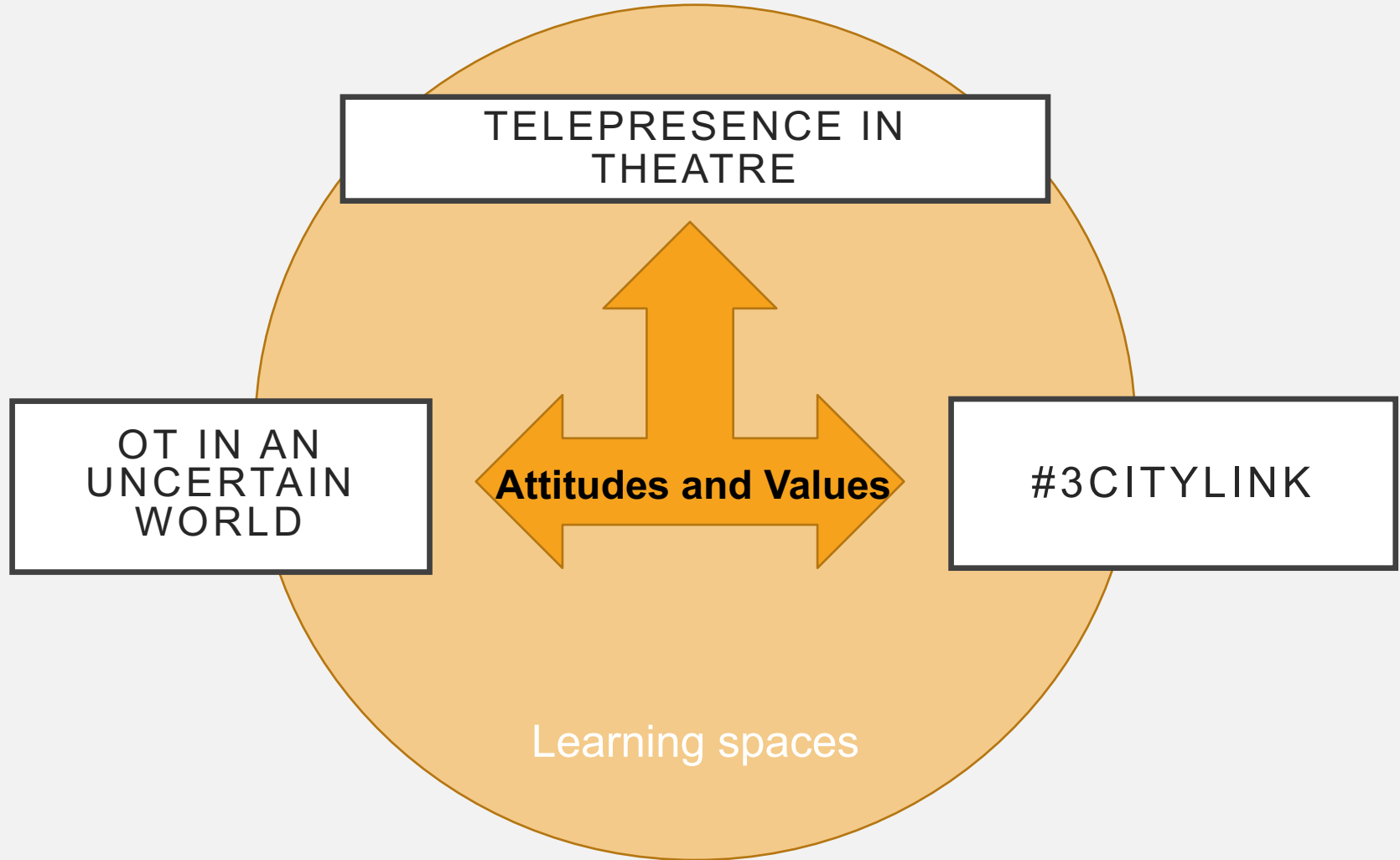
TELEPRESENCE IN
THEATRE

OT IN AN
UNCERTAIN
WORLD

Attitudes and Values

#3CITYLINK

Learning spaces



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Questions?