

3. Internationalisation incorporated in all curricula

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0. SHORT INTRODUCTION

In the Jones model pie number 3 is Internationalisation incorporated within curricula for all students, this contains:

- University-wide strategy is translated to internationalised curricula and international learning outcomes across the university – global perspectives and developing intercultural awareness and sensitivity.
- Content, pedagogy, assessment processes and graduate outcomes.
- Varied international mobility opportunities to support the international curriculum: e.g. academic study abroad, work placement, international volunteering.
- Intercultural learning opportunities in international classrooms, multicultural workplaces.
- Build an international reputation in the field of applied research.

This document is a collection of examples on different subjects.

1. COMPETENCES

International and Intercultural Competences (ICOMs framework)

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| SHORT DESCRIPTION |
| <p>The ICOMs is a theoretical framework designed to stimulate the integration of international and intercultural competencies into curricula.</p> <p>It defined 'international competences' in the typical context of higher education and developed a set of international competences.</p> <p>There are 5 fields or clouds of international competences:</p> <ol style="list-style-type: none">1. Personal Growth2. Intercultural Competence3. Language Skills4. Global Engagement5. International Disciplinary Learning |
| GOALS |
| <p>This model of international competences is the framework of a learning outcome assessment of students at the one hand and an examination of the integration of international learning outcomes in curricula of different training programs (including teacher training) at the other hand.</p> |
| TARGET GROUPS |
| Staff |
| SOURCE AND/OR ANNEX |
| http://www.internationalecompetenties.be/ |

ICOMs Survey

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| SHORT DESCRIPTION |
| <p>In this survey, we will ask you to consider a set of previously identified 'international competences' (ICOMs) that can be part of learning activities and assessment in higher education institutions. The ICOMs framework has been developed during a research project of the 'Education Development Fund' of the Catholic University of Leuven Association (B). The ICOMs are a set of (specific and general) competences every student in higher education should acquire during their curriculum, to be able to function in a globalized society and working environment. In total, five fields of competences have been identified:</p> <ol style="list-style-type: none">1. Language Skills2. Intercultural Competence3. Global Engagement4. Personal Growth5. International Disciplinary Learning |

GOALS

The aim of this survey is twofold; to investigate among students and faculty, perceptions regarding:

1. **importance** of ICOMs for physiotherapists / physiotherapy
2. **integration** of ICOMs in the curriculum

Teaching teams can use the survey to evaluate their own curriculum.

TARGET GROUPS

Curriculum managers and staff.

Students can also complete the survey to have their input in the curriculum design.

SOURCE AND/OR ANNEX

<http://www.internationalecompetenties.be/en>

2. LEARNING OUTCOMES

Examples of international learning outcomes

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| SHORT DESCRIPTION |
| <p>Short description Examples of international learning outcomes throughout the curriculum as part of the policy document “Memorandum on Internationalisation Physiotherapy Programme Hanze School of Health Care Studies”.</p> <p>Students of physiotherapy do not necessarily have to cross physical national borders to acquire international and intercultural skills. The Physiotherapy Programme has stipulated in its learning outcomes what graduates require, i.e. what international and intercultural skills they must have acquired by the end of the programme in order to be able to perform effectively in an international work environment. These skills are acquired within the curriculum in various ways. The basic principle of Hanze UAS’ Policy on Internationalisation (the graduate can demonstrate that s/he has the cognitive and (attitude-related) skills to function at Bachelor level in his/her international professional environment (Hanze UAS, 2013)) features in several of the learning outcomes. These learning outcomes apply to all students. Consequently, the core curriculum has a deeply rooted international dimension.</p> <p>At the heart of the internationalisation of the curriculum are the three international dimensions defined by Hanze UAS (Hanze UAS, 2013): language skills, intercultural (communication) skills and international professional practice.</p> <p>The various international learning outcomes are mentioned in ANNEX Pie 3_Memorandum on Internationalisation Hanze.PDF</p> |
| GOAL |
| <p>This document describes the why and the how on Hanze UAS Physiotherapy internationalization policy and gives ample examples of international learning outcomes.</p> |
| TARGET GROUPS |
| <p>Staff of physiotherapy programmes (lecturers, international coordinators, policy advisors)</p> |
| SOURCE AND/OR ANNEX |
| <p>ANNEX Pie 3_Memorandum on Internationalisation Hanze.PDF Physiotherapy Programme Hanze School of Health Care Studies</p> |

3. Platforms / Media

Blackboard (BB-Collaborate as a Global Classroom Tool)

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| SHORT DESCRIPTION |
| This PDF(Annex Blackboard Collaborative) describes how BB-collaborate can be used as a web conference tool for all different types of Global Classroom (GC) activities (e.g. livestreaming). The PDF (Annex Global Classroom) describes GC possibilities. |
| GOALS |
| <ul style="list-style-type: none"> • To moderate Global Classrooms sessions • Online question-hour as preparation shortly before an exam • Students that cannot be present can follow lectures live (e.g. long-term ill students, students studying abroad) • Students doing their clinicals present their findings towards each other and towards the lecturer • Online meetings with people outside the school and / or international colleagues • Opportunities for: <ul style="list-style-type: none"> ○ Sharing video-images; ○ Sharing audio; ○ Chat; ○ Share a whiteboard; ○ Share screen; ○ Share documents; ○ Split up in virtual groups(break-out sessions) ○ Poll; ○ Subtitle a session; ○ Record a session; ○ Invite external guests; ○ Different roles: moderator, participant, presenter, subtitle |
| TARGET GROUPS |
| Students, lecturers, international coordinators |
| SOURCE AND/OR ANNEX |
| ANNEX Pie 3_Blackboard Collaborative.PDF ANNEX Pie 3_Global Classroom.PDF Physiotherapy Programme Hanze School of Health Care Studies |

4. Learning Activities

Diversity Bingo- to explore and discuss dimensions of diversity

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| SHORT DESCRIPTION |
| <p>Facilitator: hands-out bingo cards.</p> <p>PART 1 Bingo game: participants find other participants to whom bingo box applies. Walk around and find different people who answer yes to the questions. You can use each question once and you cannot ask more than one question to the same person. If a participant has a whole row completed, he can shout 'bingo'.</p> <p>PART 2 Discussion: why do you or don't you ask someone a certain question? Which characteristic are you looking for? Which questions were easy to ask, which weren't? Did you get the same question more than once? What did you think / How did you feel if someone asked you a specific question? What did you learn from this exercise? Stereotypes? Prejudices?</p> <p>Duration 15 minutes for the game, 20-30 minutes for the discussion</p> |
| GOALS |
| <p>To explore and discuss dimensions of diversity. Remember that there is diversity among groups that may appear to be homogenous.</p> <p>Talking about stereotypes, prejudices. Facts versus interpretation, first impression. Postpone your opinion on someone.</p> |
| TARGET GROUPS |
| Students, staff, international classrooms, bachelor or master |
| SOURCE AND/OR ANNEX |
| <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiVvIrgyMzqAhUJDOWKHTWCD_EQFjANegQIAxAB&url=https%3A%2F%2Fwiki.uiowa.edu%2Fdownload%2Fattachments%2F31756792%2FDiversity%2BBingo.pdf&usg=AOvVaw1GhSEb-amyraflx9Jo-Vdr</p> <p>example: http://home.snu.edu/~hculbert/bingo.htm</p> |

| DIVERSITY – BINGO | | | | | |
|--|--|--|--|--|--|
| Did you ever work with somebody at least 20 years older than you are? | Have you ever worked on a farm? | Did you ever have a foreign manager? | Did you ever live abroad? | Were your (grand) parents migrants? | |
| Did you ever work with a person with a disability? | Do you speak more than 2 languages? | Do you have a good friend with another ethnic background? | Did you ever have a relationship with someone with a lower level of education? | Have you ever been discriminated because of your gender? | |
| Did you ever work with someone with a different religion? | Do you know someone with a psychiatric disorder or an addiction? | Do you have a gay/lesbian/ bisexual or transgender friend? | Have you been abroad for study or work? | Do you have family or friends who depend on welfare? | |
| Are you a foreigner in the country you live in? | Are you raised by a single parent? | Are you raised in a prosperous family? | Did one of your parents serve in the army? | Have you ever been discriminated because of ethnicity? | |
| Have you ever been treated by a doctor with a different ethnic background? | Do you personally know a convicted criminal? | Do you have anbackground? | Are you a vegetarian? | Do you know a chronically ill person? | |

Walk around and ask your fellow-students if he or she meets one of the criteria. You can only use one name per criterium. Who has 5 names in a (horizontal, vertical or diagonal) row, calls out “bingo” and is the winner. If no bingo is achieved, the winner is the one with the most names overall.

Improving cross cultural competence - Bafa Bafa

SHORT DESCRIPTION

BaFá BaFá is a face-to-face learning [simulation](#) (game), invented by Dr. R. Garry Shirts in 1974,^{[1][2][3]} who also invented [StarPower](#), and is published by Simulation Training Systems, Inc. The simulation is intended to improve participants' cross-[cultural competence](#) by helping them understand the impact of culture on the behavior of people and organizations. (https://en.wikipedia.org/wiki/BaFa%27_BaFa%27, 15th of march 2019)

By participating in this cultural simulation designed to foster cross-cultural awareness, students will come to experience the development and impact of stereotypes. By developing a deliberately narrow and stereotypical view of a 'foreign culture', and subsequently examining their own reactions to this culture, and of the other culture's stereotypical reaction to them, students come to appreciate the negative impact of stereotypes and of the need to foster greater tolerance and understanding of others in all spheres of life.

Randomly assign students into two groups to two artificial cultures: "Alpha" and "Beta" cultures. Each group is introduced to a different set of cultural values and allowed to practice playing a card game according to these values. The Alpha culture is a relationship oriented, strong in-group out-group culture. It is patterned on closed "high-context" cultures where interpersonal relationships and physical closeness are prized values. As a non-competitive culture, its card game has no winners or losers. The Beta culture is a highly competitive "time is money", "you are what you earn" trading culture. It has its own specialized "trading language".

Participants are introduced or "briefed" about the rituals, customs and language of their culture and given time to practice and live in their new culture (Rules/instructions can be modified as appropriate). Observers and visitors are exchanged on a "tourist-like" basis for very brief periods of time. It is forbidden to explain the rules of either culture to visitors so the only means of understanding is observation and trial and error participation. Before the Alphans talk to each other, for example, they must first touch each other. Thus, Betans will not be immediately aware that in order to speak with an Alphan, they must first touch the other person, and will be ignored by the Alphans when they try to speak to them. Sanctions are imposed when cultural norms are violated. After repeated attempts by the Betans to talk to the Alphans, the Alphans will offer the Betan visitor a card, which lets other Alphans know that the visitor has been sanctioned.

GOALS

1. To help students come to understand the meaning and impact of culture.
2. To demonstrate how one's feelings of attachment to a given culture are learned through the processes of socialization, and that one's tendency to judge other cultures is based on one's own cultural perspective.
3. To demonstrate the potential for misinterpretation that arises when one evaluates another culture solely from the perspective of one's own values.
4. To build awareness of the extent to which cultures can vary (cultural difference) and to help students work through these differences.
5. To help students to come to appreciate cultural diversity and to examine their attitudes and behaviors towards others who are 'different' than themselves.

TARGET GROUPS

Anyone who wants to become more sensitive about intercultural interaction.

SOURCE AND/OR ANNEX

ANNEX Pie 3_Bafa Bafa.PDF

https://en.wikipedia.org/wiki/BaFa%27_BaFa%27

International student interaction - Skype project

SHORT DESCRIPTION

Collaboration of European universities in which students participate in an international assignment (skype or other social media). Example of Internationalisation@home.

Within the skype project a student physiotherapy from for example a Dutch University of Applied Sciences, will team up with a (first or) second year students' physiotherapy from one of the partner institutions, to explore each other's interests and experiences connected to physiotherapy.

Each university organizes two group meetings to provide a platform for the students to prepare for and evaluate the different steps of this assignment, the actual assignment is done individually. Over a period of ten weeks students will engage in two contact opportunities with an international peer to do the following:

1. Getting acquainted: get to know one another and conduct an interview on one another, show each other 5 pictures, via Skype 5 pictures connected to physiotherapy at your school and in your country, explain them to the other student. Evaluate with one another what you have learned from one another and from this assignment and make a clear appointment for the next contact moment.
2. Discussing health (beliefs) models and the role of a physiotherapist enhancing physical activity, based on an article, a "fact sheet", a movie about the WHO health definition and the theory a student is using in his own education.

GOALS

1. This assignment aims at enhancing students' intercultural communication skills. Specifically:
2. Students will improve their language skills in general and be able to talk about physiotherapy (study) related subjects in particular;
3. Students will be able to conduct an interview in English;
4. Students will gain insight into physiotherapy and health care systems in another country (course contents, motivation and interests, job opportunities and preferences, etc);
5. Students will be more aware of (intercultural) differences with regard to physiotherapy (study)
6. Students will be more aware of 'the meaning of being healthy' in different international/intercultural perspectives'.
7. Students will be more aware of 'the role of a physiotherapist in enhancing physical activity' in a different international/intercultural perspective

TARGET GROUPS

Lecturers, international coordinators, policy advisors of physiotherapy programmes.

SOURCE AND/OR ANNEX

Physiotherapy Programme Hanze School of Health Care Studies & Physiotherapy Rotterdam University of applied science.

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Use of TOPOI model during intercultural communication

SHORT DESCRIPTION

This is an assignment about using the TOPOI system about communication.

The TOPOI-model is developed by Edwin Hoffman and is based on the work of the Interaction Academy of Antwerpen, which works with the axioms for communication developed by Watzlawick. There are in this model 5 areas to trace misunderstandings in communication.

T - Tongue

O – Order

P – Person

O – Organization

I – Intentions and influence

The model is not focusing on cultural differences, but more on communication.

The TOPOI-model is an instrument to analyze the communication. It is also a model for interventions. The TOPOI-model is based on some assumptions:

1. communication is universal 2. the focus is on the interaction not the culture 3. communication is a circular process 4. (intercultural) communication asks for an open, reflective attitude 5. be pessimistic about communication, be optimistic about people.

Assignment:

- Student/teacher prepares the theory about TOPOI
- Student prepares a case in which intercultural aspects play an important role in health
- When possible arrange a mixed classroom or COIL (collaborative online international learning)
- One student plays the role of Physiotherapist, one of a patient and one of observer.
- Record the conversation on video
- Analyze the communication by the TOPOI model
- Discuss the outcome of the analysis

GOALS

The student/teacher analyses and reflects on the own communication based on the TOPOI model. The student/teacher is able to influence the own communication based on intercultural differences.

TARGET GROUPS

Students, teachers, mixed classroom

SOURCE AND/OR ANNEX

Nunez C., Nunez R., Popma L., Intercultural sensitivity, from denial to intercultural competence. Assen: Van Gorcum 2017.

Knight, J., Internationalization of Higher Education: New Directions, New Challenges. IAU Global Survey Report, International Association of Universities (IAU) 2006.

Maslow versus Pinto

SHORT DESCRIPTION

Theoretical model on the difference between F- and G-cultures (F cultures are cultures with a tight social network, G cultures have a less tight social network).

David Pinto distinguishes two different pyramids of needs, in which 'self-fulfillment' stands at the top of the Western pyramid (Maslow), and 'honor' is at the top of an alternative pyramid that is more representative for societies in which the group plays a central role.



GOALS

To have a better understanding of the difference between cultures and why some people react differently.

TARGET GROUPS

Students, staff

SOURCE AND/OR ANNEX



**Hanzehogeschool
Groningen**

University of Applied Sciences

**Memorandum on Internationalisation
Physiotherapy Programme
School of Health Care Studies**

share your talent. move the world.

Approved: 10 May 2017

Author:

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Glossary

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| COHEHRE | Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe |
| EACH | International Association for Communication in Healthcare |
| EAIE | European Association for International Education |
| ECTS | European Credit Transfer and Accumulation System |
| EQF | European Qualifications Framework |
| ENPHE | European Network of Physiotherapy in Higher Education |
| IB | International Baccalaureate |
| ICC | Intercultural Communication Competence |
| ICLL | Intercultural Competence Learning Lab |
| IHS | International Health Care School |
| IPD | International Placement Desk |
| IPP | International Physiotherapy Programme |
| HBO | Hoger Beroeps Onderwijs (Higher Professional Education) |
| HG | Hanze University of Applied Sciences Groningen |
| KNGF | Royal Dutch Society for Physiotherapy |
| NAFSA | Association of International Educators |
| NVAO | Accreditation Organisation of the Netherlands and Flanders |
| PAL | Peer Assisted Learning |
| OC&W | Ministry of Education, Culture and Science |
| SAGZ | School of Health Care Studies |
| WCPT | World Confederation for Physical Therapy |
| SAP | King Abdullah Scholarship Program |

Introduction

Borders matter less and less: employees, customers and competitors of businesses and organisations now come from all over the world. The distinction between regional, national and global is becoming increasingly blurred. This is also true in the educational sector and in the professions for which we train our students. Issues relating to demographics, climate change, raw materials, health, water and food are not constrained by borders and affect Hanze UAS as well, either directly or indirectly (Hanze UAS, 2016).

International ambition of the Physiotherapy Programme

Our graduates are internationally minded, share and acquire knowledge, have good intercultural skills and can work anywhere in the world. Their default approach to their work is international, interdisciplinary and intercultural. As global citizens, they are welcoming, look beyond the boundaries of their own profession, and approach and explain their professional choices from a broad perspective.

Recent global trends in the field of internationalisation, and developments within both Hanze University of Applied Sciences as a whole and within the Physiotherapy Programme in particular, together with the internal midterm review that took place in 2015, have prompted a review of this field. This memorandum on internationalisation is the result of this process. It is based on Vernieuwen in Verbinden, the strategic policy plan from the Hanze (Hanze UAS, 2016), the Hanze UAS Charter Vernieuwen en Verbinden in Onderwijs (Hanze UAS, 2016), the Herijking HG-internationaliseringsbeleid (Hanze UAS, 2013), the policy plan of the International Healthcare School (School of Health Care Studies, 2015), the Healthy Ageing and Entrepreneurship focus areas and the integration of education and research. The three policy documents Trends & ontwikkelingen (Visser, 2015), Toetsbeleid Opleiding Fysiotherapie (Toetscommissie Opleiding Fysiotherapie, 2017) and this Memorandum on Internationalisation together constitute the educational plan. This provides a framework within which programme managers and lecturers define the education that is delivered. For the specific goals in the field of internationalisation, reference should be made to the annual plan for the programme, which is drawn up annually in March, and to the School's strategic policy plan, which is drawn up every five years.

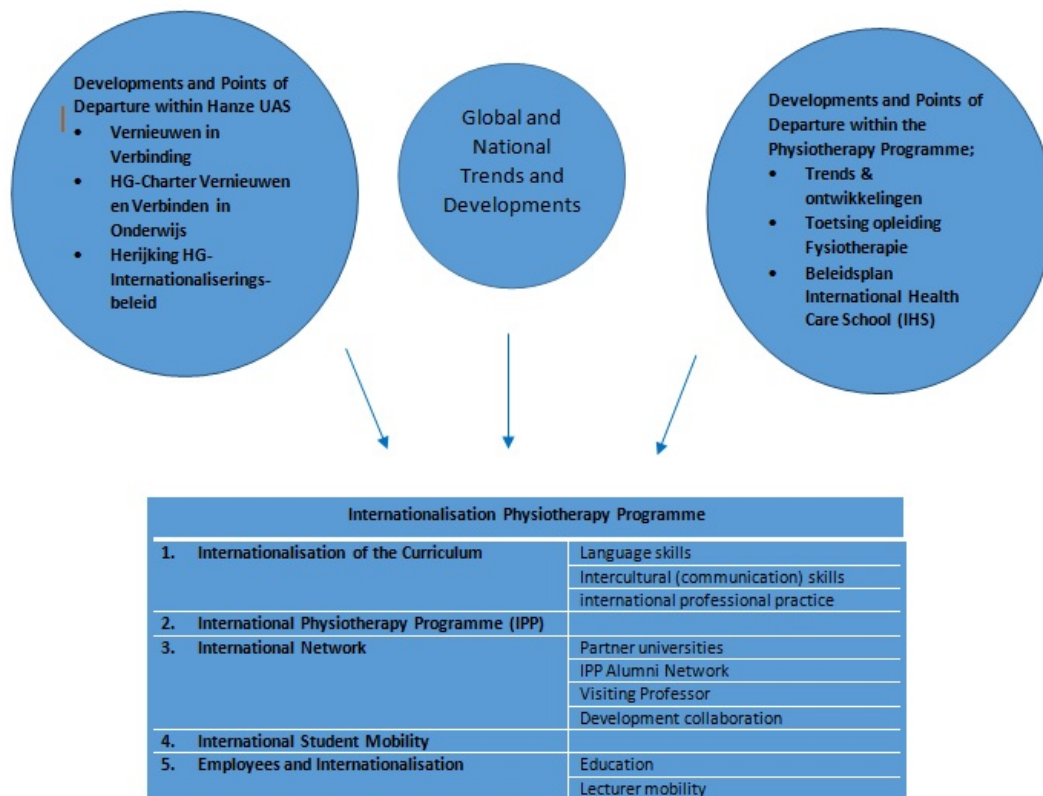


Figure 1 Overview of content of memorandum and context

1. Internationalisation: Global and National Trends and Developments

Internationalisation is crucial for the ongoing development of the Netherlands as a knowledge economy, crucial to make the Netherlands more innovative and more competitive. Dutch knowledge institutions regard it as their express duty to provide top-quality education, research and valorisation. They will only be able to achieve this objective if they take an international approach to their work. Continuous improvements in quality and innovation can only be achieved if global developments are taken into account on an ongoing basis and if effective partnerships are established. Global demand for high-quality higher education continues to grow (Netherlands Association of Universities of Applied Sciences and VSNU, 2014).

Consequently, there are opportunities for the Physiotherapy Programme to focus more specifically on this area (with all the challenges that this will bring).

The Minister of Education, Culture and Science (OC&W) Mrs Bussemaker, emphasises in her policy memorandum ‘Visiebrief internationale dimensie van ho en mbo’, the importance attached to the further internationalisation of education. She regards internationalisation as a vital tool for producing an adequate supply of ‘well-informed rebels’. In other words, ‘globally minded thinkers and doers who bring about change through creativity, courage and ambition’. The Minister believes that the Netherlands can only maintain its position as an advanced knowledge economy into the future if it has an adequate supply of these ‘well-informed rebels’ (Bussemaker, 2014). In their work, physiotherapists come into contact not only with colleagues and clients from other countries, but also with international legislation and regulations. This calls for graduates who take an international and intercultural approach to their work and who have an insight into international professional practice.

The Accreditation Organisation of the Netherlands and Flanders (NVAO) uses the Dublin Descriptors as a starting point for its assessments. In its assessment framework, the NVAO stipulates that education must be integrated with (international) professional practice and the discipline at international level (NVAO, 2014). In other words, the content of the programme must be in line with current international requirements imposed by professional practice and the discipline, and the content, level and focus of the programme’s intended exit qualifications must meet international requirements.

The job profile of the physiotherapist, on which the programme’s curriculum is based, states that the cultural diversity in the Netherlands requires physiotherapists to have an understanding of international healthcare, specific non-Dutch genetic diseases and cultural differences in terms of the perception of health issues. Physiotherapists’ communication and social skills must have an international perspective (KNGF, 2014).

2. Internationalisation: Developments and Points of Departure within Hanze UAS as a whole and within the Physiotherapy Programme in particular

Hanze UAS is keen to develop an international culture in all its programmes, because internationalisation makes education more challenging and helps produce smart, innovative and enterprising students who find employment shortly after graduation (Hanze UAS, 2016). As far as this international dimension is concerned, Hanze UAS is making major changes, from focus area to integral part of the curriculum and from a focus on mobility to a focus on enhancing the international dimension of the curriculum (Hanze UAS, 2013). Share your talent, move the world: a point of departure as well as a slogan.

Through its policy on internationalisation, Hanze UAS aims to offer education that prepares all students to function effectively (professionally, socially and emotionally) in an international context or environment. It does this by contributing to the application of knowledge and innovation in accordance with international quality standards and by offering students a wealth of opportunities to acquire international and intercultural knowledge and skills (Hanze UAS, 2013).

The following basic principles are central to Hanze UAS' review of internationalisation (Hanze UAS, 2013):

- embedding the international dimension in all of Hanze UAS' educational activities;
- integrating education and research in international projects;
- giving practice-based research a more international dimension and obtaining international grants;
- international networks, projects and mobility constitute the three basic aspects of internationalisation;
- robust international networks, which are carefully constructed, well maintained, lean and effective, and in which we actively collaborate with partners. In other words, partners are screened not only in terms of their quality and attractiveness as education partners, but also with regard to their track record as research institutions.

Even for those working in the Netherlands, the economy is no longer local or regional. It is global, and has been for a long time. Even if physiotherapists themselves do not leave the Netherlands, the world comes to them. Consequently, graduates must not only have the tools they need to thrive in this international economy, be able to monitor international trends and be able to share and acquire insights; they must also have good intercultural skills. If they are to function effectively in an ever more international workplace, they must take an international and intercultural approach to their work. As global citizens, physiotherapists who graduate from higher professional institutions must be able to look beyond the boundaries of their own profession and be able to approach and explain their professional activities from a different perspective. These skills have a strong attitude-related component and therefore span the full breadth of professional practice.

Students and staff are increasingly learning to collaborate in international teams (sometimes also virtual teams) and to apply their knowledge in a constantly evolving international environment. These international skills are increasingly in demand amongst employers (Centre for Research into Education and Employment, 2013) and can be acquired in various ways. This is a continuous process that starts with the Skype project and the international classrooms within the Entrepreneurship learning pathway, amongst others, and moves on to learning mobility with a period of study or a work placement abroad. The presence of international students, such as those following the International Physiotherapy Programme (IPP), adds value by actively taking advantage of situations in which intercultural collaboration takes place and by making

the best possible use of the international classrooms (Galen, Hobbes, Roodenburg, & Gielesen, 2014).

The programme's curriculum can be accessed by international students through the Degree Programme Profile and the ECTS Course Catalogue. All graduates receive a diploma supplement in English and the programme is fully aligned with the European Credit Transfer System (ECTS). The described competences are based on the descriptions contained in the European Qualifications Framework (EQF)¹ and the job profile of the physiotherapist (KNGF, 2014).

The developments and points of departure described in the first two chapters place demands on the education that is delivered. In the case of the Physiotherapy Programme, internationalisation is not a separate activity or goal; it is fully integrated with education and research and raises the quality of the learning experience. Internationalisation is a key focus for programme managers and the curriculum committee. In terms of internationalisation, the Physiotherapy Programme makes a distinction between five core themes:

- internationalisation of the curriculum (internationalization@home);
- International Physiotherapy Programme;
- International Network;
- International Student Mobility;
- Employees & Internationalisation.

¹ The EQF allows different levels of education to be compared with each other at international level. By offering this facility for comparison, the EQF helps make the various European education systems more transparent.

3. Internationalisation of the curriculum

Students of physiotherapy do not necessarily have to cross physical national borders to acquire international and intercultural skills. The Physiotherapy Programme has stipulated in its learning outcomes what graduates require, i.e. what international and intercultural skills they must have acquired by the end of the programme in order to be able to perform effectively in an international work environment. These skills are acquired within the curriculum in various ways. The basic principle of Hanze UAS' Policy on Internationalisation (the graduate can demonstrate that s/he has the cognitive and (attitude-related) skills to function at Bachelor level in his/her international professional environment) (Hanze UAS, 2013)) features in several of the learning outcomes. These learning outcomes apply to all students. Consequently, the core curriculum has a deeply rooted international dimension.

Many of the theories and concepts applied in the curriculum are international in origin. Examples include the Mulligan Concept, the McKenzie Method, Motivational Interviewing, etc. More than half of the literature used is in English. There are very few theories and concepts of Dutch origin in the field of physiotherapy. The international dimension (see Appendix 1 SAGZ Internationalisation Competences) is implicit in many of the learning outcomes within the curriculum. In Years 1 and 2, this is manifested in students' choice of assessment and treatment skills and their use of (compulsory) literature to justify their methodology/choices. In Years 3 and 4, the emphasis is on independently selecting and interpreting international literature. This manifests itself in the form of evidence-based practice, clinical reasoning, project reports and ultimately in the Bachelor's thesis.

It is clear from the above that the programme's curriculum is based to a large extent on international assessment and treatment concepts. Some of the learning outcomes make explicit reference to this international dimension and, as such, it is also a key part of the assessment process.

In Year 3 or Year 4, some students participate in one of the international, intercultural and interdisciplinary minors², which are taught in English. This is recommended as preparation for an international work placement.

At the heart of the internationalisation of the curriculum are the three international dimensions defined by Hanze UAS (Hanze UAS, 2013): language skills, intercultural (communication) skills and international professional practice. The levels within the various competences are described in Appendix 1.

Language skills (Competence A):

passive/active command of specialised terminology in English

Hanze UAS wants to be a bilingual institution. In other words, an institution where both Dutch and English are commonly used and fully accepted as working languages and languages of instruction (Hanze UAS, 2016). The Physiotherapy Programme communicates in English using the 'common sense' principle: use English where it adds value for education and research, but do not use English just for the sake of it.

Within the programme, English already plays a key role in terms of the literature that students must read, in virtual mobility activities (Skype project) and in participation in international knowledge networks. Where appropriate, education is delivered in English (e.g. in the international Global Health and Quantified Self and Healthy Ageing minors, within the International Physiotherapy Programme, in the international classrooms within the Entrepreneurship learning pathway and in guest lectures delivered by international lecturers from partner universities). In the graduation assignments, extensive use is made of literature written in English and an English summary is standard. All graduates must be able to consult and critically analyse information and literature written in English and be able to communicate in English with non-Dutch speaking patients and colleagues/in an international work

² International Healthy Ageing minor, Global Health and Quantified Self minor, Applied Positive Psychology minor, International Aid and Development minor

environment. The ability to access and critically analyse international literature and to act in accordance with it is all part of this process. The ability to speak English is also a prerequisite for communication with non-Dutch speaking patients and colleagues/in an international work environment.

Intercultural (communication) skills (Competence B)

Respect and active tolerance are very important at Hanze UAS. Mutual agreement and respect for different backgrounds, cultures and opinions are key (Hanze UAS, 2016). Intercultural competences feature in the learning outcomes of all programmes and every curriculum (Hanze UAS, 2016).

In a multicultural society, the ability to empathise with people with different ethnic, national, cultural, social and/or religious backgrounds is essential for any care-provider. This means being able to put your own standards and values in perspective and to act accordingly. In professional practice, an awareness of cultural diversity is vital as this is one of the contributory factors that may determine whether a patient belongs to a vulnerable group within the healthcare sector. The Physiotherapy Programme has adopted the SAGZ-wide exit qualification for intercultural communication: 'The student shows an understanding of the way in which cultural differences between people with different ethnic, national, social and/or religious backgrounds can affect communication. The student demonstrates through his/her behaviour and communication that he/she can identify with the cultural context of the target group (patients, clients, customers and colleagues in his/her own particular professional practice). The student uses knowledge and culturally sensitive skills in his/her conduct and in communication within the professional environment, at level 4 of the Hanze UAS competence for intercultural skills.'

The intercultural communication learning pathway has four stages, ranging from awareness to skill:

- awareness of own culture (through Hofstede's cultural dimensions model, amongst others);
- awareness and development of a broad perspective on cultural differences and similarities;
- the ability to use a suitable communication style and method when dealing with patients from a different culture (using Watzlawick's TOPOI model);
- meta perspective: approaching patients with a different cultural background from a broad perspective, based on an understanding of medical anthropology and health skills.

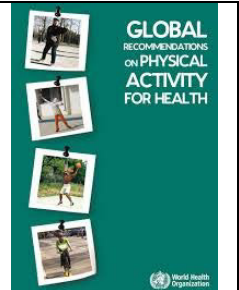
Intercultural factors also come into play at various points within the curriculum, such as in the use of case studies to teach students about non-communicable diseases, where examples of patients are those who come from different cultures and from different (cultural) contexts. The Skype project and the international classrooms of the Entrepreneurship learning pathway are other examples.

Knowledge and application of international professional practice (Competence C)

In order to be able to collaborate internationally and monitor developments at international level, students must have insight into the professional practice in other countries and be able to compare it with the position, role and integration of their own profession in the Netherlands. As well as physical mobility, the programme therefore also focuses on activities in which virtual mobility plays a role, a prime example of this being the Skype project in Year 1. In this project, Dutch and IPP students make contact with students from our international partner institutions to exchange views on the similarities and differences between academic studies and the profession in the various countries. In the academic year 2016 – 2017, 291 physiotherapy students were partnered in this way with 371 international students from 11 partner institutions

in Europe and the US. Presentations on the results and impact of the project were given both within Hanze UAS and at a number of international conferences. This allowed the experiences from the project and the learning materials that were developed in this connection to be shared. In the meantime, work is underway on a follow-up for Year 2, in which students discuss research and treatment with each other based on a joint case study within one of the specialist learning pathways.

The World Health Organization's Global Action Plan and Global Recommendations on Physical Activity play a key role in the curriculum of the Physiotherapy Programme. In class, a great deal of time is spent discussing this plan, which is based on the latest scientific insights. The Global Action Plan aims to help control and prevent Non-Communicable Diseases (NCDs) globally. The focus of the Global Recommendations on Physical Activity is primarily on the prevention of NCDs and the WHO's recommendations for daily exercise. Incidence, prevention and treatment are therefore approached not only from a national but also from an international perspective.



4. International Physiotherapy Programme (IPP) and International Classroom

The IPP has been running since 1995 and is the only full-time Bachelor degree programme that is taught in English within the SAGZ. The programme is tailored to the specific student population and the international nature of the group (focus on careers guidance and preparation for the global market). As a result of improved marketing, therefore reaching a wider audience, the number of students admitted to the programme has grown from 13 IPP students in 2005 to 55 students (from more than 30 different countries) in 2016.



2016 – 2017 IPP cohort

The number of students dropping out after the first year of the IPP has fallen significantly, partly due to better coordination and academic counselling, from 30.8% in 2005 to 17.9% in 2015. The programme aims to have an annual intake of a maximum of 100 IPP students. As well as general recruitment, which is undertaken centrally by Hanze UAS, IPP students are recruited mainly from International Baccalaureate (IB) schools and specific countries such as Ireland, Saudi Arabia, Dubai, China and Africa. In conjunction with the Saudi Embassy in The Hague, the Dutch Embassy in Riyadh and the Marketing & Communication staff office, the possibility of attracting more Saudi students through the King Abdullah Scholarship Programme (SAP) is also being investigated.

The diversity of the international intake enhances the international ambience of both the IPP and the programmes that are taught in Dutch. The ambitious study culture amongst the international students is maximised by allowing the Dutch and international students to work together as part of their studies. In addition, all the Dutch students have contact with the international students through activities in Years 1 and 2 of the programme, under the banner of the international classroom. In so doing, even those Dutch students who do not go abroad for a period of study or a work placement gain international experience.

Moreover, the international classroom is more than simply a collection of passports.

It comprises an effective mix of Dutch and International students who follow the courses together and collaborate on a project from the Entrepreneurship learning pathway, which is

An international classroom comprises a good mix of students from both the Netherlands and abroad and a learning concept that incorporates students' cultural backgrounds into the curriculum. The presence of international students contributes to a more ambitious learning culture. This significantly improves the quality of the education that we deliver. The benefits of the international classroom can only be fully exploited if students actually work on subjects together. (Netherlands Association of Universities of Applied Sciences and VSNU, 2014)

taught in English. This combination of internationalisation and Entrepreneurship is consistent with the university's origins; after all, the word 'Hanze' (as in Hanseatic League) is synonymous with international entrepreneurship (Hanze UAS, 2016).



Student Testimonial

Bayan Gari

2nd year student Physiotherapy program at Hanze UAS, International Health Care School

Age: 24
Nationality: Saudi-Arabian
Place of birth: Jeddah, Saudi-Arabia

What are you studying at Hanze UAS?
Physiotherapy

Why did you choose this program?

I always liked medical topics and when I was 18, after I graduated from science school in Jeddah, I studied pharmacy for a year. This was not exactly what I expected. So when Anas, my husband, had the chance to study medicine in Groningen, I started thinking about the possibility to study physiotherapy at the Hanze. A friend of mine, who studied physiotherapy in Saudi Arabia, told me that the physiotherapy program in the Netherlands is one of the best ones in the world.

Does the program live up to your expectations?

In the beginning I had to get used to the way of teaching. In Saudi Arabia I was used to getting the summary of the books and lessons from the lecturers. Also I was not used to study-tasks. Here I learned to look up information by myself from different literature sources (books, internet, articles..etc) and how to make notes. Apart from the theory, there are a lot of practical hours. So not only knowledge, but also practicing the skills. In Saudi Arabia for example, the focus is more on theory. Also at the Hanze, we learn a lot about international concepts and theories within physiotherapy.

What do you like most about your program?

The enthusiasm and expertise of all the teachers. And that all the books and lessons are in English. It's very nice to study in English. It's easier than having to follow all the lessons and do the exams in Dutch. Students really get involved in the lessons. It's easy to ask questions and teachers encourage you to do things by yourself, to try out techniques.

Why did you choose Hanze?

Health studies has a beautiful new building with nice facilities to practice the skills and also a wonderful room to learn more about how to use fitness equipment in rehabilitation. Also, Hanze has a lot of different international programs, so there is always the possibility to broaden your horizon. Groningen is a safe, tolerant and pleasant city where we feel at home, although the weather can be cold sometimes. People were very helpful and friendly, especially when I was expecting my first child. Now Malik, my 1 year old son, goes to daycare and he already understands Dutch, English and Arabic.

What type of job do you wish to fulfill after graduation?

I would love to work as a children's physiotherapist in my own private practice. That dream might come true when we return to Saudi Arabia. It would be nice to have more students from our country studying over here so that on the long run, we would have more Saudi physiotherapist who studied abroad.

5. International Network

At all levels (programme, school and institution), we are striving to build robust networks of international partners with whom we collaborate in the field of both education and research (Hanze UAS, 2016). High-quality international partnerships in the field of education and research are crucial. But they do not just happen – they are the result of many years of working on international networks that aim to create mutual trust as a basis for collaboration. The programme has incorporated research skills as a learning pathway within its curriculum and also participates fully in research within the Healthy Ageing, Allied Health Care and Nursing professorship. As far as international collaboration is concerned, it is important therefore to emphasise the integration of education and research. Consequently, potential international partners are not only assessed on the content and quality of their education, but also on the content and quality of their research, the necessary support infrastructure in place and the opportunities for joint practice-based and research projects.

SAGZ has also made a start on development of the International Health Care School, which is designed to improve the positioning and organisation of all programmes that are taught in English. The idea is to raise the profile of programmes that are taught in English, to make them more recognisable and to increase the intake of international students. The Unique Selling Point is the interdisciplinary education within the international Global Health & Quantified Self minor and the international Healthy Ageing minor.

Vision of the International Health Care School:

Our aim is to strengthen all the international activities in all the programmes of education and research in the School of Health Care Studies. By cooperating on internationalisation more intensely, we can be more competitive, share resources, work more effectively, use each other's networks, learn from each other and come up with new out-of-the-box ideas and solutions. Ideas and solutions on internationalisation we would not be able to discover and implement as stand-alone programmes.

We want to be a sustainable partner for all our partner universities all over the world.

At the same time, we are also focusing on the international learning outcomes. Since 100% mobility is not possible, we want all students to have opportunities for international and intercultural perspectives. Creating, with the 'bildung'-principle in mind, a holistic curriculum, preparing students to become global citizens.³

In terms of networks, a distinction is made between four different aspects: partner universities, alumni network, visiting professors and development collaboration.

Partner universities

The programme is keen to deepen the collaboration within the existing network of universities and is limiting the increase in the number of new partners. We have a robust and lean international network (16 Erasmus partners in Europe, as well as partner universities in the USA, China, South Africa and Tanzania). Collaboration will be strengthened by working together on final projects and through joint education and research projects. The collaboration with our European partners will be further developed by participation in and active involvement in the meetings of the ENPHE (European Network of Physiotherapy in Higher Education).

The programme is also involved in the SAGZ-wide collaboration with a number of strategic partners: Sahlgrenska Academy, which is part of the University of Gothenburg, in Sweden, the University of Leuven in Belgium and Kaunas Kolegija University of Applied Sciences, Kaunas, Lithuania.

The programme plays a key role in a number of collaborative projects with partners in China (in Tianjin and Wuxi), with a focus on joint research and exchanges of lecturers and students. Over the next few years, the physiotherapy study association, Fysiek, will work on building a network with the study associations of existing Erasmus partners. The aim is to organise field

³ 2016 – 2020 strategic plan 2016 – 2017 annual plan. School of Health Care Studies (Hanze UAS, 2016)

trips, which give students the opportunity to familiarise themselves (for a short period of time) with international healthcare institutions and partner universities abroad.

Every year, two students, one from the Dutch group and one from the IPP group, participate in ENPHE. They also play an active role in the ENPHE Student Body (ESB). The ESB is one of the subgroups of the ENPHE and comprises students who are keen to discuss trends and developments in the field of international physiotherapy and new ideas around education.

IPP alumni network

Alumni are our ambassadors in the outside world. Their knowledge, experience, networks and resources can benefit our university. For example, they can provide opportunities for joint research projects or offer students work placements (Hanze UAS, 2016). Contact with international alumni is part of the international partner network. There is currently an international IPP alumni group on LinkedIn. Over the next few years, we will work on strengthening the IPP Alumni network in order to recruit IPP students and to identify potential work placements and final projects. The plan is also to keep IPP alumni informed about and engaged with the programme through the IHS newsletter and an annual mini symposium.

Visiting professors

Hanze UAS encourages the appointment of visiting professors (VP) who make a positive contribution to the research themes and to the university's reputation as an international institution (Hanze UAS, 2016). A VP is a high-profile research scientist and lecturer who makes a contribution to (multidisciplinary) education and research and who can provide expert knowledge that may not be currently available within the existing professorship and/or the programme. The VP must compliment the vision of education and research of the School and the professorship and with the research agenda of the professorship and the knowledge agenda of the relevant programme. The VP will be appointed for four years, will deliver lectures and master classes for students, professionals and lecturers and will take part in existing or joint research. The aim is that the VP will visit our school twice a year. The Physiotherapy Programme currently has one visiting professor: Dr Ivan Bautmans, Professor of Gerontology, Vrije Universiteit Brussel, Brussels, Belgium.

Development collaboration

Global issues are becoming an increasingly important theme in education and research. In this context, seeking collaboration with partners in developing countries constitutes a first step towards a long-term partnership with (potential) growth markets.

For this reason, the Physiotherapy Programme has joined with the existing partnership between the School of Nursing and Bugando Medical Centre, Mwanza, Tanzania. An effective partnership is key in this context; the collaboration is based on mutual interests, mutual obligations are defined and both partners contribute their own resources, e.g. money, knowledge, networks and/or manpower. Lecturers from Tanzania and South Africa have taken part in the summer schools organised by the IHS. In addition, within the Physiotherapy Programme itself, development collaboration takes the form of enabling and encouraging students to undertake work placements in developing countries. In recent years, students from the programme have undertaken work placements in South Africa, Tanzania, Sri Lanka and Nepal, to name but a few. The quality requirements for these placements are the same as those for all international work placements.

6. International Student Mobility

Hanze UAS encourages personal development. We do so, among other things, by encouraging students to take part in international exchanges and to go on work placements (Hanze UAS, 2016). There is also significant demand from employers for graduates with international competences (Centre for Research into Education and Employment, 2013). International mobility is not essential in preparing students to perform effectively in an international work environment, but it is a tool that will enable them to do so. Outgoing student mobility demonstrates our international focus. The Physiotherapy Programme will therefore encourage and measure international mobility on an ongoing basis. We are seeing steady growth in the number of physiotherapy students who opt for a period of study or a work placement abroad. In recent years, this figure has varied between 20% and 30%. The aim is that, by 2020, 50% of graduates will have spent three months abroad for study purposes (minor or final project) or on a work placement at some point during the programme. The programme follows Hanze UAS policy on this, but is aiming for a higher percentage than that specified in the Charter (Hanze UAS, 2016).

For many students, six months of study or a six-month work placement abroad is a major step, which is why we have built international stepping stones into the curriculum: internationalisation activities that are initially small scale and readily accessible and gradually increase in scale and content (international classroom, Skype project, participation in the international, interdisciplinary and intercultural minors that are taught in English, the global café⁴, walk-in consultancy hours, etc.).

Within the minors, work placements and final projects, the programme offers students the opportunity to gain learning experiences abroad in accordance with the predefined learning outcomes of the curriculum. The programme therefore has an obligation to ensure the quality of the opportunities provided. In the case of the IPP, a joint minor has been developed in conjunction with our partner in Portugal (ESSA, Estoril). This is equivalent to the mandatory minor that all physiotherapy students must take. This allows students to take all Year 3 and 4 modules at a foreign partner university and/or work placement institution.

More intensive collaboration with partner institutions abroad is one way of securing these opportunities and, through mutual trust, being able to guarantee the recognition of credits and quality. In order to guarantee high-quality opportunities for students undertaking an international work placement and/or taking part in an international exchange programme, the programme:

- offers a carefully-considered choice of international partner institutions (a small but effective network based on the Hanze UAS checklist) and an in-depth understanding and overview of (the quality of) the study programmes (taught in English) that its students may take, with active collaboration in the field of (international) graduation assignments, in accordance with Hanze UAS' quality requirements in terms of accreditation. That way, the graduation level can be benchmarked not only nationally but also internationally;
- carefully monitors the quality of international work placements and placement institutions based on the checklist for the quality of international work placements;
- builds close relationships with international work placement providers.

The programme achieves this by collaborating closely with the other SAGZ programmes on development of the international work placement network and setting up an International Placement Desk (IPD). The aim of the IPD is to manage the international work placement

⁴ The global café is organised by SAGZ's study associations. The programmes facilitate this informal meeting, where students are given information (by returning students and by lecturers) about the global opportunities for a period of study or a work placement abroad.

process more effectively and efficiently, to constantly monitor the quality of international work placements and to ensure that our students are kept safe while they are abroad.

A good example of international student mobility are the joint graduation assignments. A Dutch student undertakes his/her graduation assignment in Sweden, collects the data in Sweden and is supervised by a Swedish lecturer as well as by a Dutch lecturer. The assignment is assessed in accordance with the Dutch criteria, but the cooperation on the graduation assignment allows both programmes to internationally benchmark their graduation level. In 2016, physiotherapy student Trynke Groendijk won the European Thesis Award (ENPHE) with a such a joint graduation assignment.

7. Employees and Internationalisation

Incoming and outgoing mobility of staff is vital for the creation of knowledge networks and to enhance the international ranking of institutions (Vereniging Hogescholen en VSNU, 2014). Within the programme, this requires staff who can operate in a global world: people with intercultural skills who can provide education to international students and collaborate with international colleagues. In order to achieve this, the programme encourages participation in the Intercultural Learning Lab (ICLL) and lecturer mobility.

Education

In order to guarantee the quality of international education, it is important to prepare lecturers effectively for giving lectures and for interaction with international students. The programme has now trained 11 lecturers in international teaching methods and intercultural skills through the Intercultural Competence Lab (ICLL) to help them manage the intercultural differences in education and to interact with lecturers and students from other countries and/or other cultures. This lab, which is based on Deardorff's ICC theory, uses Peer Assisted Learning (PAL). Lecturers share their experiences and learn from each other on a voluntary basis, so there is an intrinsic motivation. Lecturers see the lab as a safe environment in which to learn from each other and find out how to improve the way they work in an international context. The aim is that all lecturers who:

- lecture on the IPP programme/in an international classroom;
- supervise international work placements;
- collaborate with partner universities;
- participate in international conferences;

are proficient in international teaching methods and skilled in dealing with lecturers and students from other countries and/or other cultures. Eventually, all these lecturers will attend ICLL training. These staff members are asked to complete the International Competences Matrix (Hanze AS tool) as a form of self-evaluation and as a reference framework for the assessment of lecturer competences in an international work environment. They discuss the outcome of this in their performance appraisal with their manager.

Over the past ten years, when recruiting new lecturers, we have specifically looked for people with international experience and a high level of proficiency in English. Currently, there are three international (non-Dutch) lecturers working in the Physiotherapy Programme. The Physiotherapy Programme's recruitment policy is designed to achieve a good mix within the team between Dutch lecturers and lecturers with an international background (lecturers with international experience and/or who come from abroad).

Lecturer mobility

Another way the programme provides its staff with the skills they need to function effectively in a global world and to collaborate in diverse international teams is by encouraging lecturer mobility. In line with the Hanze UAS Charter, the programme endeavours to enable lecturers and staff to participate in an education and research-related activity abroad. International mobility of personnel is specifically designed to strengthen international networks and to provide opportunities for professional development. Some 20% of lecturers annually have gained substantial experience of education and/or research activities abroad and the aim is to increase this number as the programme develops.

Lecturer mobility involves:

lecturers visiting an international partner university under the Erasmus+ programme, to teach, compare curriculums and, where possible, swap curriculums and to share experiences with regard to the planning of education, assessment, etc. with lecturers from partner universities.

But there are also visits to partner universities and work placements outside Europe: to the USA, South Africa and the Caribbean, amongst others.

Two international postdocs have been appointed under the IHS budget: Dr Sandra Jorna-Lakke (focus on patient-therapist communication) and Dr Paul Hodselmans (focus on fall prevention and persons at risk of pre-frailty). Collaboration with international partners plays a key role in this context.



Collaboration at European level: Ulla Svantesson (from the University of Gothenburg's Sahlgrenska Academy) and Paul Hodselmans (Hanze UAS) are collaborating on research into fall prevention and frailty.

Attendance and presentations at international conferences and symposia:

- Cohehre (Consortium of Higher Education in Health and Rehabilitation in Europe): in 2014, the programme organised this international conference in Groningen;
- EACH (European Association for Communication in Healthcare);
- EAIE (European Association for International Education);
- ENPHE (European Network of Physiotherapy in Higher Education): representatives from Hanze UAS in the practice-based learning working group (Marleen Hazeveld, RPT) and in the research group (Anne Griet Brader, RPT); the president of the ENPHE is a lecturer on the programme (Dr Patricia Almeida Duarte);
- ER-WCPT (European Region – World Confederation for Physiotherapy);
- NAFSA (Association of International Educators);
- WCPT (World Confederation for Physiotherapy).

During the WCPT in Cape Town, South Africa, Dr Betsy Weening-Dijksterhuis, PT, and Dr Geranda Slager, PT, represented the programme through a presentation (Effects of physical exercise on ADL, physical fitness and care dependency in institutionalised elderly people) and a poster (Normative values of aerobic fitness of Dutch adolescents).

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Appendix 1 SAGZ Internationalisation Competences

Taking into account the points of departure defined by Hanze UAS in its review of internationalisation (Hanze UAS, 2013), the Physiotherapy Programme uses the following SAGZ competences for internationalisation, which describe the competences that graduates must have.

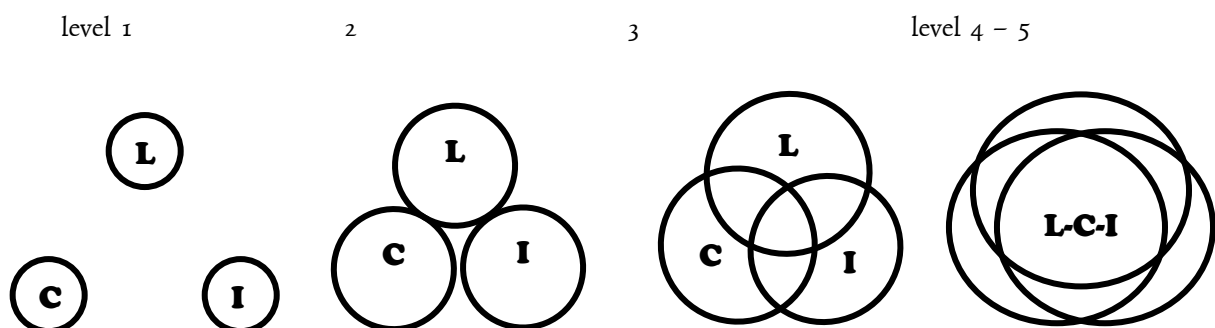
These competences are subdivided into five levels, which are based in part on the Hanze UAS framework assessment policy:

- level 1: orientation
- level 2: application
- level 3: contribution
- level 4: integration within professional practice
- level 5: integration transcending the professional practice

NB:

In the School of Health Care Studies' programmes, students must achieve a minimum of level 4 in their major. In other words, they can follow and review the specialist literature, monitor and interpret international developments and communicate with patients who speak other languages.

The competences that have been defined are presented as separate entities: language (L) – cross-cultural (C) – knowledge of international professional practice (I). In an international work context, however, these competences may be treated as one. As students' mastery of the various competences grows, the correlation between them will become more apparent.



A. Passive/active command of specialised terminology in English

| Level | Operationalisations | Components (examples) |
|---|---|--|
| Level 1: Orientation Can express themselves in English, both verbally and in writing, at intake level (level CEFR A2 – start) | 1. Can read texts in English 2. Can talk about familiar topics | Getting-to-know-you sessions |
| Level 2: Application Can read specialist literature in English and can communicate verbally on the profession at a basic level (level CEFR A2 – end) | 1. Can read (specialist) texts in English 2. Can talk about familiar topics, including their studies | Tasks in Years 1 and 2, e.g. in the context of EBP/ project assignments/PBL tasks or academic counselling, amongst others. |
| Level 3: Contribution Can critically review specialist literature that is written in English and can present (on specialist topics) in English (level CEFR B1) | 1. Can interpret (specialist) texts written in English, translate according to the context and write a summary 2. Can present on a specialist field to their peers | Assignments in the context of EBP |
| Level 4: Integration within professional practice Can follow international developments (passive command – level CEFR C1); Can communicate in English with patients and colleagues (active command – level CEFR B2) | 1. Can search in different databases for relevant literature and can read and understand it 2. Can interpret (specialist) research literature written in English and write a summary for a bachelor's thesis 3. Can hold (professional) one-to-one meetings | Research English summary of bachelor's thesis |
| Level 5: Integration transcending professional practice Publishes and presents on professional practice or their own new insights at international forums (level CEFR C2) | 1. Writes (specialist) articles 2. Discusses the specialist field 3. Adjusts tone and use of language to audience (colleagues and patients) | Conference presentations |

B. Intercultural (communication) skills

| Level | Operationalisations | Components |
|---|--|--|
| Level 1: Orientation Is aware of own cultural standards and values | 1. Can explain cultural variables 2. Can describe own standards, values and beliefs in different contexts (general, within studies) | Skype/academic counselling e.g. based on Hofstede literature |
| Level 2: Application Is aware of different cultural standards and values | 1. Can name characteristics of cultures or the cultural characteristics of a country 2. Can specify differences between their own and other cultures | Exploration of other countries/regions |
| Level 3: Contribution Can identify with a different perspective and act accordingly. | 1. Can explain social or ethical issues from a different cultural context; can take a particular viewpoint and justify it | Case studies/clients/patients during work placement/course |
| Level 4: Integration within professional practice Can identify with a different perspective and act accordingly in professional practice. | 1. Can take the cultural context of patients/colleagues into account in professional practice 2. Can adopt an appropriate work style based on the cultural background of patients or colleagues | Communication with colleagues and patients with different cultural backgrounds Peer forum |
| Level 5: Integration transcending professional practice Can function effectively in a different cultural environment. | 1. Can work with others in a multinational, multicultural environment | Employment abroad Research |

C. Knowledge and application of international (para)medical professional practice

| Level | Operationalisations | Components (examples) |
|---|--|---|
| Level 1: Orientation Understands own professional practice | 1. Can describe the position of their own profession within the healthcare sector | Legislation and regulations |
| Level 2: Application Understands international professional practice | 1. Can relate political, social, economic and intercultural developments in regions and/or countries to professional practice and organisation of care | Study of an international topic Undertaking of an international comparative study (e.g. positioning) |
| Level 3: Contribution Can identify with a different (professional) perspective and act accordingly | 1. Can apply specialist knowledge, models and techniques in an international context | Study of an international topic Undertaking an international comparative study and organisation of care Collaboration on Skype project |
| Level 4: Integration within professional practice Can apply international developments within their own professional practice | 1. Follows and interprets international developments | <ul style="list-style-type: none"> - International work placement - International Global Health and Quantified Self minor - International Healthy Ageing minor |
| Level 5: Integration transcending professional practice Can function effectively in an international environment | 1. Can work as part of an international team 2. Can work abroad | Employment abroad Research |

Appendix 2 Learning outcomes for Internationalisation (from Maius)

Physiotherapeutic conduct

INT 1CD-E/FH 1: The student can justify the choices he/she makes in terms of physiotherapy using specialist literature written in English in consultation with a fellow student in an educational context.

INT 1CD-E/FH 2: The student can describe in an assessment or prevention plan in an educational context how a patient's cultural background and perspective might explain his/her behaviour.

INT 1CD- E/FH 3: On the basis of experiences from the Skype project and/or the internal work placement, the student can explain to his/her peers how cultural differences between the physiotherapist and the client can influence the choices he/she makes in terms of physiotherapy.

INT 2CD- E/FH 4: On the basis of a case study, the student can independently justify the choices he/she makes in terms of physiotherapy using specialist literature written in English.

INT 2CD- E/FH 5: In the context of the internal work placement, the student can adapt his/her professional conduct to the cultural background and specific situation of the patient.

INT 3CD- E/FH 6: In a case report based on a complex case, the student can give different explanations for a client's health problem from a cultural anthropological and medical anthropological perspective.

INT 3CD- E/FH 7: The student can incorporate information from specialist literature written in English into his/her clinical practice.

INT 3CD- E/FH 8: In the context of the external work placement, the student can adapt his/her professional conduct to the cultural background and specific situation of the patient.

Communication

INT 1CD- E/C 1: The student can explain to his/her peers how Watzlawick's TOPOI model contributes to a better understanding of intercultural communication.

INT 1CD- E/C 2: The student can interpret and explain information from specialist literature written in English to his/her peers in an educational context.

INT 1CD- E/C 3: The student can explain to his/her peers how cultural differences based on ethnicity, nationality, social and/or religious background can impact on communication between physiotherapist and client.

INT 1OD- E/C 4: In the context of the Skype project, the student can make him/herself understood in English in contacts with the international student.

INT 2CD- E/C 5: The student can use the TOPOI model in an educational context to analyse his/her communication with people from a different culture.

INT 2CD- E/C 6: In the context of the internal work placement, the student can explain his/her choices in terms of physiotherapy on the basis of information derived from specialist literature written in English, taking into account the cultural background of the client.

INT 3CD- E/C 7: In the context of the minor, the student can adapt his/her communication and conduct to the cultural background and specific situation of the patient.

INT 3CD- E/C 8: In the context of the external work placement, the student can adapt his/her communication and conduct to the cultural background and specific situation of the patient.

Collaboration

1OD- E/Sam 5. When learning concepts and skills, both within the educational institution and outside it, the student is willing and able to collaborate with his/her peers, whatever their ethnic, cultural and religious backgrounds and ideological beliefs.

1OD- E/Sam 6. The student is willing and able to help his/her peers within the educational institution find solutions to study-related problems and issues, whatever their ethnic, cultural and religious backgrounds and ideological beliefs.

Social responsibility:

INT 1OD- E/M 1: The student can describe his/her own cultural identity in an educational context and can use this when interacting with people from a different culture.

INT 1OD- E/M 2: In the context of the Skype project, the student can compare the components of professional practice in his/her home country with the components of professional practice in other countries.

INT 3 OD- E/M 3: The student can describe in an argument how the concepts of health skills, illness and disease are defined from a cultural anthropological perspective.

INT 3 OD- E/M 4: The student can describe in an argument how the concepts of health skills, illness and disease are defined from a medical anthropological perspective.

Organisation

INT 1OD- E/O 1: In the context of the Skype project, the student can make a positive contribution to the maintenance of his/her international physiotherapy network.

INT 2OD- E/O 2: In the context of lifelong learning, the student can independently consult his/her international network, in order to keep up to date with international developments within his/her profession.

INT 3OD- E/O 3: The student can organise a day programme for peers in consultation with international students, in the context of exchange programmes or during international conferences.

Sharing knowledge/pursuit of scholarship

INT 1BD- E/KD/W 1: The student can explain the status (identity) of his/her profession within the Dutch healthcare system to students from a different culture.

INT 2BD- E/KD/W 2: The student can explain to his/her peers how cultural differences based on ethnicity, nationality, social and/or religious background can affect the professional relationship between physiotherapist and client.

INT 3BD- E/KD/W 3: The student can present his/her findings from applied scientific research at an international conference, taking into account the multicultural nature of the audience.

Professional conduct

INT 3BD- E/PH 1: In contacts with others (patients, clients, colleagues in his/her own professional practice and within a multidisciplinary team), the student shows empathy which demonstrates that he/she can identify with the cultural background of the target group.

INT 3BD- E/PH 2: In contacts with others (patients, clients, colleagues in his/her own professional practice and within a multidisciplinary team), the student shows professional conduct which demonstrates that he/she has taken into account or anticipated the cultural background of the target group.



Blackboard Collaborate

**share your talent.
move the world.**

What is it?

- Webconferencing tool
- Directly usable from within a Blackboard course or outside Blackboard (link)
- Also usable via mobile devices (Blackboard app)



share your talent. **move** the world.

What do you need?

For optimal use of Blackboard Collaborate:

- Use Chrome or Firefox;
- Webcam and headset with microphone;
- In a global classroom: big digital screen (e.g. Prowise), camera and microphone.





share your talent. move the world.

Global Classrooms at UCM



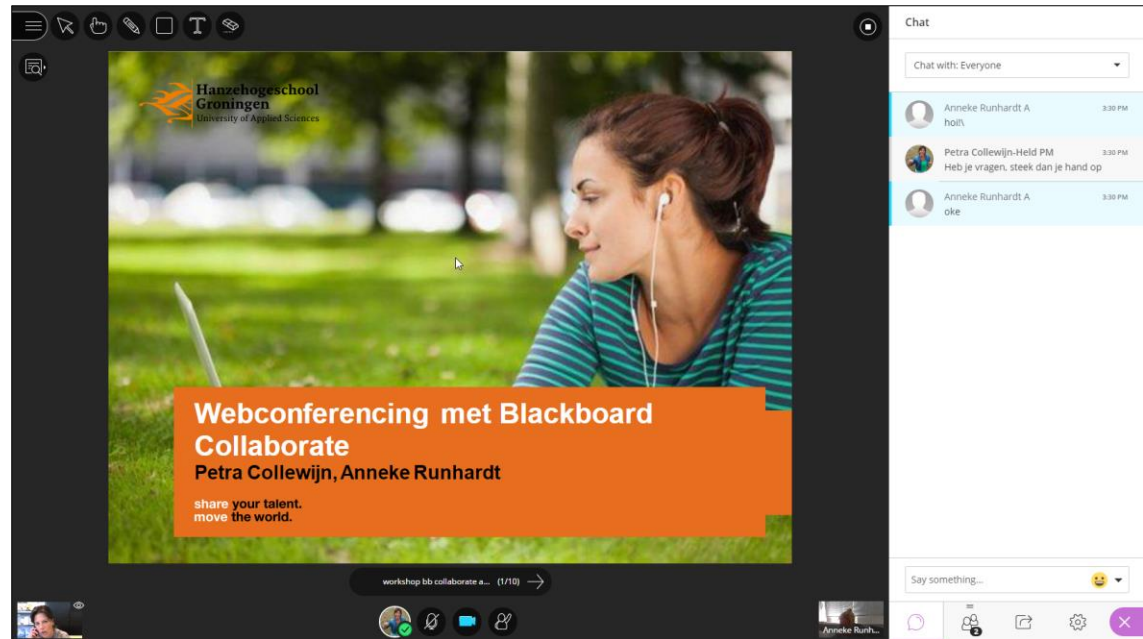
share your talent. **move** the world.

| Week | Session | Activity | Specific preparation |
|------|---------|---|--|
| 1 | 1 | Introduction of the module/topic | Write a letter to yourself as a professional in 50 years |
| | | Form teams | |
| 2 | - | VLOG about you own school | |
| | | Communicate with team | |
| 3 | 2 | Get to know each other more | Reading on the topic health care system in Holland, America, maybe other countries: literature, policys, video's |
| | | Expert about the topic Health care systems | |
| | | Assignment 1: Interview professional | |
| 4 | - | Interview professional | Contact with professional |
| 5 | 3 | To be determined | |
| | | Assignment 2: Interview patient | |
| 6 | - | Interview patient | Contact with patient |
| 7 | - | Interview patient | |
| | | Bundle and discuss information gathered by interviews and own opinions | |
| 8 | 4 | To be determined | |
| | | Assignment 3: Final product | |
| | | Video that contains: | |
| | | <ul style="list-style-type: none"> Profile of the global Health Care professional Actions for the present that aim to align the predictions with the dreams | |
| 9 | - | Work on final product | |
| 10 | 5 | Presentation final product | |

Which possibilities does it have?

Opportunities for:

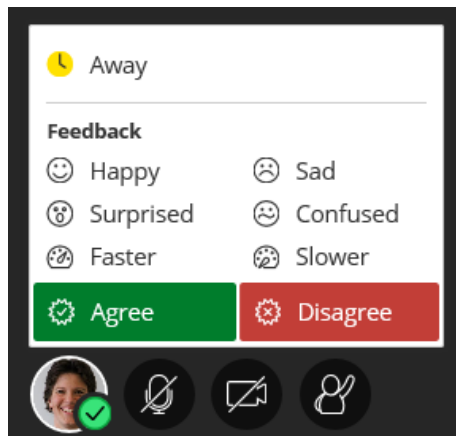
- Sharing video-images;
- Sharing audio;
- Chat;
- Share a whiteboard;
- Share screen;
- Share documents;
- Raise a hand ↔ mute;
- Split up in virtual groups (break-out sessions)
- Poll;
- Subtitle a session;
- Record a session;
- Invite external guests;
- Different roles: moderator, participant, presenter, subtitle



share your talent. **move** the world.

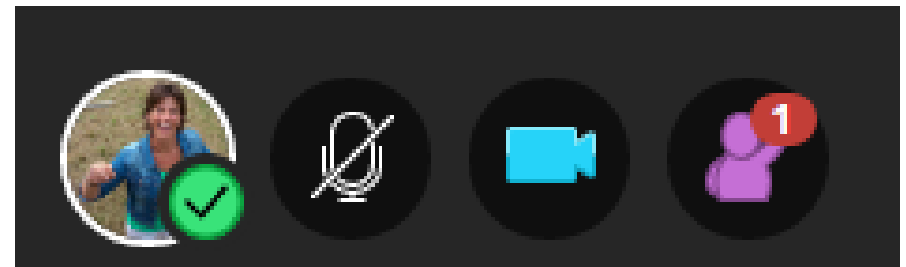
Status

- Away
- Feedback to presenter
- To show that you agree or disagree
- Moderator / presenter sees the status of all participants in one view through icons



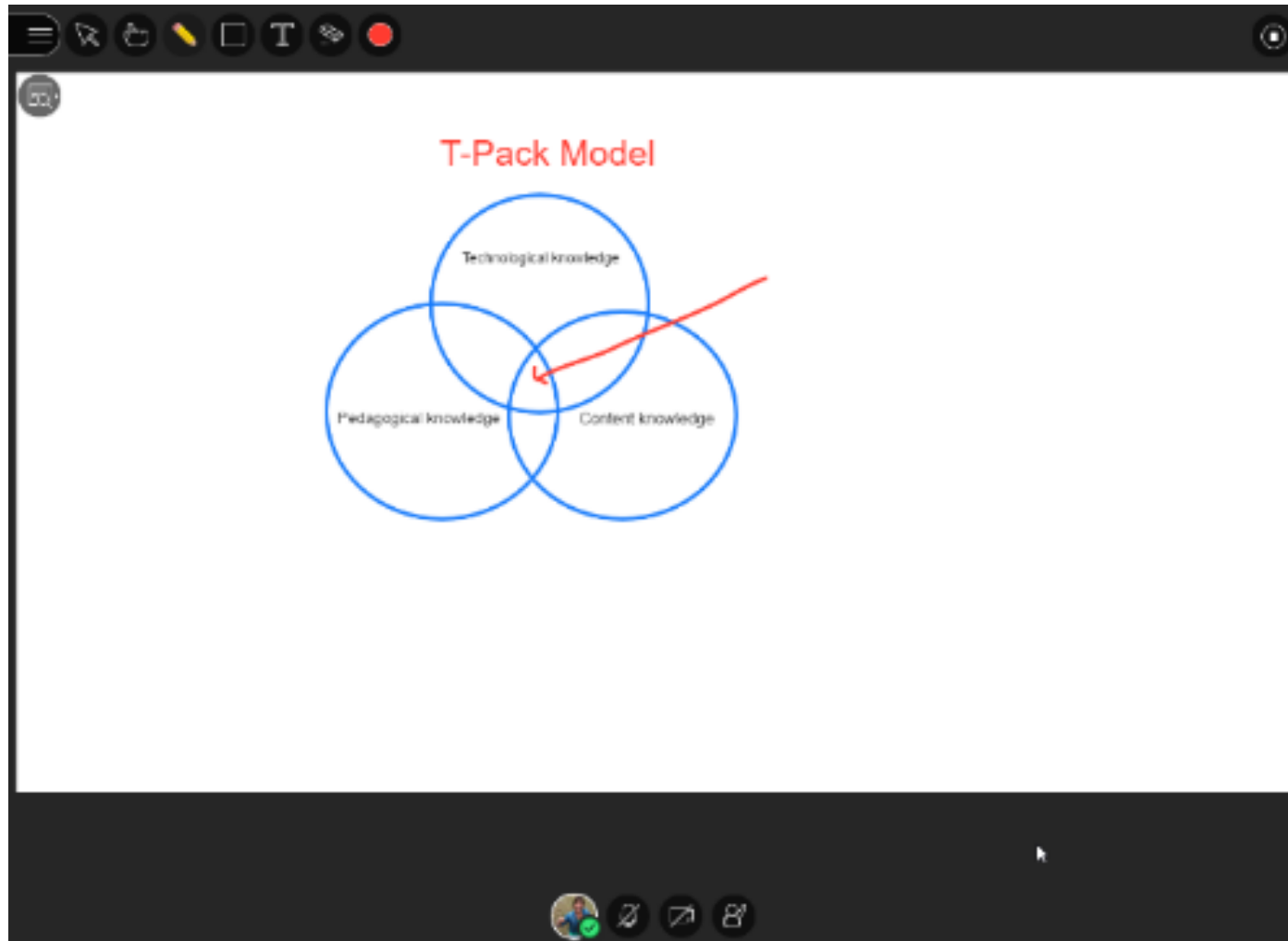
Raising hands

- Participants can ask questions
- Number shows your place in the line
- Moderator / presenter sees who first raised his hand



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Shared whiteboard



share your talent. move the world.

Breakout Groups

- Split up in subgroups and then return to the main group
- Moderator / presenter can visit each group virtually


< Breakout Groups

Assign Groups

Custom assignment

☐ Allow participants to switch groups

Main Room



Petra Collewijn-Held PM

...

1 member

+

Group 1

0 members

+

Group 2

0 members

+

Cancel

Start

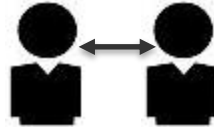
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Understanding Session Roles

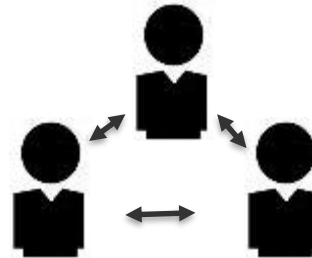
| Moderator | Presenter | Participant | Captioner |
|--|--|---|---|
| <ul style="list-style-type: none">• Content Sharing• Participant's Permissions• Session Settings• Recording | <ul style="list-style-type: none">• Upload, share and annotate content and whiteboards | <ul style="list-style-type: none">• Notification Settings• Privileges can be Removed | <ul style="list-style-type: none">• Provides live closed captioning within a session. |

What can we use it for? (1)

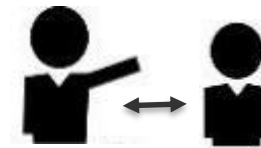
- Student-student



- Student-student-student

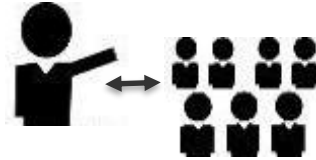


- Lecturer-student

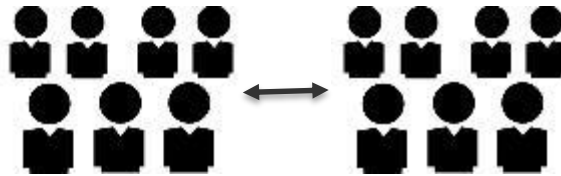


What can we use it for? (2)

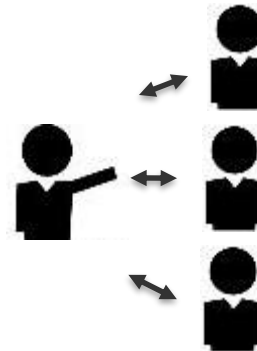
- (Guest)lecture-class



- Class-class



- Lecturer-student-student



How do our lecturers use it?

A few examples

- Online question-hour as preparation shortly before an exam
- Students that cannot be present can follow lectures live (e.g. long-term ill students, students studying abroad)
- Students doing their clinicals present their findings towards each other and towards the lecturer
- Online meetings with people outside the school and / or international colleagues




What would you use it for?

Poll



- 1 = guest lecture long distance
- 2 = coach a student who is doing a clinical abroad
- 3 = question hour for students (response-lecture)
- 4 = something else (clarify your answer via chat)

Content delen



Primaire inhoud

-  Leeg whiteboard delen
-  Toepassing/scherm delen >
-  Bestanden delen >

Secundaire inhoud

-  Poll uitvoeren >
-  Timer >

Interactie

-  Parallelgroepen
Je bent in: Hoofdrimte  >

Need support?

- BLAT students: hands-on support, on-site
blat@org.hanze.nl
- Support n Blackboard it-self: manuals, instruction materials from Blackboard
- BB Course Global Classroom



We need you....

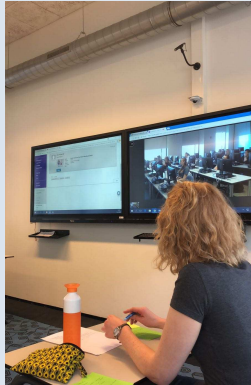
- Group of students in Kosovo link with working group session at ENPHE-conference;
- Which task do both groups need to do, which theme do we discuss?
- Goals;
 - Interact with each other
 - Get to know each other
 - Gain knowledge
 - Learn more about each other culture and health
- Discuss in group of five.

Henk Willemsen

University Lecturer Health Studies

h.a.w.willemsen@pl.hanze.nl

Intercultural Collaboration



Results

Experiencing Differences

Experience different ways of teaching
Experience different roles of lecturers
across the globe

Out of the Comfort Zone

Students and lecturers grow because
they are willing to feel a bit awkward and
uncomfortable trying out something new.
Only to realize afterwards that this is the
only way to grow.

Diverse Didactics

What?

- Interviews

Skype-project SAGZ (since 2014) at 5
programmes

Physiotherapy (2018): project with 16
partner-universities, linking 280 Hanze-
students with 404 International students
from all over the Globe

- Long-distance coaching (internships)
- Guest lectures
- Joint lectures
- Video conferences
- Webinars

Global Classroom

learning without limits

Means

- Blackboard Collaborate
- Wide Screen Camera
- Prowise Digital Board(s)
- Microphones

Challenges

- Different Time Zones
- Cultural & Organisational Challenges
- How to Start a Conversation?

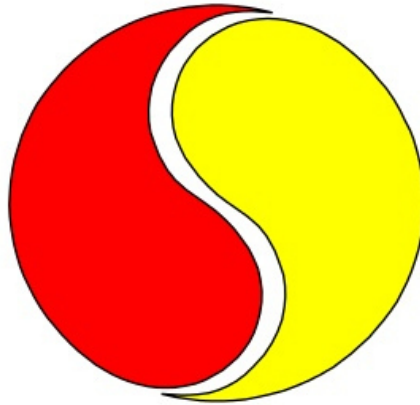
Hello... is there
anybody out there?



BAFA – BAFA SIMULATION GAME OF CULTURAL INTEGRATION

The Bafa-Bafa Cultural Simulation Game was developed by the Pentagon many years ago. The Pentagon still uses this simulation to train their officials and generals who are about to undertake a mission in a foreign country. There is an intensive cultural sensitivity training built around the simulation to prepare the people for the cultural differences and help them during the adaptation period.

In the Bafa – Bafa Simulation there are two different cultures present with totally different norms and points of views. As the members of each culture are sent for a visit to the other culture, they are confronted with these differences and are forced to live according to the rules of the other culture. This situation allows the delegates to feel what they are likely to feel when arriving to a different country and prepare them psychologically for the shock. Since the simulation is very serious and intense, only well-trained facilitators should be in charge of directing the group through the process and the debriefing part of the training is of vital importance.



THE FLOW

1. INTRODUCTION

The whole group is together with the three facilitators. Then one of the facilitators divides the group into two equal subgroups. One subgroup is the Alpha Culture, the other subgroup is the Beta Culture. The two cultures then go to different rooms with one facilitator. The third facilitator is to measure the time during the simulation and coordinate the tasks of both groups.

2. INTRODUCTION TO THE CULTURES

Both facilitators tell the group members that from now on they are going to simulate the life, norms and behaviours of a distant culture. They should forget about everything and enjoy the game from that moment on.

The Alpha Culture

General characteristics: harmony, love, happiness, social life, men have the power

- H The oldest male is the leader of the society
- H The leader can approach anyone, but no-one can approach the leader
- H Everyone has a Post-It on their chest, which the leader has to sign. If your Post-It is not signed by the leader, you are not part of the society.
- H Males can approach males and females as well.
- H Females cannot approach anyone, they stand alone.
- H But because everyone loves each other the males always go to the females and invite them to the game.
- H If you pass by someone, you need to touch each other.
- H The aim of the society is to play cards for fun and for the sake of being together, not for winning.
- H Minimum two people are needed to play cards.
- H When you meet, you hug each other with a great smile and loud greetings!
- H Then you start talking about the health of the male relatives only! No word should be said about females.
- H After that the group sits down and start playing cards.

The Card Game

- H The game is played with the "Flower" and "Hand" cards.
- H One male starts shuffling the cards then puts them down face-down on the floor.
- H Then all other participants shuffle their cards, and place them face-down on the floor.
- H The group leader flips up the first card.
- H All other members flip up the first card.
- H The name of the card game is: Match the Leader, so all those who have the same card as the leader are the winners, who have a different card are the losers.
- H All losers need to give some "Happy Face" card to all winners as this is the trophy. If someone runs out of Happy Face cards, it is not a problem, another person can just give him/her some so they can continue the game.
- H The group can play one round or more rounds of the card game.
- H When the group finishes playing, they sign each others Post-Its as well as a memorandum of their play.
- H The more signatures you have, the better since it symbolises that you are a social person.

- H If somebody makes a mistake in the society, who does not follow the rules, gets a number on his Post-It by one of the people.
- H If somebody makes a bigger mistake or already has a number on the Post-It and makes another smaller mistake, will be shown the "Plane Card" and is taken out of the society. Mistakes are not tolerated at all!

The Beta Culture

General characteristics: individual, equal, serious, monotone, they love winning

- ✓ Every person has a code name, which is formed by the first consonant of their first and last name and a vowel between them. For example:
Tamas Tompa : tata or, tete, or titi...
Luis Gustavo : lugu, or ligi, or laga...
Luis Eduardo : ludu, or lede, or lidi...
- ✓ Every color has a code name as well the same way:
White: wa, we, wi, wo, or wu
Yellow: ya, ye, yi, yo, or yu
Blue: ba, be, bi, bo, or bu
Red: ra, re, ri, ro or ru
Green: ga, ge, gi, go or gu
Pink: pa, pe, pi, po or pu
Maroon: ma, me, mi, mo or mu
- ✓ Everybody has ten cards of different colors in the hand. The goal is to gather all the cards from 1 to 7 of the same color. The number at the four corners of the card counts.
- ✓ If somebody has the whole series of a color, should go to the facilitator and give him the cards. The facilitator writes 10 points for the person on the board and gives him/her seven new cards.
- ✓ To gather the cards the people need to trade.
- ✓ Always two people can trade with each other.
- ✓ When two people meet, they touch their own nose with the right hand and touch the ear of the other person with their left hand.
- ✓ Then the first person asks for a card the following way: he says the code name of the color and repeats the code name of his name as many times as the number he wants. For example if Luis Gustavo wants a green five, he says: ga-lugu-lugu-lugu-lugu-lugu
- ✓ If the other person does not have that card, makes a punch sign with his hand. After that he can ask for a card the same way.
- ✓ If the person has the card he takes it out from the pack and asks for another card in return, the same way. The pairs can only change cards if both of them find a card to get.
- ✓ If they finished the whole transaction, both of them makes a "yes" sign with their hands and go away.
- ✓ At the end of the simulation there will be a winner with the most points on the table!

3. LIVING THE LIFE OF YOUR CULTURE

After explaining the rules and distributing the cards, the cultures have some time to live their life according to the rules. They should start playing and acting according to the rules of their culture. This is the time when they are practicing their role and this is the time when the facilitator should correct every mistake they make to make sure they know all the rules of their culture.

4. THE MISSION.

After the group feels comfortable in their culture and they practiced all the rules, the facilitator states the following mission:

"The guards of the society just reported that another group of people moved to the next valley. We do not know anything about the new society. Our task is to find out who they are, what they are doing

and why. We are going to send observers to the other culture to find out the answers to these questions. We can expect visitors as well from the other society. Remember our goal is to find out all the rules and norms of the other culture!"

After that the group is divided into 4 subgroups. These groups will be the groups of observers. All four subgroups will have the chance to visit the other culture, experience its life and report to the rest of the group.

The first subgroup will only observe the other culture, they will not talk or interact at all. The other three subgroups will be able to talk and interact with the members of the other culture.

5. VISIT OF THE OBSERVERS' SUBGROUP

When the first group of observers in the Alpha and Beta Cultures are ready, the third facilitator, who is measuring the time, leads the Alpha observers to the Beta Culture, and the Beta observers to the Alpha culture. They are watching what is happening in the other culture, while the members of the culture behaves, talks, acts according to their own rule totally ignoring the visitors. The visitors have three minutes in the other society. When the three minutes are over, the timekeeper leads the observers back to their own culture.

The observers then have 5 minutes to report what they have observed in the other culture. After 5 minutes the second subgroup gets ready to visit the other culture. This group will actually start interacting with the foreigners!

6. VISIT OF THE THREE INTERACTING SUBGROUPS

The timekeeper leads the Alpha subgroup to the Beta Culture and the Beta subgroup to the Alpha Culture.

Instructions for the facilitator of the Alpha Culture

- As the Beta visitors arrive, they should get an empty Post-It on their chest.
- Each visitor should get some of all the four different cards of the Alpha Culture.
- No instruction should be given to the visitors at all.
- The facilitator should pay attention that if a visitor get a "Plane Card", the facilitator should lead him/her out of the culture immediately.
- As the visitors leave, the facilitator takes back all the cards and Post-Its. The visitors cannot take any card with them to their own culture!

Instructions for the facilitators of the Beta Culture

- As the Alpha visitors arrive, they should get a pack of ten Beta Cards.
- No instruction should be given to the visitors at all.
- As the visitors leave, the facilitator takes back all the cards. The visitors cannot take any card with them to the other culture.

The group also has 3 minutes in the other culture to interact, after that they are led back to their own culture by the timekeeper where they have 5 minutes to report and try to solve the mystery of the other culture.

The third and the forth subgroups go through the same flow.

7. THE CONCLUSION

After all the four subgroups had their time in the other culture, the group has 20 minutes to summarize all the knowledge they have about the rules, norms and behaviours of the other culture. They should put the key points down on a flipchart.

DEBRIEFING

The most important part of the simulation is the debriefing, where finally everyone has the chance to express their emotions and discuss about their feelings and learning points. For the debriefing, the Alpha and Beta Cultures get together in a plenary and one facilitator is leading the process. The facilitator leads the session based on the following questions:

1. Alphas, tell me words that describes the behaviour of the Beta members!
2. Betas, tell me words that describes the behaviour of the Alpha members!
3. Alphas, how did you feel when you visited the Beta Culture?
4. Betas, how did you feel when you visited the Alpha Culture?
5. Alphas, how did the Beta members behave when they were visiting your culture?
6. Betas, how did the Alpha members behave when they were visiting your culture?

The facilitator writes the responses on flipcharts visible to everyone. The answers make the people realise how they are observed by foreign people, how they felt when they found themselves in the middle of a totally different culture and how easy it is to spot foreigners in your culture because they act confused and do not know the rules.

7. During the simulation you were not able to ask each other about the rules of the culture. In real life what factors make it difficult to understand the norms of a culture?
8. Subgroups number four, did it help you some that you have already known information of the other culture when you visited them?
9. If you could have spent more time in the other culture, could you have found out more about the rules? How does that relate to real life experience?
10. Every beginning is difficult. Do you agree with this statement?
11. How can you prepare yourself before travelling to understand and adjust better to the new culture?
12. What should you do during your stay in a foreign country to make your experience more pleasurable?

The answers to these questions are all suggestions to delegates on how they can prepare and experience a great time in a foreign country and not break down because of the cultural differences. All delegates should be given a Learning Log to write down these points for themselves to remember.

13. Can an Alpha member summarize the rules of the Beta Culture?
14. Can a Beta member summarize the rules of the Alpha Culture?
15. Can an Alpha member summarize the rules of the Alpha Culture?
16. Can a Beta member summarize the rules of the Beta Culture?

After all the mystery is revealed, the facilitator thanks the delegates for their participation and the group claps together as they wish each other a great time abroad!

TIMELINE FOR THE SIMULATION

| | |
|--|-------------|
| General Introduction in Plenary and the division of the two Cultures | 5' |
| The groups go to their room with the facilitator | 3' |
| The facilitator explains the rules of the culture | 15' |
| The group practices the culture | 15' |
| The four subgroups of observers are established | 2' |
| The first group of observers visit the other culture | 3' |
| Report | 5' |
| The second group of visitors visit the other culture | 3' |
| Report | 5' |
| The third group of visitors visit the other culture | 3' |
| Report | 5' |
| The forth group of visitors visit the other culture | 3' |
| Conclusion in groups | 20' |
| Debriefing in the Plenary | 45' |
| Total Time | 135' |

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