Annotations

Navigating International Classroom - diversity and cooperation

Key words:
Teaching and Learning in an International Classroom, Foreign Language as a medium of instruction, Diversity, Cooperative Learning

Abstract
In our practical workshop, we will unpack the role of language in international classrooms using practical simulation activity and explore some strategies how to overcome challenges when the language of instruction is not the mother tongue of all students. We will also delve into the dynamics of multicultural teamwork, identifying key cooperative learning elements that enhance team effectiveness. Participants will have the opportunity to share and learn from diverse teaching experiences in international educational environments.

Methodological approach and interactivity:
Interactive workshop, presentation and interactive discussions at round tables

Structure and itinerary:
• Advantages and challenges of ‘diversity’ in an international classroom
• Dealing with language challenges
• Maximizing teamwork: cooperative learning key elements
• Working with classroom scenarios, sharing experience and exchanging teaching tips
• Wrap up

Facilitators:
Adriana Dergam (MIIC)
Eva Janebova (Mestenhauser Institute)
Lucie Weissova (Halmstad University, Universita Cattolica del Sacro Cuore)

Workshop outcomes:
Practical takeaways of teaching tips and ideas on how to deal with language challenges and enhance team work in multicultural diverse setting of an international classroom.

Conclusion
Next steps after the conference: At the end of each workshop, a summary of the results of the activities and recommendations for practical steps or tools that can be used will be produced as an output or wrap-up activity. This summary will be made available to all participants of the conference workshops for a certain period of time on online whiteboard. In this way, participants will have the results of their own workshop as well as the results of the other workshops. This should help to complete and reconnect all the topics, which are interrelated and complementary in different ways. And no one will be at a loss for anything. (And those who wanted to present their good practice but were not included in the program for capacity reasons can post their poster/presentation/paper/video there as well.)

Global Growth in universities within the Czech Republic: Maximising Impact through Engagement, Recruitment, and Retention

Key words
Recruitment/Student Engagement/Student Retention, diversity of national and international high schools, high school counsellors, IECs, agents, international education migration, obstacles, scholarships, visas and passport hierarchies, case studies

Methodological approach:
Cooperative workshop
Abstract
What are the internationalisation strategies used by universities today that create support around:
• Recruitment
• Student engagement
• Student retention

Are internationalisation strategies based on quality or quantity? One of several recruitment strategies is working with high school counsellors and IECs. They can serve as ‘right fit’ advocates for universities, promoting higher education locations, universities and opportunities for students and families, playing a vital role in guiding students through selecting universities and guiding through the application process.

What are the obstacles universities in the Czech Republic face when working towards internationalisation goals? Bureaucracy, Visa obstacles, Immigration higher education narratives, Lack of awareness of demographics that are multilingual, multirace, multicultural, passport hierarchies etc…

What can we do collectively to support the overall internationalisation of universities within the Czech Republic which ultimately supports an international student body that allows for universities to exist?

Structure and itinerary:
14:00 – 14:20: Presenting internationalisation strategies
14:20 – 14:50: Divide into small groups based on (universities/faculties) tackling strategies, success and obstacles
14:50 – 15:05: Next steps in impactful strategies to educate, empower universities and the Czech ministry. Make a list of strategies that might be new that each person attending this session will take away to share with their university teams when they go back
15:05 – 15:30: Workshop conclusion

Active participant(s) / collaborating colleague(s) (if any) / facilitators:
Preeti and Martina. Possibly colleagues from the Study in Prague consortium can actively facilitate small groups (Martin Hanker, Caleb House, Lenka Balíková)

Workshop outcomes:
We hope participants will acquire knowledge around existing and refining impactful strategies towards internationalisation. Taking away useful goals for their contextual university settings, with a shared goal to collectively collaborate as the Czech Republic becomes more global.

Conclusion
Next steps after the conference: At the end of each workshop, a summary of the results of the activities and recommendations for practical steps or tools that can be used will be produced as an output or wrap-up activity. This summary will be made available to all participants of the conference workshops for a certain period of time on online whiteboard. In this way, participants will have the results of their own workshop as well as the results of the other workshops. This should help to complete and reconnect all the topics, which are interrelated and complementary in different ways. And no one will be at a loss for anything. (And those who wanted to present their good practise but were not included in the programme for capacity reasons can post their poster / presentation / paper /video there as well.

How can we help international students to thrive in their new environments?

Key words
Cultural transition; socio-psychological adaptation; culture shock; wellbeing; community building; inclusion; peer support; staff interactions

Methodological approach
Customized Knowledge Café

Interactivity
Input session from workshop lead, followed by small group and full group discussions

Abstract
The aim of this workshop is to consider collectively what we mean when we say that we want international students to “thrive” in their new study environments, and also how we can achieve this goal. What it means for a student to thrive may vary from context to context, so the initial input session will explore variation in this concept, with contributions from participants. Following this, participants will form small groups to discuss different ways in which international students can be supported to facilitate thriving. Participants will change groups for multiple small group discussions. The workshop will conclude with a full group discussion, where participants will share potential future actions that they can implement in their educational contexts.??
Structure and itinerary:
1. Introductory input session (15 minutes)
2. Small group discussions (1 hour)
3. Full group discussion (15 minutes)

Active participant(s)
Dr Eoin Jordan

Workshop outcomes:
Participants will gain a deeper understanding of what it means for international students to thrive, as well as insights from peers on different initiatives to help international students thrive in their new environments. Participants will also have reflected and received feedback from peers on initiatives they shared in discussion sessions.

Conclusion
Next steps after the conference: At the end of each workshop, a summary of the results of the activities and recommendations for practical steps or tools that can be used will be produced as an output or wrap-up activity. This summary will be made available to all participants of the conference workshops for a certain period of time on online whiteboard. In this way, participants will have the results of their own workshop as well as the results of the other workshops. This should help to complete and reconnect all the topics, which are interrelated and complementary in different ways. And no one will be at a loss for anything. (And those who wanted to present their good practise but were not included in the programme for capacity reasons can post their poster / presentation / paper / video there as well.

Language teaching and testing. Linguistics and academic skills and needs of foreign students in foundation and graduate programmes at Czech universities.

Key words:
Languages of instructions, language of teaching, Czech/English as the second language / as language for specific purpose, academic skills, language teaching methodology, language certification, teaching skills.

Abstract
At universities we develop two types of study programmes - Czech and international. One of the key questions in the process of building an internationalized community is language(s). In the workshop we will look at the role of Czech in international programmes, as well as the possibility of connecting and cooperating between international and Czech students and staff in terms of supporting language learning. We will also be discussing the teaching of the Czech language to those students who wish to study in Czech language degree programmes.

We will consider the role and teaching methods of language as a second language and language for specific purposes, the various methodological approaches available, including equal participation in group settings - multilevel classes, cooperation between foundation programmes and language teaching at faculties - recognition of certificates, language certification system, necessary level of knowledge, textbooks and teaching materials, syllabus design, definition of learning outcomes and their use in each individual class and lesson.

Methodological approach and interactivity:
We will use the Safari method of interaction. In 4 stations the participants will explore specific given themes and questions. People are divided into groups and move from one station to the next until they have visited every station and every theme of the workshop, gradually creating images of ideas and suggestions, concepts and models for each theme. Each group writes down the key ideas to leave 'traces' and insights for the next visitors to the station. The Safari method brings in-depth analysis of the different perspectives and the creation of an incremental, wiki-like picture of the participants' knowledge and experience in relation to the issues under discussion, which is concluded by the facilitators. There are 25 minutes for the first station, 20 for the second and 15 for the last two, as each group follows the previous one, adding ideas and tools.

Structure and itinerary:
• Introducing the topics, setting up the stations, dividing into groups, starting the discussion.
• Group activity - moving from station to station, exploring the theme, discussing and giving practical concepts and examples, setting visions and wishes, adding comments and ideas to a previous group result, bringing new points.
• Conclusion for each station and presentation to the rest of the audience.
• Closing of the whole workshop by the facilitators.

Facilitators: each station has an expert to facilitate the discussion
Dana Hůlková Nývltová (CU ILPS)
Barbora Štindlová(CU ILPS)
Kateřina Vodičková(CU ILPS)
Workshop outcomes:

- Reflect on current teaching practices in relation to foreign students and their language needs.
- Identify potential challenges and risks associated with multilingual environments and multilevel teaching.
- Discuss the motivation of students of international/English programmes to learn Czech and define de/motivating factors.
- Identify the appropriate methodological approach for teaching Czech as a foreign language to people with low or no prior knowledge of the language.
- Demonstrate the ability to tailor cooperation between the foundation and degree programmes to address potential challenges and enhance positive outcomes.
- Develop strategies to enhance methodological support for teaching Czech for specific purpose.
- Identify areas for improvement.
- Bring practical tools to improve teaching, course design, collaboration with other faculties/departments.
- Develop the competences of the Framework for Effective Teaching at CU, Pillars One and Five (teaching planning and design and professional collaboration).

Conclusion

Next steps after the conference: At the end of each workshop, a summary of the results of the activities and recommendations for practical steps or tools that can be used will be produced as an output or wrap-up activity. This summary will be made available to all participants of the conference workshops for a certain period of time on online whiteboard. In this way, participants will have the results of their own workshop as well as the results of the other workshops. This should help to complete and reconnect all the topics, which are interrelated and complementary in different ways. And no one will be at a loss for anything. (And those who wanted to present their good practice but were not included in the program for capacity reasons can post their poster / presentation / paper /video there as well.)

Supporting international student transitions on higher education programmes

This presentation will explore the themes of international student adaption and overcoming culture shock on higher education programmes, and particularly preparatory programmes. It will suggest practical ideas for how the culture shock U-curve model can be used to assist students in transitioning to their new study environments, how to use critical incident exercises to develop intercultural competence, and how short courses and personal tutoring systems can be used to support transitioning international students. The presenter will draw on his experience of working with international education programmes in the UK, Japan and China to highlight examples of successful initiatives.

Internationalization at Home

In today's increasingly interconnected world, internationalisation stands as a pivotal mechanism not only for fostering diversity and inclusivity but also for bolstering academic success among foreign students. This keynote speech delves into the multifaceted role of internationalisation as a catalyst for exposing individuals to discomfort and otherness, thereby catalyzing personal and intellectual development. By advocating for the integration of internationalisation principles into study programs, regardless of students' backgrounds, the speech underscores the transformative potential of globalised education in shaping a more enriched and equitable learning environment for all.

Medallions

PhDr. Dana Hůlková Nývltová, Ph.D.

Dana Hůlková Nývltová has been the Director of the Institute for Language and Preparatory Studies at Charles University since 2020. She holds a master’s degree from the University of Hradec Kralove. She also holds a PhD from Charles University, specialising in philology. In addition to Czech as a second language, she has worked on literature, gender in literature or literature written by women, and history. In 2015 she founded the Methodology Centre, which is systematically dedicated to the training and support of teachers of Czech as a second / foreign language. Her motto is: "A teacher is a leader, and a leader is a teacher, everyone has to excel at what they do best, they need a good chance to do so, and the result is the benefit of the whole."

Dana's research activities focus on designing syllabi, defining course objectives and learning goals in language teaching in various situations, from Czech as a foreign language to language for specific purposes. She is also involved in the critical analysis of textbooks and teaching materials, the development of new programmes and the redefinition of existing ones. Her favourite subject is reading comprehension.
prof. PhDr. Eva Voldřichová Beránková, Ph.D.
As vice-rector of Charles University for Foreign Affairs, Eva is involved in inter-university agreements, strategic partnerships, all kinds of international agendas, mobility, representation of Charles University abroad, university groups, cooperation with the Czech Ministry of Foreign Affairs, embassies, EC, EP, etc., agendas related to UKIP at CU.

Eva studied French Philology and Slavic Literature at the Faculty of Philosophy of Charles University and at the Sorbonne Université (Ph.D. in cotutelle 2001) and subsequently taught at the Institute of Romance Studies, where she was head of the French Department for many years. Her research interests include contemporary Francophone literature, Hegelian studies, sociological criticism, postcolonial theories and the relationship between literature and cinema. From 2014 to 2018, she was Vice-Dean for International Affairs at the Faculty of Arts, where she was involved in the creation of the KREAS project and strategic partnerships with KU Leuven, Brown University and other educational institutions. She is the author of four single monographs and numerous articles in impact and peer-reviewed journals. She is involved in international cooperation (4EU+, CEACS) and in her spare time organises international summer universities for the Jan Hus Educational Foundation.

Dr. Eoin Jordan, EdD SFHEA
Eoin is Director of the International Education Institute at University of St Andrews, and has held a variety of teaching, administrative and leadership roles related to international and language education, mostly in higher education contexts. He has previously worked in Japan, Hungary and China, including as Acting Director and Deputy Director of the Language Centre at Xi’an Jiaotong-Liverpool University. He holds an EdD in Higher Education, and is a Senior Fellow of the Higher Education Academy (SFHEA).

Eoin’s scholarly activities are focused on the enhancement of educational practice, often through the use of technology, but also based on an understanding of the nature of language, and on sensitivity to cultural differences. His professional activities are intertwined with this focus. These activities include leading the development of new educational programmes, reviewing and redeveloping existing programmes, as well as providing leadership/mentorship to fellow educational practitioners.