Sharing across Boarders

An International Student Conference in South Africa
Sharing across Borders
An International Student Conference in South Africa
Expanding the classroom
Background

CPUT – UCLL (2010)+ MOU
CPUT – UCLL - UniVen (2013)
4 UCLL students
4 months in SA

CPUT - HAN University Exchange 2007 (2016) MOU → 3 week Winter School in NL for 4 SA students

TWK Programme HAN University (2004)
20 to 35 students per semester in different projects in Theewaterskloof SA
Value for local students ???
How to address the gap?

→

Internationalisation @ Home
Internationalisation @ Home

Why?
What?
How?
Why?

• Empowering students for 21st century context
Why?

• Sharing lived experiences regarding diversity, large classrooms, discipline, resources and community development

• Improving employability, responding to a changing world, becoming agents for social good, preparing students for lifelong and life-wide learning
Focus on realisation and achievement and/or further development of International competences (ICOMs):

- personal growth
- global engagement
- intercultural competence
- language skills
- interdisciplinary learning
Realisation, Achievement, further Development of ICOMs as common goal to take place in a social context which is fundamental in human learning:

Communities of Practice
3 key elements of Communities of Practice:

• The domain consists of members who share common learning need
  (= the landscape of internationalisation)

• The community is formed by the bond of collective learning
  (= partnering universities with staff and students)

• The practice produces the resultant resources
  (= various manners depending of brief of particular exchange)
To enhance interaction and reciprocal benefit between CPUT, HAN and UCLL students:

➔ Orientation with HAN (and CPUT) students

➔ International student conference
Orientation: Sharing expectations and reality check
Three Conferences – all related to ICOMs

2016
Developing our Communities: Parent involvement in schools

2017
Internationalisation and Decolonisation

2018
Sharing across borders: expanding the classroom
2016: Community involvement

A vivid learning community today: have fun learning together and from each other

The More We Get Together

Challenges

- Struggling to involve community
- Parents live far from school
- Parents can’t get time off from work
- Informing parents (sms, cell phones, email)
- Children are alone at home
- Financing for food and transport
- No / too few people to help in after school programmes
- Identify skilled people in the community
- Need for human resources esp. for creative sub...
2018: Sharing across Borders: Expanding the classroom
Participants
104 Students: 72 CPUT students
7 UCLL students; 22 HAN students; 3 Denmark
5 HAN staff; 5 CPUT staff

Assignment beforehand: interactive presentation →
3C’s: Content – Cherries – Challenges
15’ presentation – 15’ audience interaction – 15’ rounding off
Student conference 2018
Modus Operandi – The Presentations

Tasks

**CPUT** : 4 students to report back on international experience at HAN Winter School

**HAN** : 3 students to share Guerilla research project on how to increase inquisitiveness, creativity and spontaneity of learners in Theewaterskloof and Cape Town

**UCLL** : students to share Team Teaching approach during their placement at Kalkfontein Primary School

**YEBO** : 2 HAN students to share experience in involvement in Year Beyond afterschool support project in Cape Town suburbs
CPUT students: Get Mobile!

CPUT : 4 students to report back on international experience at HAN Winterschool

Content: Winter School in The Netherlands, story about their experiences / workshops and visiting schools / learned about school system - methods - teaching profession in general

Cherries: experienced Dutch culture more then expected / school visits / learnt that kids learn the most when they are able to explore, not from reading textbook. Mind of a child is like a parachute: wide open → we should implement that thought in SA

Life changing experience; makes us better teachers

Challenges: Communication barrier because of accent / feeling out of place / anxiety
CPUT students: Get Mobile!
Students UCLL : Team Work

UCLL : students to share team teaching approach during their placement at Kalkfontein Primary School in Western Cape, South Africa

Research into different ways of Team Teaching / subgroups to see what works best

! very interactive workshop

Challenges: different culture, different way of teaching – also depending on number of learners in classroom
Guerilla research into inquisitiveness / audience was challenged to think about how to maintain or even increase inquisitiveness, creativity and spontaneity – by showing them pictures related to these topics (planning board, children in garden, children reading together)
Students YEBO Project: Reach out!

2 HAN students to share experience of involvement in Year Beyond afterschool support project in Cape Town suburbs

Question to audience: how to improve contact between tutors and teachers in order to get a better link between classroom and afterschool
Rounding off with a rap
Student conference 2018
Findings

Linking presentations to ICOMs

<table>
<thead>
<tr>
<th>ICOM</th>
<th>CPUT</th>
<th>UCLL</th>
<th>HAN TWK</th>
<th>HAN YEBO</th>
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</thead>
<tbody>
<tr>
<td>1 Personal Growth</td>
<td>Being selected on merit; the preparation; travelling abroad; new people and places; working with diverse CPUT team; addressing feats; expectations; challenges; socializing; growing self esteem and confidence</td>
<td>Travelling to SA; expectations; fears</td>
<td>In a foreign country, making independent decisions and actions; connecting to strange people; assessing situations</td>
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<td>2 Global Engagement</td>
<td>Mobility; international orientation; sharing information; technological development</td>
<td>Mobility; international orientation; understanding influence of international or European contexts on local situations</td>
<td>Mobility; forming opinion on societal or international topics; understanding influence of international or European contexts on local situations</td>
<td>Mobility; international orientation; showing social involvement; forming opinion regarding societal topics</td>
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<td><strong>3 Intercultural Competence</strong></td>
<td>Diverse CPUT team; meeting Australians and Dutch; unfamiliar habits and spaces;</td>
<td>Diversity in Africa; In S.A. certain groupings in classes might be viewed as exclusive or discriminatory; during report back in conference, S.A. students first thanked Dutch for presentation; Dutch immediately gave information; audience engagement elicited many different perspectives on team teaching</td>
<td>Different culture – learn to listen and postpone judgement; becoming more flexible, reflective, open-minded and critical thinkers; gaining different perspectives on inquisitiveness and creativity through audience engagement</td>
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<td>4 Languages</td>
<td><strong>Unfamiliar language; similarity to Afrikaans; challenge for isiXhosa speakers; code switching; English quite good - gained confidence</strong></td>
<td>Different home languages in classes; similarity to Afrikaans;</td>
<td>Improved English, Afrikaans; become more diplomatic and cautious communicators</td>
<td>Improved English, Afrikaans and very basic isiXhosa language skills;</td>
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<td>5 International Disciplinary Learning</td>
<td>Sharing content and methodology</td>
<td>Exploring different types of team teaching in South African school; challenge of large classes; lack of extra support in S.A classes; type of team teaching determined by material and cultural environment</td>
<td>Learnt about S.A. educational system, e.g. challenge of large classes; also gained new perspective on NL education system</td>
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Findings from evaluation forms

1 = very weak; 2 = Weak; 3 = Average; 4 = Good; 5 = Excellent

1. The conference was useful for a young beginner teacher

- 41% rated it 5
- 39% rated it 4
- 18% rated it 3
- 2% rated it 2
- 0% rated it 1
2. Connecting with other universities is valuable

- 0% (Blue)
- 7% (Green)
- 41% (Red)
- 52% (Purple)
5. I learnt nothing new

30%

33%

16%

14%

7%
8. The presenter’s input was valuable

- 28% for Option 1
- 11% for Option 3
- 2% for Option 2
- 2% for Option 4
- 57% for Option 5
9. The activities stimulated discussion

- 39% (Blue)
- 18% (Green)
- 4% (Red)
- 2% (Blue)
- 37% (Purple)
1. I think internationalisation means / refers to...
   • transcending boarders around the globe and enabling collaboration and communication between various partners
   • Connect with other countries and learn from each other
   • Learning from different cultures and getting to know different ways of thinking and working
   • Combining different ideas from across countries to improve the teaching and learning of the future generation
   • Becoming a global citizen, being drained into a new culture, discovering yourself in a different, new context, gaining professionally in my work field
2. As a young South African/Belgian/Dutch it is important that I know something about this topic because...

• I will be teaching learners with different needs
• The world keeps on expanding and so does my class; kids should get to know the world as they are young
• It helps broadening my intellectual thinking
• We live in a diverse world and we should implement multiculturalism
• There are things happening internationally that we can incorporate in our classroom as teachers
3. As a beginning teacher this information will help me because...

- It will inspire me to incorporate differentiation into my teaching
- It will help me make the classroom a better learning area where learners will explore and be curious to learn
- I will be aware of many other ways to engage learners, and new and adequate strategies in teaching
- Teaching methods and curriculums across the world can teach me a lot and so I can improve as a teacher
4. In terms of ‘expanding the classroom’ I learnt the following two aspects:

- Creativity and spontaneity
- Team teaching
- Diversity
- Differences in needs
- Differentiation
- Importance of opening the minds of learners
- Interaction
- Collaboration in teaching is possible and it exists
- Broadening my perspective made it even more exciting to travel
5. The two things/topics/activities I liked the most about the day were:

- Creativity
- Inquisitiveness
- Expanding the classroom
- Team teaching activity
- Collaboration
- Different teaching methods
- Getting to know / mingling with students from other countries
- The discussions
- Comparison of curriculum
ICOMS 1, 2, 3 and 5 were mentioned in the answers: students learn about the world, they become more broad minded, they become more critical thinkers and also learn their discipline from different viewpoints / different nationalities.

ICOM 4, Languages, was at stake because for most of the students the conference was not in their home language, namely in English.
Discussion & Conclusion

• Theme 2017 (Decolonisation) : more ‘alive’ in SA then in NL
• Themes geared at education: not always applicable to other students
• Presentations by staff and partners: too much and too long for students to listen to
  • Format 2018 worked well
• Evaluation: - hard to measure personal growth
  ➔ rather longitudinal research
  ➔ add baseline measurements
Values and Limitations

Questionnaires

⇒ What do we get out of it
  • Closed vs open question
    • Related to ICOMs
  • Evaluation only afterwards
    • Language: English not first language for some students
  • Different cultures have different ways of giving feedback/filling out questionnaires (e.g. very extreme or moderate)
    • Students from different fields of study
Values and Limitations

Format & Theme

• Presentations and Workshops by/with students
  • Interactive work methods
  • Value for different fields of study
• For development of ICOMs ➔ conference is only ONE activity in the process of developing International Competences
Lessons learnt for future practice

- Questionnaires before the time (with names, country, field of study); to hand in before start conference
- Questions more directly related to ICOMs
- Ask a few students for further in depth interviews afterwards
- Avoid ‘negatively’ formulated questions
Lessons learnt for future practice

The dynamics of different interactive work methods worked very well

and ...

It is a student’s thing.... !!
To end off...

Thank you

and

Curious to learn from your ideas...