

# Internationalisation

## for Inclusive, Culturally Responsive, Globally Connected Learning Environment

**Assoc. Prof. Dr. Irine Darchia**  
**04. 05. 2025**

Coordinators:



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Full Partners:

 Bundesministerium  
Bildung, Wissenschaft  
und Forschung

  
Ministry of Science and Education

  
MINISTRY OF EDUCATION,  
YOUTH AND SPORTS



Associated Partners:



# Definition

Internationalisation in Higher Education refers to integrating a global dimension in learning and teaching, along with creating an international environment for the purposes of instruction and assessment in a physical, online and/or blended format. It implies the integration of international content, perspectives, and experiences into the curriculum, as well as the facilitation of cross-border collaborations, mobility, and intercultural competences development. In addition, it involves participation in research, innovation, professional development and other international activities, while adjusting to international standards and quality criteria in various organisational and administrative tasks. Internationalisation finally aims at preparing students and teachers for an interconnected world through supporting diversity and cross-cultural understanding, thus, enhancing the quality of education.



# Working Group

**1. Irine Darchia  
(Georgia)**

**2. Branka  
Milenkovic  
(Serbia)**

**3. Renata  
Šamo  
(Croatia)**



# External Review

1. Anca  
Greere

2. Veronika  
Kupriyanova

3. Angeliki  
Psychogyiou



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# Methodology

- ❖ Planning in advance;
- ❖ Distribution of tasks among the group members (each member – developer and reviewer);
- ❖ Synchronoys and asynchronous work – email, online meetings, discussion, google drive, etc.
- ❖ Leads regular meetings and online communication;
- ❖ AI support;
- ❖ Updating based on external feedback (around 200 comments, 60% reflected);
- ❖ PDCA circle.



# Challenges

- ❖ Overloaded experts;
- ❖ Business trips / Lack of time;
- ❖ Health and family issues;
- ❖ Internationalisation – goal and “obstacle” of the working group!
- ❖ Need of harmonization among between different groups;
- ❖ Sometimes contradictory feedback from the reviewers.



# Statements

**TA1 – Student-centred Course Design – 4 Statements;**

**TA 2 – TA2 Teaching Performance and Student Learning Support – 4 Statements;**

**TA 3 – TA3 Student's Learning Assessment – 3 Statements;**

**TA4 – Impact and Mission with and for Society – 4 Statements;**

**TA 5 Professional Development for the Quality of Teaching – 3 Statements;**

**TA 6 – Organisation and Administration Related to Teaching – 3 Statements.**



# Statement – Sample

*Statements and hints as a tool of self-assessment and as a kind of guideline to understand where we are and where we need to go...*

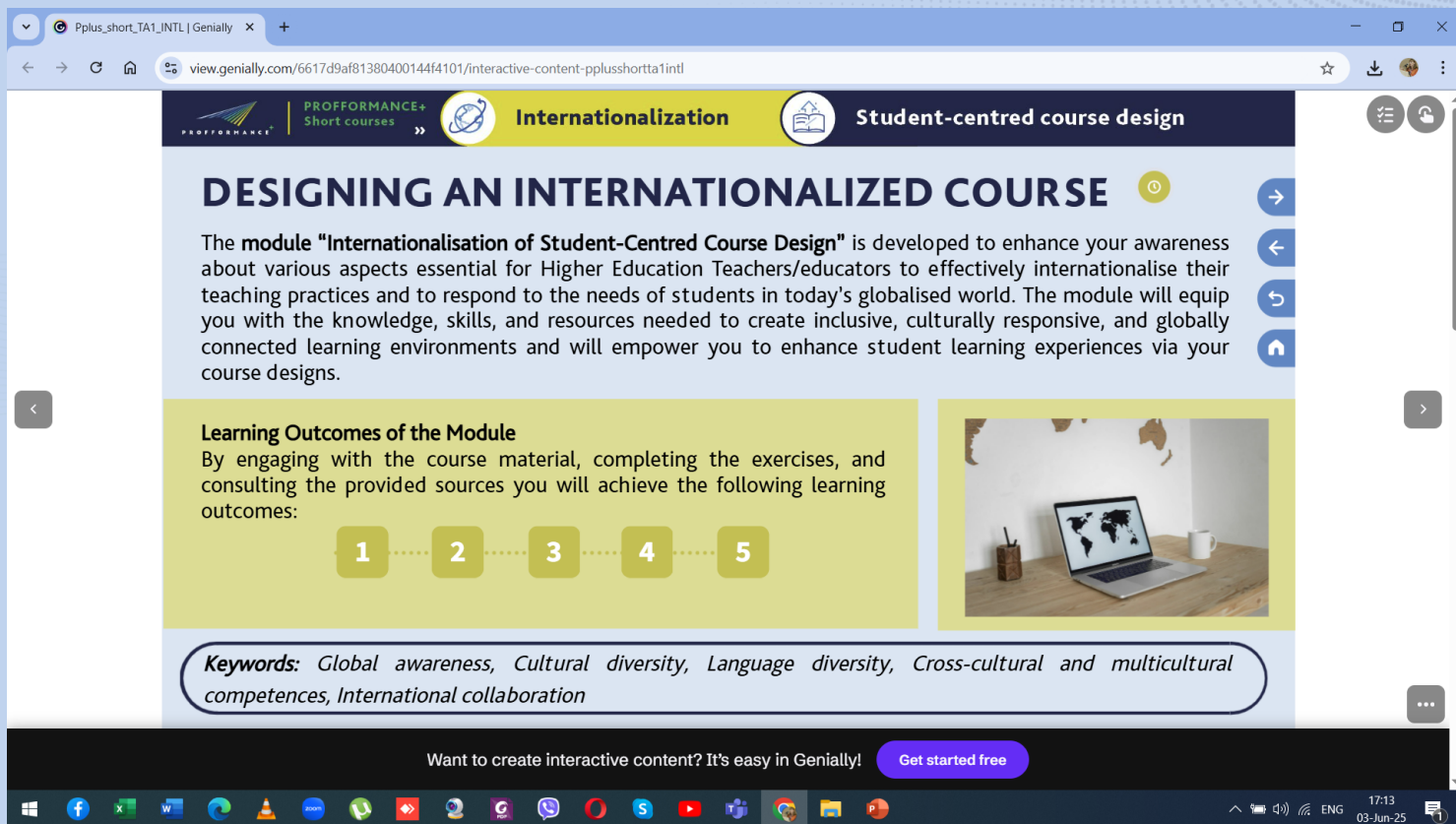
4. I consider international scenarios/realities and intercultural aspects when designing a course/curriculum.

Hint: You use globally relevant international examples and case studies (incl. global challenges, different school thoughts and methods), you foresee internationally relevant learning outcomes (e.g. intercultural competences, international mindset, global citizenship), you consider any potential intercultural differences and the sensitive topics from a national, ethnic, religious and other perspectives. You adjust the course/curriculum to the needs and capabilities of international students.





# Short Courses



The screenshot shows a web browser window with the address bar displaying 'view.genially.com/6617d9af81380400144f4101/interactive-content-pplushortta1intl'. The page is titled 'DESIGNING AN INTERNATIONALIZED COURSE' and is part of a 'Short courses' series by 'PROFFORMANCE+'. The main content area features a description of the module 'Internationalisation of Student-Centred Course Design', which aims to enhance awareness and skills for higher education teachers. Below the description, there are 'Learning Outcomes of the Module' and a list of five numbered outcomes. A photograph of a laptop on a desk with a world map on the screen is also visible. The page includes navigation buttons (back, forward, home, search) and a footer with social media links and a 'Get started free' button.

**DESIGNING AN INTERNATIONALIZED COURSE**

The module "Internationalisation of Student-Centred Course Design" is developed to enhance your awareness about various aspects essential for Higher Education Teachers/educators to effectively internationalise their teaching practices and to respond to the needs of students in today's globalised world. The module will equip you with the knowledge, skills, and resources needed to create inclusive, culturally responsive, and globally connected learning environments and will empower you to enhance student learning experiences via your course designs.

**Learning Outcomes of the Module**  
By engaging with the course material, completing the exercises, and consulting the provided sources you will achieve the following learning outcomes:

- 1
- 2
- 3
- 4
- 5

**Keywords:** Global awareness, Cultural diversity, Language diversity, Cross-cultural and multicultural competences, International collaboration

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PROFFORMANCE+ Short courses » Internationalization Impact and mission with and for society

## Self-reflection questions about...

- Understanding the importance of membership of international field-related professional bodies
- Ability to identify the international field-related professional body and planning its membership
- Ways to Participate in International Research, Innovation, and Societal Projects
- Ways to Publish your work in globally recognized peer-reviewed journals and publishing houses
- Ways to Find Funding Programmes for Your Research Idea
- Ways to increase visibility of your academic activities via open online platforms
- Ways on Motivating Students to Participate in International Publishing and Collaboration
- Ways to Involve Students in International Mobility
- Understanding the importance of joint international educational programmes
- Ways to develop joint international educational programmes

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PROFFORMANCE<sup>+</sup> Short courses » Internationalization Student's learning assessment

Index

Introduction of Module

Preliminary Assessment

Learning materials

Unit 3.1  
General Principles of Student Assessment

Unit 3.2  
Discipline-specific Assessment

Unit 3.3  
Assessment of International and Intercultural Competences

Supporting materials

Resources, Glossary

Mind Map

Case Studies

Sum up Infographic

Final Quiz - Survey - Badge

Next page

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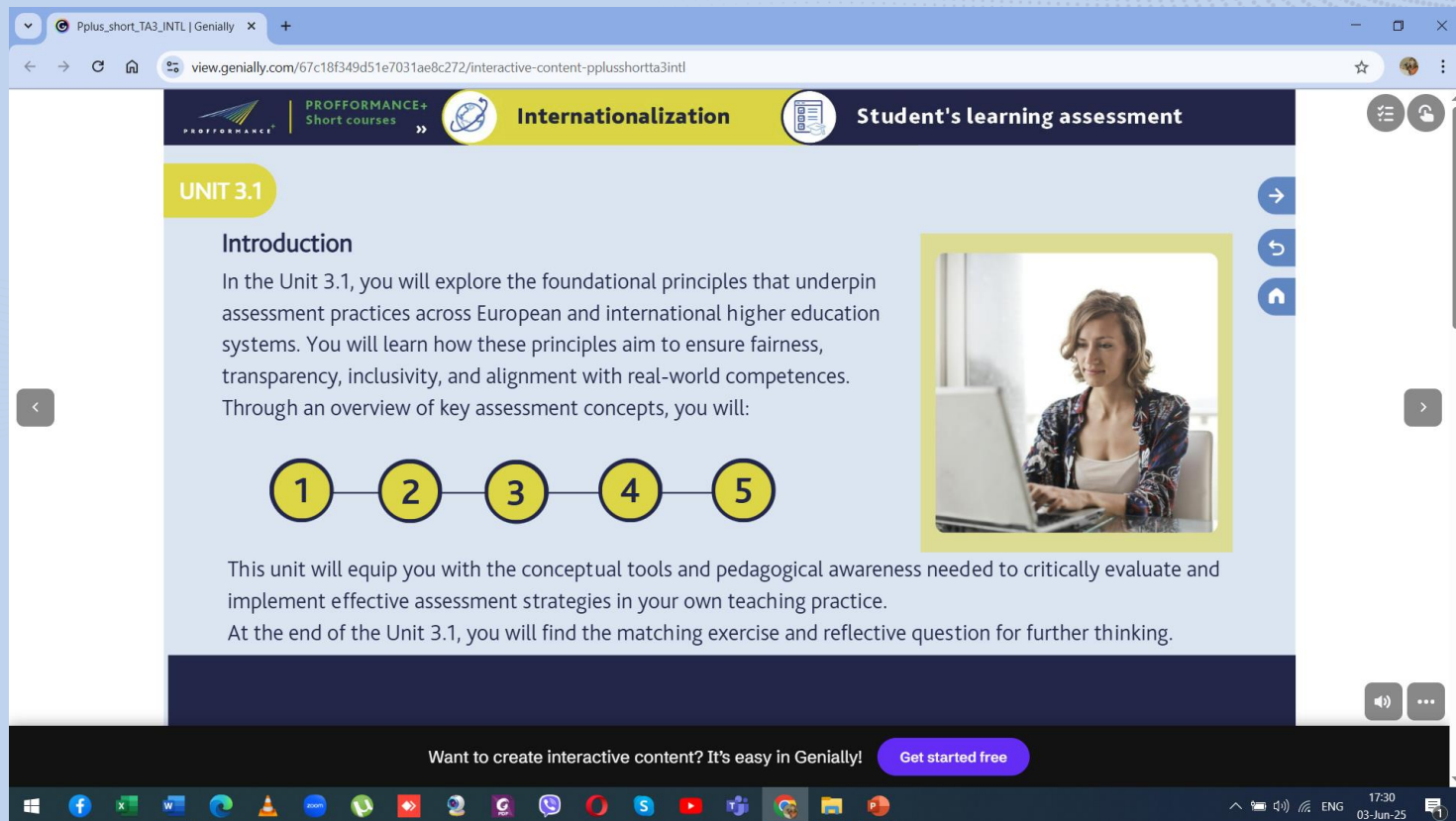


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The screenshot shows a web browser window displaying a Genially interactive content page. The browser's address bar shows the URL: [view.genially.com/67c18f349d51e7031ae8c272/interactive-content-pplushortta3intl](https://view.genially.com/67c18f349d51e7031ae8c272/interactive-content-pplushortta3intl). The page has a dark blue header with the PROFFORMANCE+ logo, the text 'PROFFORMANCE+ Short courses', and two icons: a globe for 'Internationalization' and a document for 'Student's learning assessment'. Below the header, the page is titled 'UNIT 3.1' in a yellow box. The main content area is light blue and contains the following text:

**Introduction**

In the Unit 3.1, you will explore the foundational principles that underpin assessment practices across European and international higher education systems. You will learn how these principles aim to ensure fairness, transparency, inclusivity, and alignment with real-world competences. Through an overview of key assessment concepts, you will:

1 2 3 4 5

This unit will equip you with the conceptual tools and pedagogical awareness needed to critically evaluate and implement effective assessment strategies in your own teaching practice. At the end of the Unit 3.1, you will find the matching exercise and reflective question for further thinking.

On the right side of the content area, there is a yellow-bordered image of a woman with brown hair, wearing a patterned jacket, sitting at a desk and working on a laptop. To the right of the image are three blue navigation buttons: a right arrow, a left arrow, and a home icon. At the bottom of the page, there is a dark blue banner with the text 'Want to create interactive content? It's easy in Genially!' and a purple button that says 'Get started free'. The browser's taskbar at the very bottom shows various application icons, including Windows, Firefox, Google Chrome, and others, along with the system clock showing 17:30 on 03-Jun-25.



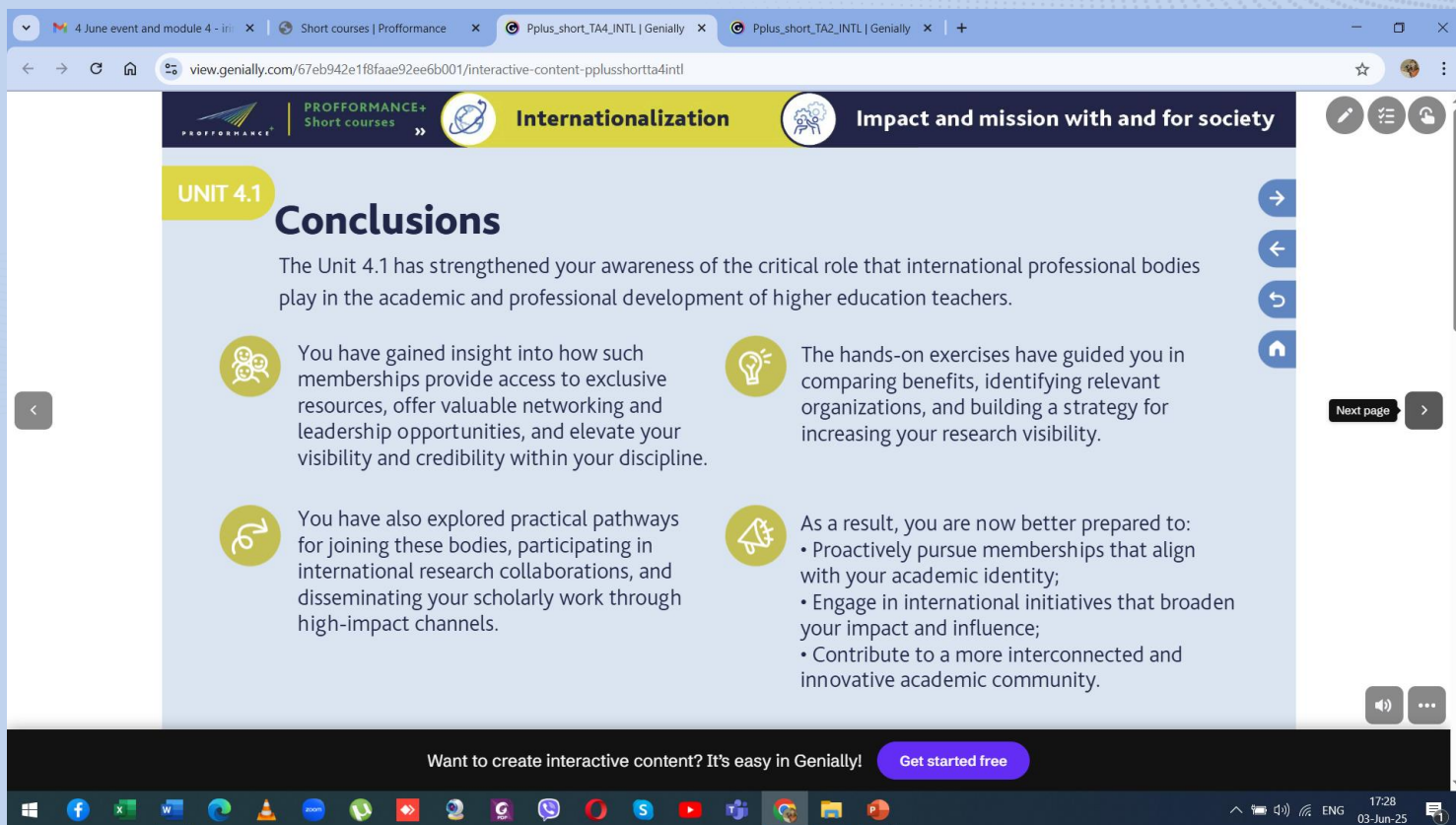
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# Short Courses



The screenshot shows a web browser with multiple tabs open. The active tab is 'Pplus\_short\_TA4\_INTL | Genially'. The URL bar shows 'view.genially.com/67eb942e1f8faae92ee6b001/interactive-content-pplushortta4intl'. The page header includes the Profformance+ logo, 'Short courses', and two main sections: 'Internationalization' and 'Impact and mission with and for society'. The main content area is titled 'UNIT 4.1 Conclusions' and contains a paragraph: 'The Unit 4.1 has strengthened your awareness of the critical role that international professional bodies play in the academic and professional development of higher education teachers.' Below this, there are four bullet points, each with an icon and a description:

-  You have gained insight into how such memberships provide access to exclusive resources, offer valuable networking and leadership opportunities, and elevate your visibility and credibility within your discipline.
-  The hands-on exercises have guided you in comparing benefits, identifying relevant organizations, and building a strategy for increasing your research visibility.
-  You have also explored practical pathways for joining these bodies, participating in international research collaborations, and disseminating your scholarly work through high-impact channels.
-  As a result, you are now better prepared to:
  - Proactively pursue memberships that align with your academic identity;
  - Engage in international initiatives that broaden your impact and influence;
  - Contribute to a more interconnected and innovative academic community.

At the bottom of the page, there is a black banner with the text 'Want to create interactive content? It's easy in Genially!' and a purple button that says 'Get started free'.

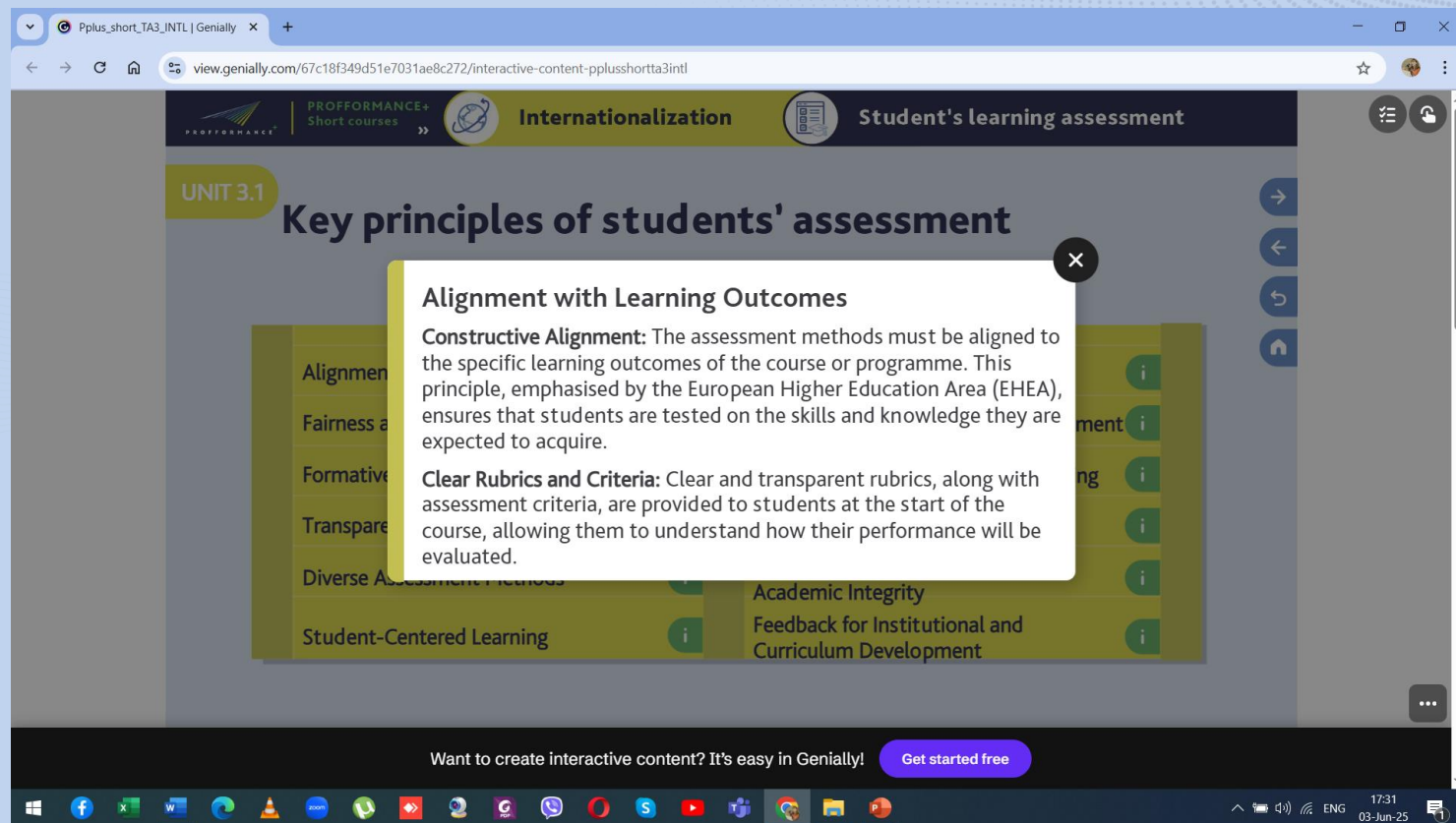


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# Short Courses



The screenshot shows a web browser displaying a Genially interactive presentation. The URL is [view.genially.com/67c18f349d51e7031ae8c272/interactive-content-pplushortta3intl](https://view.genially.com/67c18f349d51e7031ae8c272/interactive-content-pplushortta3intl). The presentation is titled "UNIT 3.1 Key principles of students' assessment". A pop-up window titled "Alignment with Learning Outcomes" is displayed over the content.

**Alignment with Learning Outcomes**

**Constructive Alignment:** The assessment methods must be aligned to the specific learning outcomes of the course or programme. This principle, emphasised by the European Higher Education Area (EHEA), ensures that students are tested on the skills and knowledge they are expected to acquire.

**Clear Rubrics and Criteria:** Clear and transparent rubrics, along with assessment criteria, are provided to students at the start of the course, allowing them to understand how their performance will be evaluated.

The background content lists several principles of assessment:

- Alignment
- Fairness and Transparency
- Formative Assessment
- Diverse Assessment Methods
- Student-Centered Learning
- Academic Integrity
- Feedback for Institutional and Curriculum Development

At the bottom of the presentation, there is a banner that says "Want to create interactive content? It's easy in Genially! Get started free".

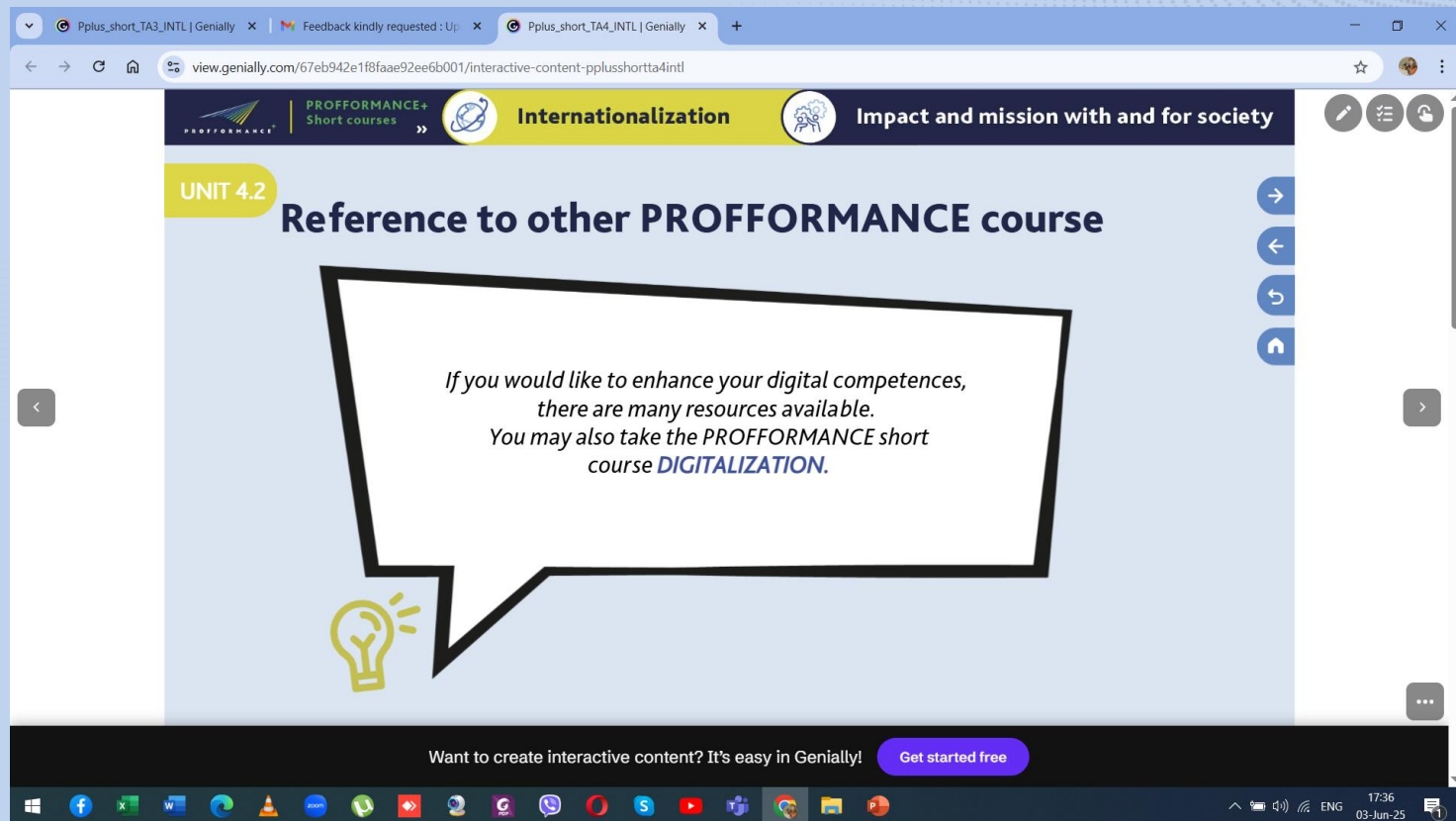


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UNIT 4.2

## Reference to other PROFFORMANCE course

*If you would like to enhance your digital competences,  
there are many resources available.  
You may also take the PROFFORMANCE short  
course **DIGITALIZATION**.*

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17:36 03-Jun-25

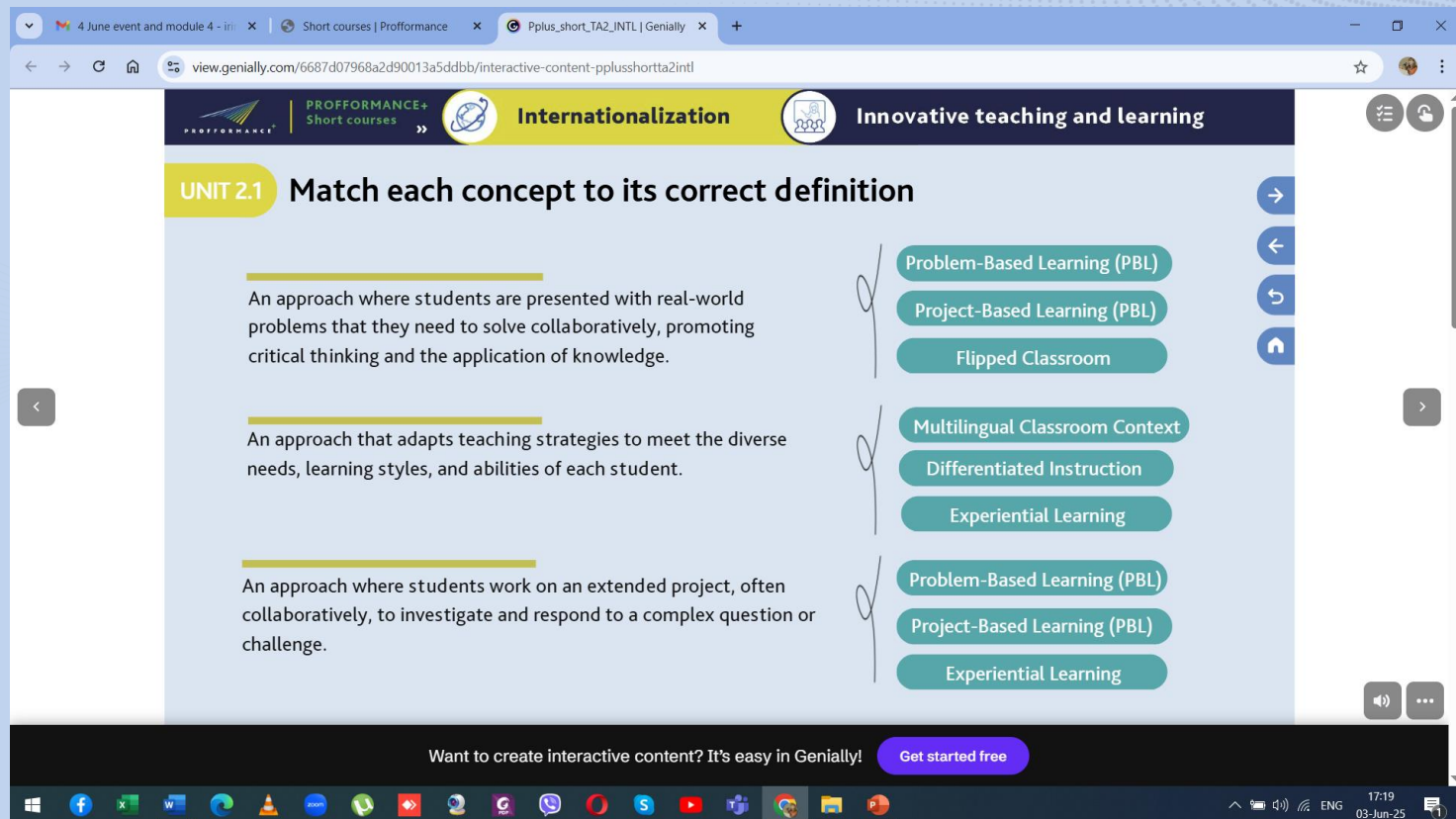


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- An approach where students are presented with real-world problems that they need to solve collaboratively, promoting critical thinking and the application of knowledge.
- An approach that adapts teaching strategies to meet the diverse needs, learning styles, and abilities of each student.
- An approach where students work on an extended project, often collaboratively, to investigate and respond to a complex question or challenge.

The concepts listed on the right are:

- Problem-Based Learning (PBL)
- Project-Based Learning (PBL)
- Flipped Classroom
- Multilingual Classroom Context
- Differentiated Instruction
- Experiential Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PBL)
- Experiential Learning

At the bottom of the page, there is a banner that says 'Want to create interactive content? It's easy in Genially!' with a 'Get started free' button. The browser's taskbar at the bottom shows various application icons and the system clock indicating 17:19 on 03-Jun-25.



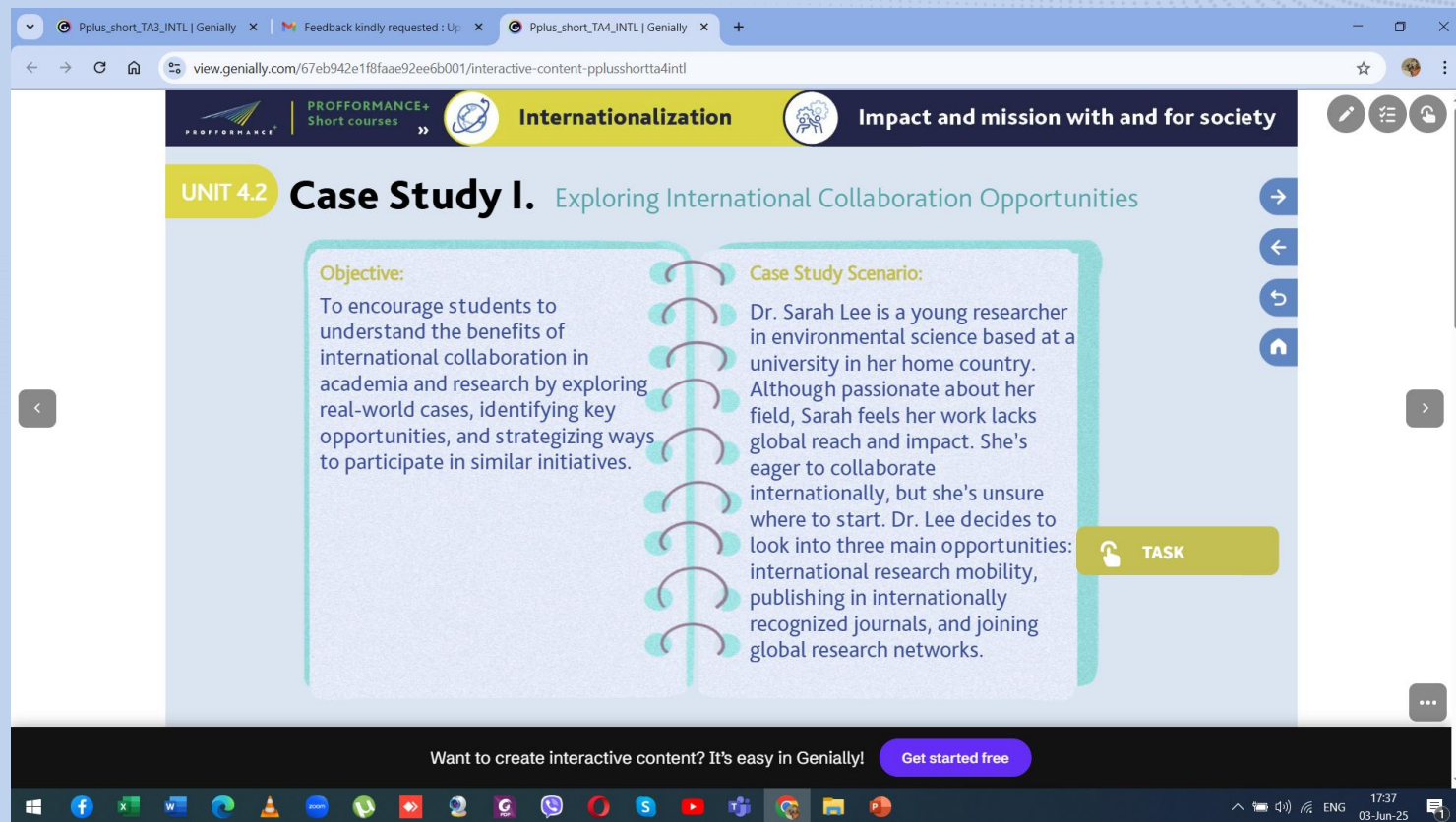
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# Short Courses



The screenshot shows a web browser displaying a Genially interactive content page. The page is titled "UNIT 4.2 Case Study I. Exploring International Collaboration Opportunities". It features a central graphic of a spiral-bound notebook with two pages. The left page is labeled "Objective:" and the right page is labeled "Case Study Scenario:". The notebook is set against a light blue background with a subtle pattern. The page is framed by a dark blue header with the "PROFFORMANCE+ Short courses" logo and navigation icons. The browser's address bar shows the URL "view.genially.com/67eb942e1f8faae92ee6b001/interactive-content-pplushortta4intl". The bottom of the page has a black banner with the text "Want to create interactive content? It's easy in Genially!" and a "Get started free" button. The Windows taskbar is visible at the bottom of the screen.

**UNIT 4.2 Case Study I. Exploring International Collaboration Opportunities**

**Objective:**  
To encourage students to understand the benefits of international collaboration in academia and research by exploring real-world cases, identifying key opportunities, and strategizing ways to participate in similar initiatives.

**Case Study Scenario:**  
Dr. Sarah Lee is a young researcher in environmental science based at a university in her home country. Although passionate about her field, Sarah feels her work lacks global reach and impact. She's eager to collaborate internationally, but she's unsure where to start. Dr. Lee decides to look into three main opportunities: international research mobility, publishing in internationally recognized journals, and joining global research networks.

**TASK**

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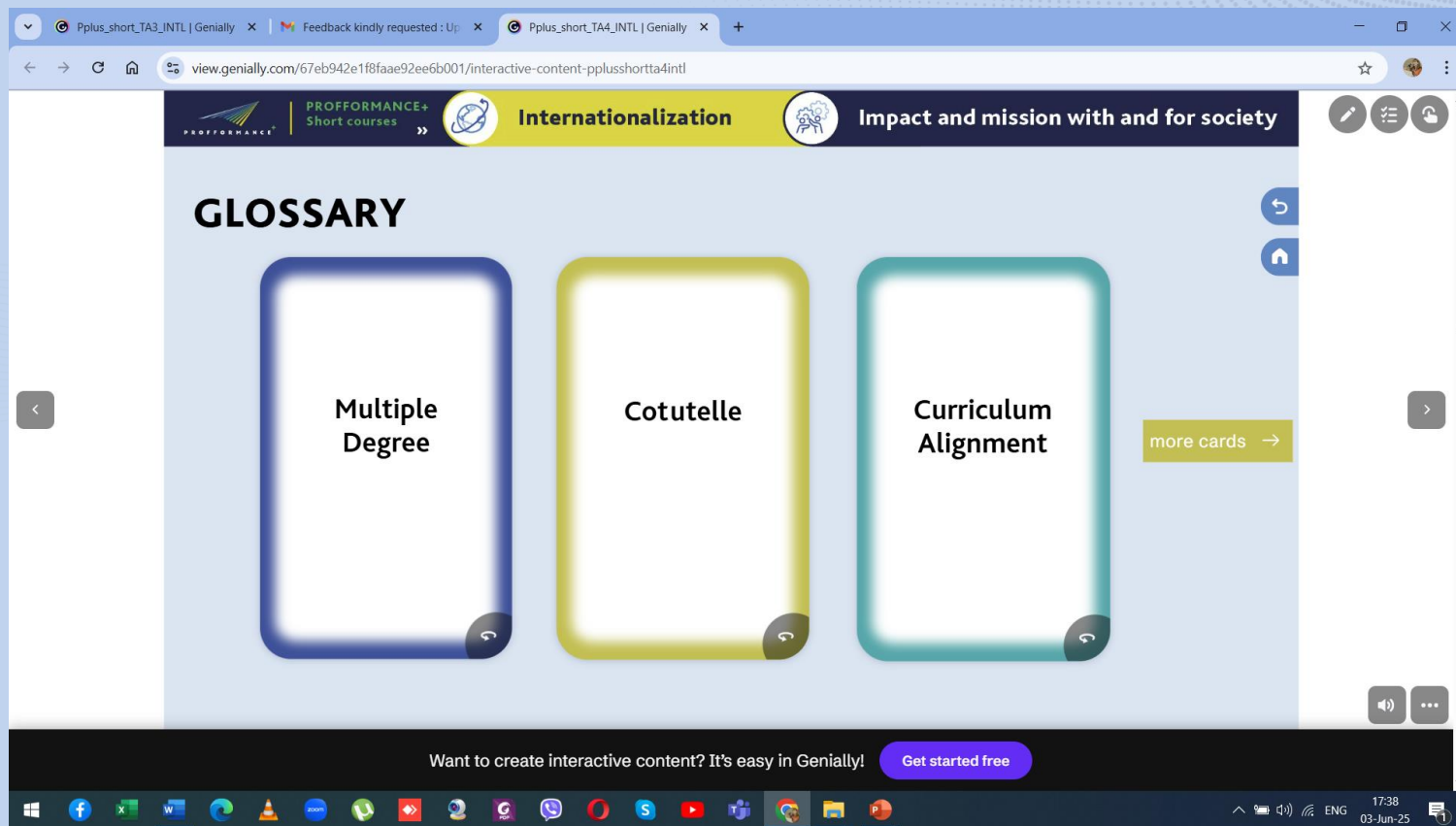


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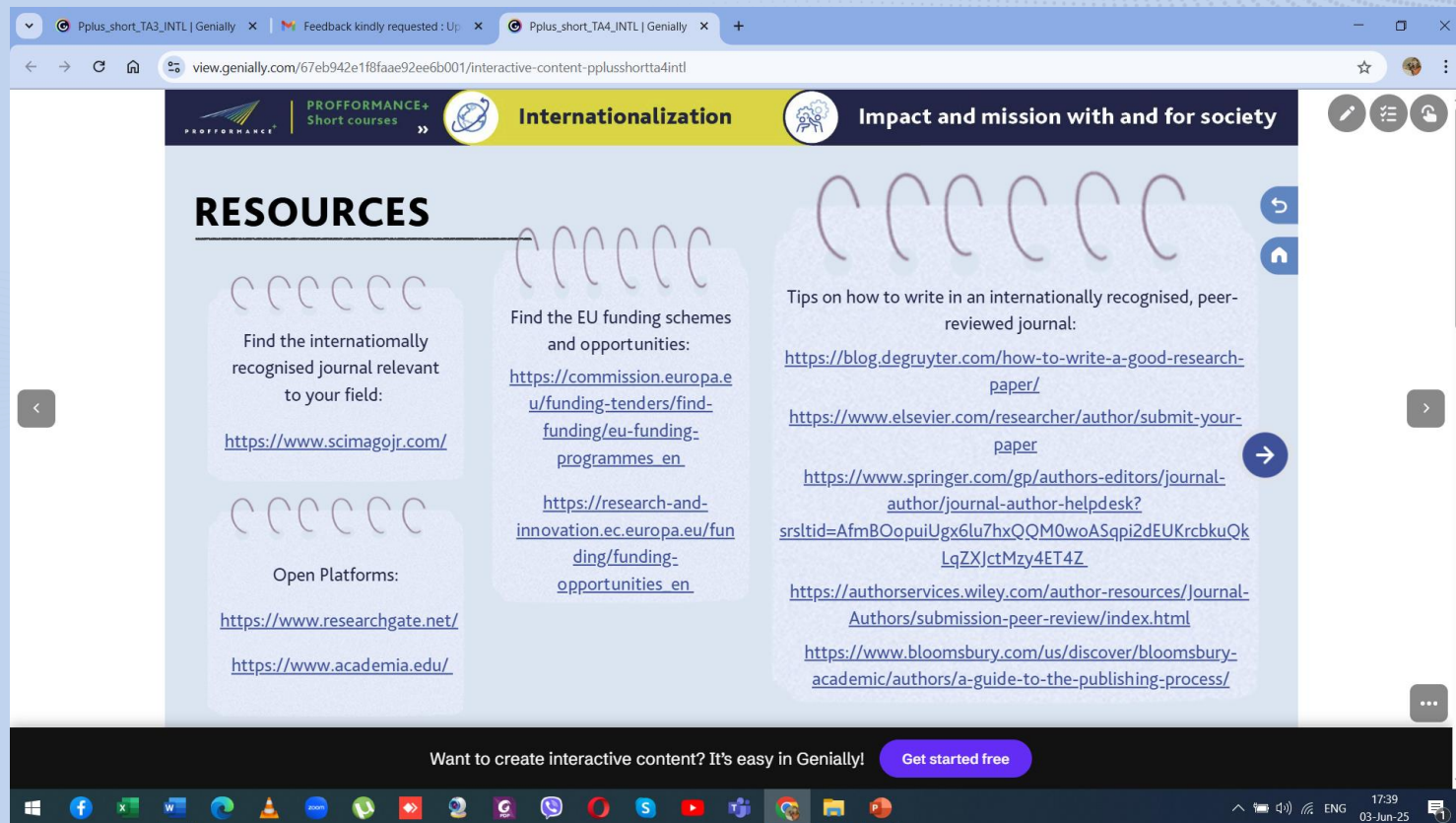


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## RESOURCES

Find the internationally recognised journal relevant to your field:  
<https://www.scimagojr.com/>

Find the EU funding schemes and opportunities:  
[https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes\\_en](https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes_en)  
[https://research-and-innovation.ec.europa.eu/funding/funding-opportunities\\_en](https://research-and-innovation.ec.europa.eu/funding/funding-opportunities_en)

Open Platforms:  
<https://www.researchgate.net/>  
<https://www.academia.edu/>

Tips on how to write in an internationally recognised, peer-reviewed journal:  
<https://blog.degruyter.com/how-to-write-a-good-research-paper/>  
<https://www.elsevier.com/researcher/author/submit-your-paper>  
[https://www.springer.com/gp/authors-editors/journal-author/journal-author-helpdesk?](https://www.springer.com/gp/authors-editors/journal-author/journal-author-helpdesk?srsltid=AfmBOopuiUgx6lu7hxQQM0woASqpi2dEUKrcbkuQkLqZXJctMzy4ET4Z)  
<https://authorservices.wiley.com/author-resources/journal-Authors/submission-peer-review/index.html>  
<https://www.bloomsbury.com/us/discover/bloomsbury-academic/authors/a-guide-to-the-publishing-process/>

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# Not for HE only...

Internationalisation finally aims at preparing students and teachers for an *interconnected world through supporting diversity and cross-cultural understanding*, thus, enhancing the quality of education and trying to make our World more peaceful and better...



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