Reflections and Teaching Experiences from the International Classroom

UNIVERSITY OF COPENHAGEN

Foreword 4

Ian Manners, Faculty of Social Sciences 6

Karen Lauterbach, Faculty of Theology 8

Vibeke Langer, Faculty of Science 10

Martin Ehrensvärd, Faculty of Theology 12

Juni Söderberg Arnfast, Faculty of Humanities 14

Ayo Walhberg, Faculty of Social Sciences 16

Camilla Kragelund, Faculty of Health and Medical Sciences 18

Sofia Kälvemark Sporrong, Faculty of Health and Medical Sciences 20

Lesli Hingstrup Larsen, Faculty of Science 22

Lars Kayser, Faculty of Health and Medical Science 24

Dina Cortes, Faculty of Health and Medical Sciences 26

Ebrahim Afsah, Faculty of Law 28

Lisbeth Nilas, Faculty of Health and Medical Sciences 30

Foreword

The increased focus on internationalisation of higher education over the past few years has resulted in a range of changing conditions for the university teaching and learning environments in the University of Copenhagen's (UCPH) degree programmes. These changes include an increasing number of international graduate students in full-degree programmes, changes in the student composition of "the international classroom", an increasing need for language skills in several languages, as well as changing educational needs. A new student composition has revealed a need for developing new university pedagogy.

To address this need, UCPH implemented a strategic initiative, Internationalisation and Language Skills, funded by the university management from 2013-2016. This initiative is aimed at educational development at UCPH through the piloting of projects across the faculties that focus on strengthening the international dimension in study and learning environments.

This booklet is the result of one exploratory subproject, Educational Practice in the International Classroom, based at the Centre for Internationalisation and Parallel Language Use (CIP) and the Teaching and Learning Unit of Social Science (PCS). This subproject focuses on assessing and testing potential solutions to specific didactic challenges while simultaneously generating discussion and debate about the educational challenges presented by increasing internationalisation at UCPH. With this booklet, it is our intention to try to kick-start such a conversation, starting from professors' own teaching experiences in and knowledge of the international classroom.

Through the voices of UCPH lecturers, the essays in this booklet touch on a range of integrated themes. From teaching with international learning outcomes in political science programmes, to enhancing reflexivity through cultural diversity at African Studies, to internationalisation at home in the study of paediatric clinical medicine, the essays cover a broad thematical spectrum, which is reflected in the order of the booklet. Drawing on their personal experiences, these authors reflect on the need for change, in particular with greater student diversity and the future employment needs for global citizens. They describe the challenges of internationalisation and the language of instruction, as well as outline pedagogic and didactic interventions they have drawn on to address these challenges.

It is our hope that the booklet sparks exchange across disciplines and faculty borders at UCPH and serves as inspiration. We are grateful to all the contributing authors from across all of UCPH's faculties (Health and Medical Sciences, Humanities, Law, Science, Social Sciences, and Theology). Although the authors come from different disciplines and backgrounds, they all share a common interest in the international dimension of teaching and learning and we thank them for generously sharing their experiences and thoughts.

We envisage that this booklet can function as a starting point for a university-wide discussion about further initiatives related to internationalisation of study programmes at UCPH, and at the same time provide a glimpse into the experiences of our colleagues.

Joyce Kling, PhD
Centre for Internationalisation
and Parallel Language Use (CIP)

Laura Pérez Skardhamar, PhD
Teaching and Learning Unit of
Social Science (PCS)

Anne Holmen, Professor
Director, Centre for Internationalisation
and Parallel Language Use
Project Manager,
Internationalisation and Language Skills

"This project emphasises the commonality of the challenges and concerns of the increasing internationalisation across disciplines. Through their contributions, the professors provide us with a unique glimpse into their professional development as individuals in an ever-changing educational setting."

www.cip.ku.dk/english/reflections

IAN MANNERS,
FACULTY OF SOCIAL SCIENCES

Professor, Department of Political Science

"Planning AL tasks is time consuming, but also a joy. I take care and attention over how students will learn by doing the tasks, and how the mixed-nationality groups can benefit from their diverse experiences."

Ian Manners

The International Active Learning Space

For me, internationalisation is a learning outcome, not just about international mobility. It is about ensuring that students actively participate in a learning experience that prepares them for a world that is more and more internationally and interculturally connected – that both Danish and non-Danish students receive the basic international and intercultural skills and knowledge they need in current society.

The English-medium masters' seminars I teach at the Department of Political Science are international in terms of students and teachers, but they are also *Active Learning* (AL) seminars. The participants are a mixture of Danish and international exchange students. Active Learning is a student-centred learning pedagogy where students are encouraged to both learn through activities and to reflect on those learning activities.

All of the seminars I teach address international topics, ranging from European Union foreign policy, through glocal environmental governance, to global public governance. Thus, the participation of international students is an important factor in the design and success of an internationalised AL approach. Here the difference between international mobility and internationalised learning becomes crucial – in traditional teacher-centred lectures and seminars, students tend to cluster into language groups.

AL uses the diversity of international students as a learning resource, so I insist on breaking the language clusters up into multinational activity groups. In traditional classrooms, Danish and non-Danish students (and sometimes teachers) rarely speak to each other or learn each other's names.

In the international AL spaces I create, students must work together on joint tasks, which require interaction to address tasks and integration in order to benefit from the multinational activity groups.

Planning AL tasks is time consuming, but also a joy. I take care and attention over how students will learn by doing the tasks, and how the mixed-nationality groups can benefit from their diverse experiences. The joy is to be found in thinking through the material and activities which students will find both challenging and interesting. With an internationalised seminar, I am pushed even further to use material that reflects the diversity of the group, whether it is Danish, European, or non-European.

I achieve active participation and engagement in my seminars through the assignment of learning activities, which require preparation and participation of all students in multinational groups. Examples of learning activities include jigsaw learning, documentary and film analyses, theme-based learning, and experiential activities. In all of these activities, Danish and international students work in mixed groups and engage with each other while I guide their participation.

For all the pleasures of witnessing students grow from passive consumers to active learners, there are a number of challenges, most notably the initial reluctance of students and staff to realise the benefits of AL. However, those students that complete the seminar soon become vocal advocates of international AL. Ultimately, enriching student learning through immersing Danish and international students in an international AL space is, for me, the best way of ensuring an internationalised learning outcome, rather than just international mobility.

KAREN LAUTERBACH, FACULTY OF THEOLOGY

Associate Professor,
Centre of African Studies

"The students create a social group on their own terms by drawing on their various backgrounds and experiences."

Karen Lauterbach

Enhancing Reflexivity through Cultural Diversity

The MA programme in African Studies hosts students from many different nationalities and is a highly international study programme. In 2014, there were students from thirteen different nationalities. Twenty-four students were Danish and eighteen students were of other nationalities.

The different backgrounds of students means that there is a large degree of diversity and variety in the student group. This diversity is a valued asset both inside and outside of the classroom.

The diversity that characterises the international classroom facilitates engaged discussions in class precisely because of the variety in students' experiences, knowledge, and social and cultural backgrounds. The level of tacit knowledge is low, and this requires everyone to be explicit when posing a question or making an argument. Things that could remain unsaid in a Danish (or other) context are explicitly spelled out and I think that this makes everyone reflect more on their assumptions. An example of this could be when teaching about the public role of religion. There is, so to speak, more variety in the contributions and opinions of students and in my experience, this creates a classroom that is perceptive and receptive to new ideas, new learning and to seeing and understanding things from new perspectives. Students have different experiences with Africa, both personal and professional, which they draw upon in discussions in class.

When used actively this can enhance student participation, but it also allows students to reflect critically on their own assumptions and knowledge about the topic in question. Diversity of the student population translates into certain challenges in relation to the comprehension of formal requirements and expectations. This relates to bureaucratic and cultural aspects of how the University of Copenhagen functions as a Danish public institution. Students' different experiences in higher education means that some are used to a demanding and competitive teaching environment, some are used to active participation in class, and others are more familiar with written exams and less with oral exams. It can be hard to decipher what is expected in the exam situation and it is therefore crucial to be explicit about the formalities of the study programmes. I take time in class to discuss this, give examples, and invite students to ask questions.

The high level of internationalisation also engages students in creating a lively social environment in a way that enables them to feel part of and at home at the Centre of African Studies. The students create a social group on their own terms by drawing on their various backgrounds and experiences. This is different from a setting where a few international students have to fit in to a study environment where there is a larger Danish majority. Moreover, the staff at the Centre of African Studies is international, which means that English not only is the language of instruction, but also the general language of communication among staff and between staff and students.

VIBEKE LANGER,
FACULTY OF SCIENCE
Associate Professor, Department of
Plant and Environmental Sciences

Turning Student Diversity into a Resource

In my position, I am the course leader for one MSc and one BSc course, both with many international students. With a mix of students from food science, agriculture, environmental science, agricultural economics, geography, and biology, I have been confronted with the challenge of creating a positive and effective learning environment in spite of great student diversity. The students come with not only a broad range of disciplinary differences, but also professional, educational, and cultural competencies. My goal is to create a successful learning community, that is, one with high energy, enthusiasm, and a social atmosphere which facilitates learning.

To reach this goal, I use two introductory activities which are useful in courses with students coming from diverse different professional and contextual background, especially in courses where the students do group projects or in other ways will interact a great deal during the course, and in courses where content is contextual, e.g., farming systems. These two activities are: 1) competence mapping and 2) making different contexts explicit.

1. Competence mapping – making diversity in background explicit

Competence mapping is a way to get a quick overview of student competencies at the course start. In this 20-25 minute activity, I ask the students to take about 10 minutes to actively consider their own personal competencies, both disciplinary (e.g. botany, weed management, farm economy, environmental regulation) and more generic (e.g. statistics). On the blackboard, I post relevant categories in a drawing of the "professional arena", highlighting different levels of aggregation and scales, in this case from single plants to global food production. I then ask them to write one individual competence on separate Post-it® notes and rate each competence on a scale from 1-3 (1 = basic/overview; 2 = good/solid; or 3 =extensive). When they have completed this, the students stick the notes on the board in the areas where they belong. To round off the activity, we reflect on the distribution of stickers together ("where are the dense areas and the empty areas?") and I may ask questions about the topics posted and invite some students to elaborate.

What quickly becomes apparent from this exercise is the breadth of knowledge and skills in the classroom. The students discover that while they may not have competencies in all areas, neither do the others! On the other hand, they each come with specific skills that they can exploit and share, while drawing on the skills of their classmates. Also, since this is done in the first class of the course, the fact that, by the end of this session, everyone in the class has moved around in the room, spoken aloud and had time to find out who else is in the class, results in a quick establishment of a safe learning environment.

"My goal is to create a successful learning community, that is, one with high energy, enthusiasm, and a social atmosphere which facilitates learning."

Vibeke Langer

2. Making different contexts explicit

The first student activity in my MSc course about Crop Production and Farming Systems is for all students to present an important farming system from their home country or region. In completing this activity, the great variation in context and thus in prior knowledge becomes visible. It also highlights the challenges in making sense of out-of-context knowledge (e.g. nitrogen processes in soils) in different contexts (e.g. nutrient issues in Northern European agriculture versus in other parts of the world). The presentations are made available to all course teachers, who in this way get a good tool to assess the students' level of understanding, and they also serve as a reminder to Danish teachers to address issues beyond the Danish agricultural context in their own contributions. In the rest of the course, these presentations are used as a reference by both students and teachers.

My experience is that allocating time to these simple activities pays back in the form of a quick establishment of a learning community, providing a safe learning space. In tackling the students' different and changing competencies, the underlying premise is that the students sitting in the room are our students. They have been admitted to the programme or the course, so by definition, they are UCPH students.

MARTIN EHRENSVÄRD, FACULTY OF THEOLOGY

Associate Professor,
Department of Biblical Exegisis

"Given the vast geographic spread of the student population, video conferences are a crucial, and surprisingly pleasant and efficient tool for teaching."

Martin Ehrensvärd

Technological Solutions for Transnational Courses

The Religious Roots of Europe is a joint international MA programme offered by the University of Copenhagen, University of Aarhus, Lund University, University of Oslo and University of Helsinki. The programme is a study of how Judaism, Christianity and Islam arose deeply dependent on each other, and how these religions shaped and created the Europe we know today. The programme draws on the expertise of professors at the five participating universities and in this way is very strong academically.

Given the vast geographic spread of the student population, video conferences are a crucial, and surprisingly pleasant and efficient tool for teaching. The Faculty of Theology at UCPH is currently responsible for the Hebrew, Arabic and Qur'an courses. Face-to-face teaching only takes place one week per semester, while teaching during the rest of the semester relies solely on online teaching and learning.

Even though the students are based at one of the five cooperating universities in the Nordic countries, they often travel. This is due in part to where they are based. Approximately half of the students in the programme hail from outside of Scandinavia, and since the programme allows them to do part of their studies from wherever they are, some will always be at the far reaches of the globe. Not uncommonly do we have video conference participants from the USA, southern Europe, Russia and the Far East. We have had students hooking up to the same video conference from eight cities in seven countries and still the class proceeded with minimal technical disturbances.

We often have fewer than ten students attending class at the same time, and in this case video conferencing works well; and when there are more than ten, we switch to audio. Audio classes, in fact, also work well. To teach online, we currently use Skype because it is good on thin or unstable internet connections, and there is a relatively low threshold for students to cross in terms of signing up and acquiring the necessary hardware. Further, it covers our needs and enables us to have an almost normal classroom. We encourage students to upload Skype profile pictures so that their presence on the screen is more personal during audio-based classes.

The pedagogic approach for this international classroom is thus quite similar to what we do in face-to-face classes. However, we have introduced some e-learning elements that we believe could improve most university classes. I am talking about the flipped classroom: I have video recorded the entirety of my grammar lectures and made them available in 16 Hebrew YouTube videos, and 23 Arabic YouTube videos. Examples of these videos can be accessed at: ehrensvard.dk/?Arabic, where you can also download my textbook. The students then, as part of their preparation for class, watch the lecture and this frees up valuable time for discussion and Q&A in class.
We experience large differences in the academic culture of our students. Some defer very much to academic authorities to the extent that they can't express their own opinions, and their papers are collections of quotes without any critical evaluation. We spend a good deal of time teaching the skill of critical evaluation to such students. And these and other students sometimes write poor English, in spite of good test scores. This is another point we focus on.

I have taught in this programme for six years, and it has been a tremendously interesting learning experience. I look forward to finding more ways of incorporating e-learning tools in pedagogically relevant ways.

JUNI SÖDERBERG ARNFAST, FACULTY OF HUMANITIES

Associate Professor, Department of Scandinavian Studies and Linguistics

"This experience has taught me that multilingual practices during class may be fairly easy to bring about, but that the academic standards in written work need more explicit guidance and feedback."

Juni Söderberg

The 'AHA' Moment in an International Classroom

I had not considered my BA elective course on Sociolinguistics of Bi- and Multilingualism to be an "international course". Sure, the greater part of the reading list was comprised of texts in English, several of my co-lecturers were experienced applied linguists in the area of Danish as a Second Language, and one of them spoke Estonian as her first language, but apart from that … However, from time to time a visiting student enrols on one of my courses - probably attracted by titles such as Danish as Second Language, Language Description or Language Acquisition, which could be interpreted as advanced Danish courses. They are not.

But I suppose this BA elective was different. This course consisted of 30+ students that included a handful of international students. A few of the students were bi-nationals who were familiar with the Danish educational system and had no specific linguistic or cultural problems finding their feet in the classes. This was not the case for the four international students. These students, all studying Danish at their home universities, and who had no significant problems whatsoever reading the English texts for the course, were reluctant to participate in group discussions during the first weeks of our 14-week course.

The classes were based on a combination of lectures, plenary discussions, and group work. I spent some time during the first two weeks arranging name games and other bonding activities involving the international students on equal terms. During the first plenary discussions, I would reach out to the 'internationals' and explicitly invite them to participate in discussions in Danish or English - whatever made them feel most comfortable. When engaged in group work, I sometimes tried to place the internationals in Danish speaking groups, instructing the Danish students to make sure everyone had their say and participated actively in the assignment - if necessary in English if that would keep the assignment on track. About half way through the semester I had the impression of a functional modus vivendi: the classes met the lecturers' expectations, the Danish students began to accommodate the international students when doing group work, and the international students had established their own ways to deal with the situation, for example, preferring to work together or avoiding participation in plenary discussions.

It was not until the exams that some of my colleagues and I became aware of some of the differences between the local Danish students and the international students. The differences were not just a question of variation. They were qualitatively different: quite clearly, students who had no previous experience in the Danish educational system found it difficult to formulate the expected problem and hypothesis for their papers, and had problems with structure, data representation, analysis, and references. We were prepared to accept some deviations from the expected academic norm, but these papers were so off mark that we could not let them pass. It became obvious that some of these students had no idea that the expectations of a Danish academic paper might be different from what they knew from home.

When meeting international students, I try to give them the benefit of the doubt if they are very quiet during class or group work, thinking they may not be able to express themselves orally. This experience has taught me that multilingual practices during class may be fairly easy to bring about, but that the academic standards in written work need more explicit guidance and feedback. How exactly I will do that in the best possible way remains to be seen - who knows - maybe the next time I have international students in a BA elective course.

AYO WALHBERG,
FACULTY OF SOCIAL SCIENCES

Associate Professor,
Department of Anthropology

"And so, I often ask them specifically to talk about what things might look like in their own country with regards to the topic at hand. This not only encourages them to participate, but also explicitly recognises the resources present in the classroom."

Ayo Walhberg

The International Classroom - Negotiating Styles of Learning

Over the past year, I have had the pleasure of teaching one of the courses that students in the new master's degree programme Global Development take during the fall semester. The course is popularly referred to as the 'Global Flows' course and provides students with ways to analytically account for the vast movements of people, goods and ideas that take place day in and day out across borders and continents.

We have some 60 students from 20 different countries, which makes teaching both a challenge and a fantastic opportunity. This is because of the many things that a student brings with him or her into the classroom. First and foremost, they bring their life experiences with them, including life trajectories and educational backgrounds. As ours is an interdisciplinary master's degree programme, students also have bachelor degrees from different countries and disciplines. This means that students have been exposed to different learning environments and styles of learning. In this way, our classroom is truly multi: multi-disciplinary, multi-national and multi-cultural. How best then to teach in such a classroom?

Firstly, what I have found is that this diversity requires clarity. Clarity in the form of taking the students through learning objectives, not just for the course in general but for each session we have together. It also requires constant attention to the fact that many students in the room are not only struggling with the concepts and theories we are teaching, but also with the disciplinary approach (anthropology in my case). I often begin discussions of a text by pointing out "The reason that anthropologists choose to…" rather than 'only' talking about the text itself. Nevertheless, having such diversity in the classroom is a huge resource as well. Those students who come from educational backgrounds where class interaction has been at a minimum (e.g. some parts of Asia) rarely volunteer when questions are posed. And so, I often ask them specifically to talk about what things might look like in their own country with regards to the topic at hand. This not only encourages them to participate, but also explicitly recognises the resources present in the classroom.

Next, having a diverse classroom also requires a certain amount of moderation on the part of the teacher. What I mean by this is that students will also have been exposed to different debating styles and since we teach topics like migration, outsourcing of production and transnational crime, it is important that the teacher insists on respectful recognition of the different positions that inevitably will be represented in the classroom. Moreover, the pedagogical task at hand is to show the students how best to subject their own positions to the kinds of academic scrutiny that the course itself is promoting.

The international classroom should not be approached in the same way as more homogenous (in terms of discipline and pedagogical background) classroom. Yet one should resist any attempt to view teaching in an international classroom as 'watered down' or 'constrained'. Instead, as always, one should teach the classroom with the resources it contains.

CAMILLA KRAGELUND, FACULTY OF HEALTH AND MEDICAL SCIENCES

Associate Professor,
Department of Dental Surgery

"The international students, who are often ahead in regard to the theoretical knowledge, like to be asked questions, which can be stimulating for the local students eager for knowledge."

Camilla Kragelund

Recognizing Difference for Clinical Teaching in Oral Medicine

During the second year of the master's degree programme in dentistry, the dental students have the possibility for exchange with foreign universities. The Department of Odontology has exchange agreements with several Nordic and European partners. Typically, we tend to exchange about six students a year.

I teach Oral Medicine and Oral Pathology, a course that runs over the last three semesters of the degree programme. However, since many of the foreign students who come on exchange have already passed their exam in this subject prior to coming to Denmark, they rarely enrol in this course with the Danish students. Instead, the international students participate in the clinical teaching, where we treat referred patients with a variety of oral diseases. Here, instruction is based on dialogue and involves, of course, patients. As can be expected, communication in English often complicates the clinical situation. Most patients are anxious and worry about their oral disease and furthermore, have difficulty explaining their symptoms and giving relevant medical information, even in Danish.

The interaction in these clinical sessions are often negotiated between the Danish/Nordic and the foreign students, however, occasionally, due to language challenges, we have to translate for the foreign student after the patient session. I think that the interaction between the students – peer-learning- from both the Danish/Nordic and the international students can be very beneficial for the learning process and increase the students' feeling of competence in this subject of dentistry, which has a reputation of being very difficult to comprehend. As the foreign students already have passed the exam in Oral Medicine and Oral Pathology, they have more theoretical knowledge than their fellow Danish/Nordic students. In contrast - they are not used to the informal manner of discussion between teacher and student from their own university; it takes many weeks for them to get comfortable with this aspect. After some months, they seem to appreciate this very much and have gained the courage to participate in the discussions at the clinic and not only answer the questions they are asked. The international students, who are often ahead in regard to the theoretical knowledge, like to be asked questions, which can be stimulating for the local students eager for knowledge. Thus, the different educational cultures and difference in the curricula can be very beneficial for the clinical teaching.

For me as a teacher, the heterogeneity in the classroom is stimulating. I like the challenge of dealing with students from more authoritative backgrounds, for example, stimulating them to be analytical and critical in their approach to the subject of Oral Medicine and Oral Pathology, the patients, the other students, and me. I enjoy discussing the subject with students that are theoretically well-founded and prepared for the teaching, but sometimes that is not the case. If a student was not prepared for the clinical teaching, I tell them explicitly after the patient has left. With this approach, I have never experienced that a student disagreed with my evaluation or felt unfairly treated – on the contrary - they have responded that they were happy with my evaluation and came well prepared for our next session. I think that teaching, no matter the cultural background, is facilitated if both teacher and students treat each other with decency and respect.

SOFIA KÄLVEMARK SPORRONG,
FACULTY OF HEALTH AND MEDICAL SCIENCES
Associate Professor, Department of Pharmacy,
Social and Clinical Pharmacy

Culturally Inclusive Pedagogical Practices

One of the specializations in the master's degree in Pharmaceutical Sciences is Social Pharmacy – a course that deals with medicines and society – policies, regulations, use of medicine in different contexts etc. In short: social sciences (and the humanities) meets pharmacy. Typically, around 20 students from diverse backgrounds within natural sciences, including pharmacy, from around the world enrol in this course.

In order to work with students from such diverse backgrounds, I have found it important to use time, especially at the start, listening to the students to find out where they are – not only as individuals, but also as representatives from the different contexts, and equally important, the academic traditions they come from.

Because of different traditions, I want to learn how they view the roles of students and teachers respectively, including the social interaction and positions. For example, early on I tell them that I prefer being called Sofia and nothing else. In doing so, I try to advance their understanding of the classroom situation and the interactive nature of the course. I can teach/lecture/talk about pharmaceutical policy from global or regional perspectives, prescribing, compliance, medicalization, the historical development of pharmacies and the pharmaceutical industry, methods, theories etc. However, they have to teach each other, and me, about how the lack of medicines impacts daily life in developing countries (where some of them come from), the real life experience of how western and traditional Chinese medicines are combined in a Chinese household, or how students talk about prescription medicines used for enhancement in American colleges. The value of having so many angles is that you get to see things in perspective. What is considered a challenge in the western world is not always considered a challenge in a developing country.

I do lecture, but I start by rearranging the classroom (after two lectures or so the students have already done it when I arrive) so that everyone can see each other. A big round, or rather square, table. I think this helps students used to more "authoritative" teaching cultures to understand how a more "democratic" teaching milieu works. It becomes concrete when the classroom, and hence power relations, change.

In the classes there is a combination of lecturing, discussing facts and the course literature, but also reflections from the students. At times my role is more of a facilitator than anything else. I use the different experiences and viewpoints to inform and elucidate the course content.

There are challenges, e.g. students who are hesitant to speak up in front of a not-so-small group, either because they are socially insecure or have difficulties with expressing themselves in English. Some are probably unsure about the

"Because of different traditions, I want to learn how they view the roles of students and teachers respectively, including the social interaction and positions."

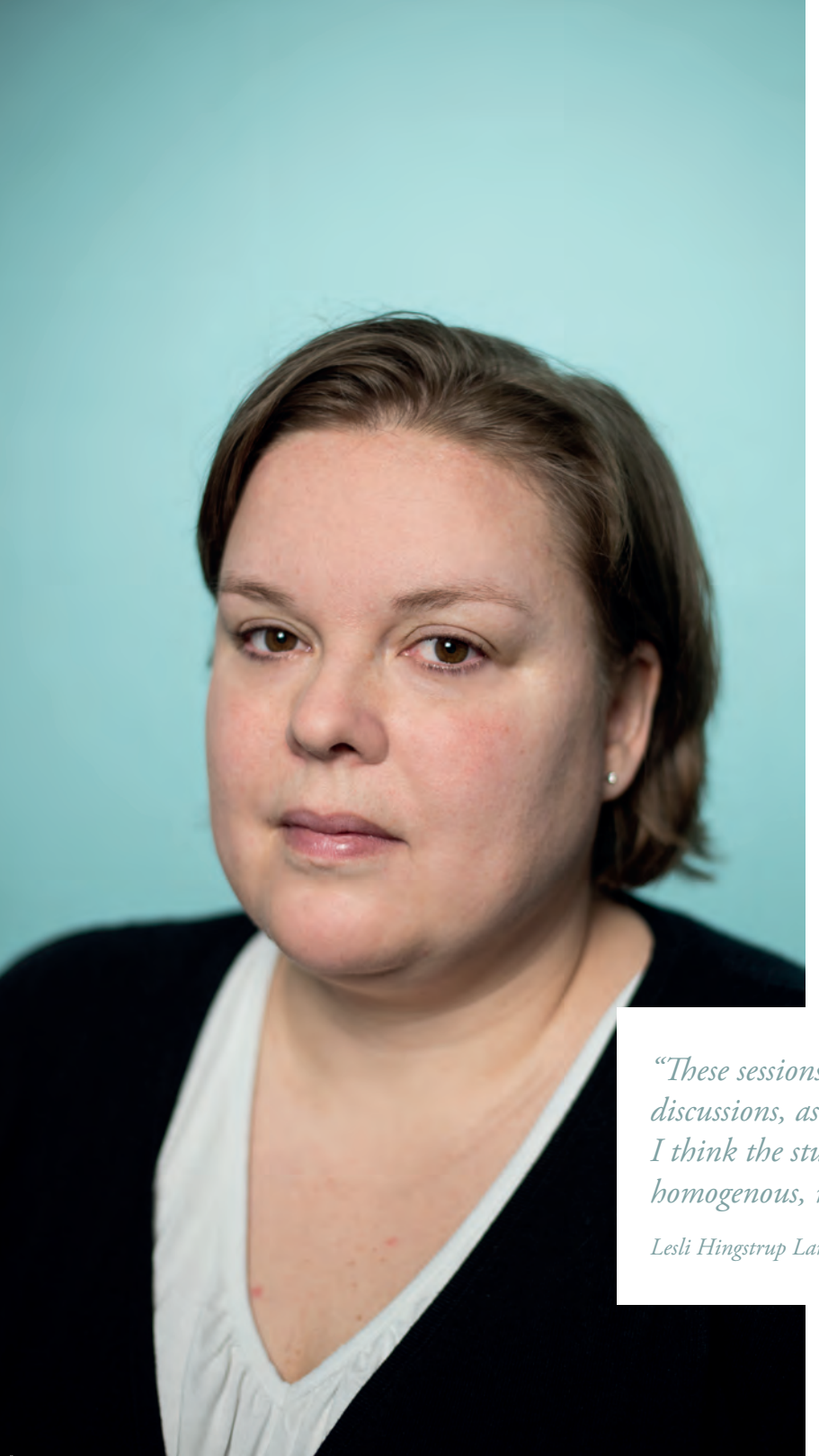
Sofia Kälvemark Sporrong

whole situation; are they supposed to discuss with or even against the teacher? Are they being "secretly" assessed? This is why I talk about the classroom situation in the start, and again after a few weeks, when they have some experience of it.

Overall, my teaching may, for an outsider, seem rather unstructured. And, yes, I do not know beforehand how much "lecturing" or reflective discussion there will be each time. However, there are core aspects within each lecture/subject that need to be dealt with, but how this is done is somewhat open. Students need to have read the course literature beforehand (which they soon find out). And I always have e.g. prepared slides, but exactly when these are used varies. There is room for improvisation, i.e. getting more in-depth into aspects that matter to the students and their understanding of the subject.

Can there be too little structure? Some students do get frustrated; however, others appreciate the chance to take on more responsibility and become independent learners and co-creators. I have watched the students develop; they discover and explore not only facts but also all the perspectives they get from each other that help in understanding the course content.

As I mentioned, there are challenges, but the benefit of internationalisation is that we, the students and teachers, learn more – more about the course content, but also about ourselves.



LESLI HINGSTRUP LARSEN, FACULTY OF SCIENCE

Associate Professor, Department of Nutrition, Exercise and Sports

"These sessions bring up many more ideas and discussions, as well as mutual inspiration, than I think the students (or I) would get from a homogenous, national classroom."

Lesli Hingstrup Larsen

Perspective and Experiences in the International Classroom

Obviously, international students offer legitimacy to an English-medium programme but in the international classroom, our prejudices are challenged - and the implicit must be made explicit.

The way I teach has been influenced by the university's Teaching and Learning in Higher Education Programme, but essentially I still plan my teaching based on the dialogue and group work oriented teaching that I have experienced in the Danish School system and at the University of Copenhagen. To me, it is implicit that everything can be questioned, opinions discussed and ideas expressed, and the opinion of educators is based on their knowledge and experience.

In the international classroom, the informal manner of student-teacher and student-student interactions are not implicit, but I would still want to have an open dialogue with the students inside and outside the classroom. Therefore, I have considered how to make this concept much more explicit when I teach. In the international classroom, my goal is to enhance learning by encouraging dialogue with the students and between the students. I use small group discussions combined with blackboard or overhead answers from students/groups and peer revision of assignments before feedback from the teacher. These sessions bring up many more ideas and discussions, as well as mutual inspiration, than I think the students (or I) would get from a homogeneous, national classroom.

The peer review process is supported by a lecture on how to give constructive feedback, and despite some frustration from the students' side, my experience is that the students do learn from this peer review process. The students do not only learn how to give feedback but also how to receive and use feedback to improve their own work. This has benefits for the entire MSc programme as we have extensive group work in several courses. At the beginning of the first year, we form groups with the intention to blend the students' nationality and bachelor programme in all groups to encourage student-student interaction across different nationalities and disciplines. These preformed groups do present a challenge in facilitating the work in groups with a high degree of diversity, but the implicit is made explicit by discussing the group work process and using contracts and plans to set up a framework for teamwork.

In the MSc programme, I want to use the international and cross-disciplinary classroom actively as the work/study environment since our graduates will meet the same environment in their future jobs and careers in international food and drug companies, non-profit organisations, research institutes and universities.

LARS KAYSER,
FACULTY OF HEALTH AND MEDICAL SCIENCE

Associate Professor,
Section of Social Medicine

"However, new forces are driving us to reconsider how we can be more international. But, how should we proceed? Is there a need to change the language of instruction?"

Lars Kayser

Internationalisation in the Cross Disciplinary Fields of Innovation and Healthcare

The Health Informatics master's degree programme, founded in 2008, graduated its first cohort of students in 2014. This innovative, cross disciplinary programme aims to develop competencies in the field of healthcare professionals, the organisations taking care of health services and the providers of technologies. Graduates therefore need to develop both an understanding of regional challenges as well as a medical language in their mother tongues to be able to communicate with both health professionals and patients. Students are challenged to be simultaneously both locally oriented and internationally aware.

In the planning of the programme, all courses were consequently planned to be taught in Danish.

While much of the focus of the programme has been on understanding regional challenges in Denmark, we recognized the need to support students who wanted to study abroad or specialize in fields not covered in our programme. Therefore, both the bachelor and master's programme includes one semester for mobility. Over the course of the initial years, 10% of our students have taken advantage of this opportunity to go on exchange. However, new forces are driving us to reconsider how we can be more international. But, how should we proceed? Is there a need to change the language of instruction?

With a limited number of Health Informatics full degree programmes in the world, we are experiencing an increasing interest from other universities to exchange students and academic support. It is clear from the recently established Knowledge and Innovation Communities programme, in which UCPH is a major player, that digital solutions and cooperation will be an essential integrated part of healthcare provisions. We are regularly requested to develop courses and programmes, together with other partners in Europe, addressing active aging and healthy living in new and innovative ways. To work efficiently across borders, our partners, the Faculty of Sciences at the University of Copenhagen (UCPH) and the Danish Technical University (DTU) already offer all their master's degree programmes in English.

These complex forces highlight how degree programmes, which educate students to work with local health professionals and patients, have cultural and language challenges. On one hand the students need to learn about the local culture and Danish laymen expressions, health professionals' Danish terms while at the same time also learn about international terminology and how health care systems and experienced symptoms and signs related to diseases differ around the world. In response, in collaboration with UCPH's Centre for Internationalisation and Parallel Language Use (CIP), we have developed two courses to assist the students: one focuses on academic writing, while the other is on Chinese vs. European health and illness beliefs.

We do not yet know whether we have the right prescription for meeting these challenges. We think that the two mobility windows together with the opportunity to write bachelor projects and master's theses in an international environment will offer the desired combination of local and global knowledge. In addition, we realise that we will need to expand our course offering in English in the coming years to meet the needs for exchange with other universities. We will continue to explore this path, combining the best of both worlds in order to be strong locally and think globally.

DINA CORTES,
FACULTY OF HEALTH
AND MEDICAL SCIENCES
Professor, Department of
Clinical Medicine

"Internationalisation at Home"

In our international programme, we teach paediatrics to international and Danish medical students from the University of Copenhagen (UCPH) in the same class. When the students have direct contact to the patients, they work in pairs consisting of an international and a UCPH student, which allows the international students to have direct contact to the patients/families. This 5-week, English-medium, medical rotation runs in parallel to the Danish version, and concludes with a mandatory exam. The international students take the same exam as all the Danish students, the only difference being the language.

We have changed our educational practices to accommodate for the fact that the international students do not speak Danish. We have arranged a special conference in the morning and a special outpatient clinic for the students every day. We have also added special resource people to the project. Each day we have an assigned associate professor or professor who leads the special morning conference for students, the special student outpatient clinic and a tutorial. Moreover, the UCPH students also serve as a resource, as they work together in pairs with the international students and translate for them when the students have direct contact to the patients in the outpatient clinic, in ward rounds, in the emergency rooms and on evening shift. The pairs of students are supervised by a doctor.

Prior to enrolment, we inform both groups of students, Danish and international, about the requirements for participating in a course such as this and what they should expect. The local students are told that they have to work pairs with the international student and provide translation from Danish into English when necessary. Those UCPH students who enrol in this programme receive a number of perks. They learn a great deal about being a medical student in other countries, they get closer contact to the associate professors or professor and after the course they get a diploma for participation in the "Internationalisation at Home" programme.

For the international students, it is the contact with the Danish patients/families that is exciting. For example, a German student in the programme was very surprised that the pair of students was allowed to meet patients that were not diagnosed yet, "It would never have happened in Germany". However, they soon realize that it is impossible to interact on the ward without a translator, so quite often I have heard an international student say "I need the Danish students, otherwise I wouldn't be able to do anything – read the case reports, talk to the patients/families, nor write in the case reports".

"Moreover, the UCPH students also serve as a resource, as they work together in pairs with the international students and translate for them when the students have direct contact to the patients in the outpatient clinic, in ward rounds, in the emergency rooms and on evening shift."

Dina Cortes

It is a challenge for the local students to learn paediatrics, which is a big topic, and simultaneously translate for an international student. It is also a challenge for the doctors on the ward, in the emergency rooms and on call to supervise a pair of students in addition to the clinical work. It does not always work that well. There are times when the doctors have difficulties with supervising pairs of students. In these cases, the international students tend to lose out on information, since they cannot understand the language of the ward. However, in the outpatient clinic, where the associate professor or professor has no assigned clinical work for the day, the pairs of students see two patients/families every day.

Overall, it is very valuable to have international students in the clinical department, but it is a challenge that they do not speak Danish. Therefore, it is important to be innovative in the programme design and have resource people available every day to assist both the international students and the local UCPH students, in order for this to be successful. The benefits for teaching a culturally heterogeneous group of students in this way is that we meet other cultures which may open our eyes to the fact that things can be done in different ways around Europe.

EBRAHIM AFSAH,
FACULTY OF LAW
Associate Professor,
Centre for Comparative and
European Constitutional Studies

Teaching Law in a Global Classroom

Law is usually something that is developed, applied and taught in a national context, with fairly idiosyncratic legal and academic cultures developing as a result. The move towards greater internationalisation that has gripped university education in the industrialised world over the past thirty years or so has therefore arrived later and less forcefully to the study of law than in other fields, for example STEM (science, technology, engineering and mathematics). But pressure from the labour market, funding authorities, regulators, and administrators has led to an ongoing process of change even in the syllabi and classrooms of law faculties. As a result of Erasmus and bilateral programmes with non-European universities, we now have a steady stream of exchange students in law courses at the University of Copenhagen, taught by a growing cohort of international faculty members and many doctoral students of non-Danish extraction. With this change in population, I see both positive and negative consequences.

There are obvious and significant benefits of exposing students and staff to a broader range of academic, professional, and normative perspectives. We all become less parochial and we learn from each other's diverse backgrounds; those of us raised in the oyster of the welfare state discover that the world is a bigger, more disturbing, but perhaps also more exciting place than Jutland or Christianshavn. This truism was powerfully brought home to me when I taught a Massive Open Online Course (MOOC) last year, comprised of tens of thousands of students, quite literally from around the globe. It was a truly enriching experience to witness people from wildly different backgrounds and with diametrically opposed normative positions grapple with legal questions and explore the dilemmas that so often characterise public law.

In comparison, the diversity in the face-to-face classes that I teach here is much more manageable; as our law students hail almost exclusively from other industrial countries, presumably from rather comfortable middle-class backgrounds. The vast majority of our international law students come here 'only' on exchange programmes, rather than pursuing a complete UCPH degree. While they generally seem to have an excellent time in this wonderful city, it seems safe to say that academia is not their chief concern during their semester abroad. The perception of a relatively lax Danish academic culture reinforces the ensuing passive, 'consumerist' attitude towards university instruction. With courses shifting toward English-medium instruction, I believe the reputation of Danes as some of the world's best non-native English speakers might be a contributing factor. But their enviable colloquial fluency masks the rather obvious fact that *Game of Thrones* is a less than ideal preparation for understanding the intricacies of the law of state succession. I feel that insufficient command of English, especially of the

"It was a truly enriching experience to witness people from wildly different backgrounds and with diametrically opposed normative positions grapple with legal questions and explore the dilemmas that so often characterise public law."

Ebrahim Afsah

written kind, among both Danish and exchange students constitutes the biggest obstacle to realising the full potential of further internationalisation.

It is my desire that in our quest for internationalisation, we could better harness some of the excitement and energy of being abroad, of constantly meeting new friends and being exposed to new experiences, to be able to channel some of that energy also towards intellectual curiosity of the more orthodox, bookish kind. The study and mastery of law depends first and foremost on the mastery of language, something that forms a considerable part of any law student's first few years of training. When Danish and international students enter an English-language classroom, they need to be aware that all the linguistic finesse they so laboriously acquired in their native languages now needs to be re-learned.

It is often said that bad English is the lingua franca of modern science and the boon it has provided to international collaboration is an unquestionable good. But the kind of inelegant but effective English spoken in a laboratory might be insufficient in the humanities and, especially, in law, where the world we create consists of words. Unlike the natural scientist, we cannot let the data speak for itself, so we need to accept that conversational fluency might not be enough for us to do our job as both teachers and students.

LISBETH NILAS,
FACULTY OF HEALTH
AND MEDICAL SCIENCES

Professor, Department of Clinical Medicine

"As local solutions, we helped each other with difficulties in pronunciation or finding exact words, and we all gradually increased our knowledge of medical English."

Lisbeth Nilas

English-speaking Students in a Danish Department of Obstetrics and Gynaecology

For several years now, we have held international courses in clinical obstetrics and gynaecology (OB/GYN), where half of the 10 students are Danes and the other half are international students on exchange through the Erasmus programme. The development, planning and implementation of the courses have, in many respects, been challenging, time-consuming, and filled with practical problems. We have also met some resistance to using time and energy on teaching and linguistics instead of on medicine and traditional science. In contrast to theoretical educational programmes, clinical training in OB/GYN also includes contact with patients in the outpatient clinics, the operation room, the delivery room, and contact with younger doctors in training and other staff members – who, unfortunately are not all eager to practice their English.

Still, in order to obtain a clinical international learning environment where everyone could interact and communicate, we aimed at holding our morning conferences and teaching sessions in English – (meanwhile the small-talk in the break room was in Danish, which surprised the younger native English speaking students). Although conferences involving all doctors and medical students primarily were held in English, we allowed reporting in Danish in difficult or emotionally distressing situations. As local solutions, we helped each other with difficulties in pronunciation or finding exact words, and we all gradually increased our knowledge of medical English.
The development of a one-page local dictionary of the most often used obstetrical and gynaecological terms in both Danish and English was quite useful. However, we also observed occasional slips with "anglification" of Danish expressions and a sympathetic understanding of a local wording, which sometimes was difficult for others to understand. The largest limitation was that some felt the medical discussions became more superficial and less detailed than usual.

While challenging, our experience thus far has been quite positive. We have met some very active, nice, curious and well-prepared international students, who in contrast to many of the Danes, had read the textbooks before the course. However, we have also encountered very detailed requirements of documentation of attendance, skills and independent patient-contact from other medical schools.

Overall, the internationalisation of our programme has allowed us to witness an exchange of knowledge between students. In many cases, the Danish students who enrol in these courses have been abroad themselves, and are eager to pay back, and have the energy necessary to contribute to unforgettable clinical courses.

Reflections
and Teaching
Experiences from
the International
Classroom

Centre for Internationalisation and Parallel Language Use,
Faculty of Humanities

Teaching and Learning Unit of Social Science,
Faculty of Social Sciences

University of Copenhagen
Nørregade 10
1165 Copenhagen K
Denmark

Contact:
Internationalisation and Language Needs
www.cip.ku.dk/english/refections
Anne Holmen (project manager)
aholmen@hum.ku.dk

Patrick Wonsyld (project coordinator)
wonsyld@hum.ku.dk

Publication: Second edition, January 2017
Editors: Joyce Kling and Laura Pérez Skardhamar
Photography: Katrine Bach Hansen and Nanna Rebekka
Design: Martin Ørsted and Marie Flensborg
Print: PRinfoTrekroner