

## **“But who will support the teachers?” Using policy, principles and practices to support teaching and learning in the international classroom in a Dutch higher education context**

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The IntlUni project (2012-2015) produced a set of principles for European universities as they strive to ensure quality in their international programmes. IntlUni described the need to enable diverse groups of staff and students in international programmes to reflect on teaching and learning. It also emphasized the need to provide teaching staff with didactic training in dealing with diversity and teaching in international settings (see [www.intluni.eu](http://www.intluni.eu) and Cozart et al 2015). This presentation describes the response of a Dutch university to these challenges, with a focus on the needs of the content teachers responsible for delivering international programmes through English Medium Instruction and the involvement of students as partners in these processes.

At the University of Groningen, the International Classroom project provides staff and students across the university with support in developing international classrooms that adhere to principles described in recent literature (Carroll 2015; Leask 2015). Further to this, a Language & Culture Policy project ensures support for staff and students in language and intercultural skills (Haines & Dijk 2016). Meanwhile, international networks help the university to maintain a broader perspective on the continuing professional development of its teachers. Through the EQUIIP Erasmus+ project ([www.equiiip.eu](http://www.equiiip.eu)), we are now developing modules to train the educational developers who in turn provide essential support to the content teachers.

In conclusion, the quality of international education across our universities depends on sound teaching practices. But to have a meaningful impact, these practices need to be supported by university policy and aligned with recognized principles.

### ***Key References***

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- Cozart, S., Haines K., Lauridsen, K.M. & Vogel T. (2015). The IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space. In Lauridsen, K.M. & Kastberg Lillemose, M. (eds.) *Opportunities and challenges in the multilingual and multicultural learning space. Final document of the IntlUni Erasmus Academic Network project 2012-15*. Aarhus: IntlUni.
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- Leask, B. (2015). *Internationalizing the curriculum*. Abingdon, UK: Routledge.

## **Bio**



Dr Kevin Haines is Senior Curriculum Developer for the International Classroom Project at University of Groningen, the Netherlands and academic coordinator of the EQUiP Erasmus+ project. Kevin has worked in international Higher Education programs in the Netherlands since 1992, and he specializes in guiding university lecturers and 'students as partners' in international classrooms and English Medium Instruction (EMI) programs. He has published several articles on the impact of the international classroom and English Medium Instruction on learning processes in both the formal and the informal curriculum, and he is also co-author of the IntlUni Principles ([www.intluni.eu](http://www.intluni.eu)).

### ***Recent publications***

Haines, K. (2017). Purposeful interaction and the professional development of content teachers: Observations of small-group teaching and learning in the international classroom. In Valcke, J. & Wilkinson, R. (eds.) *Integrating Content and Language in Higher Education: Perspectives on Professional Practice*. Frankfurt am Main: Peter Lang, p. 39-58.

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