

Intercultural Reflecting Team



Walk-Through Guide for Facilitators



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This Walk Through Guide was developed as part of the IntRef project. Two other methods (intercultural Teaching Process Recall and intercultural Peer Observation) are documented in correspondent guides. Each team involved in the project has taken responsibility for one of the three methods:

- Durham University, UK: intercultural Teaching Process Recall (iTPR)
- Goethe University Frankfurt, Germany: intercultural Reflecting Team (iRT)
- University of Padova, Italy: intercultural Peer Observation)

How to use this guide

This **Walk through Guide** has been designed for academic developers and/or staff involved in the support of academic professional development within HE institutions. Its key purpose is to provide step-by-step guidance on the implementation of the intercultural Reflecting Team (iRT) which supports reflection and intercultural reflection on practice.

The guide addresses two scenarios, which are referred to as alternatives for the implementation:

- **hybrid scenario** that incorporates face-to-face elements with local groups of participants meeting face-to-face in each of the participating institutions as well as virtual interactions between the local groups at the participating institutions.
- **online scenario** with exclusively virtual interactions between participants from different institutions.



Fig. 1: Hybrid (left) and online (right) scenario

The guide consists of three key sections which respectively a) outline the aims and background to the method, b) provide an overview of the key processes and stages involved in the method's implementation, and c) provide an annex of useful documents and handouts needed to facilitate the process and to support facilitators and participants involved. Links to useful documentation are available where possible.

The guideline is addressed at the facilitators who are instigating and employing the methods. We have outlined where and what is required for participants as part of that information and where necessary have provided documentation which can be given to participants directly to help them to understand their roles.

For information on the technological side, please refer to the *Technological Toolkit*, which contains information and guidelines on how to use technology effectively and efficiently when implementing the method.

Recommended Readings

This short list provides recommended readings on reflection on teaching in general.

- Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review*, 16, 41–67. <https://doi.org/10.1016/j.edurev.2015.06.001>
- Karm, M. (2010). Reflection tasks in pedagogical training courses. *International Journal for Academic Development*, 15(3), 203–214. <https://doi.org/10.1080/1360144X.2010.497681>
- Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal for Academic Development*, 9(1), 29–49. <https://doi.org/10.1080/1360144042000296044>
- Kreber, C., & Cranton, P. A. (2000). Exploring the Scholarship of Teaching. *The Journal of Higher Education*, 71(4), 476–495. <https://doi.org/10.1080/00221546.2000.11778846>
- McAlpine, L., & Weston, C. (2000). Reflection: issues related to improving professors' teaching and students' learning. *Instructional Science*, 28(5), 363–385. <https://doi.org/10.1023/A:1026583208230>

Aim and background of iRT

The Reflecting Team method was originally developed in a therapy context: One therapist spoke directly to a client while a team of other therapists observed and discussed behind a one-way screen. Key elements of the Reflecting Team method are therefore spatial separation and the generation of multiple perspectives. For the intercultural Reflecting Team (iRT), academics provide problems or ‘cases’ encountered during teaching which are discussed by a transnational group using video-conferencing. The provider of the case learns from observing others discussing their case.

Facilitator guide to the iRT process

If you are planning an intercultural Reflecting Team (iRT), we highly recommend following certain steps in preparation to allow for a smooth procedure and best results. In addition, the Reflecting Team method develops its strengths when several pre-defined steps during a session are followed. All steps will be described in detail in the following sections and will be supported by recommended material to use in preparation of and during the sessions.

The transnational context requires the adoption of video-conferencing technology. Please consult the **Technological Toolkit** for detailed guidance and tips.

<https://sites.durham.ac.uk/intref/resources/technological-toolkit/>

There are three key steps you will need to take in order to facilitate the iRT meeting. These are listed below. Against each step we have a series of sub-steps and/or considerations you will need to go through to help you to prepare.

STEP 1: Setting up iRT with a partner institution

STEP 2: Debriefing with participants

STEP 3: Case collection, sharing, & voting

STEP 4: Facilitating the iRT meeting

STEP 1: Setting up iRT with a partner institution

The following sub-steps are related to setting up an iRT session between institutions and/or partners.

Step	Process	Considerations
1	Identify number of participants from each institution and the length of the meeting	Allow 30-40 minutes per case that will be discussed by the Reflecting Team, plus introduction and conclusion. We have found that 90 minutes for 2 cases works best. Group size can vary considerably. We have found a number of 6 to 12 participants to work well.
2	Agree between the institutions on a date and time for the transnational iTPR meeting.	Take account of international partners being located in different time zones, differences between typical start and finish times of a regular teaching and working day, and different term/semester and vacation dates.
3	Decide on what exact technology you will use for video conferencing and create a link to be shared with the teams (<i>hybrid scenario</i>) or all	<i>Hybrid scenario</i> : book a suitable room for video-conferencing and consider adding an hour before the meeting starts for setting up and

	partioants (<i>online scenario</i>). Consult the Technological Toolkit for guidance.	some time at the end in case the meeting overruns.
4	Identify a lead institution and a facilitator who will lead the iRT meeting	<p>The leading institution is responsible for the overall organization (e.g. to set up the link for the video-conference).</p> <p>The facilitator is needed for leading the discussion and announcing the steps.</p> <p><i>Online scenario:</i> the communication with participants ahead of the session can be led by the leading facilitator, because no local specifaions have to be considered. However, it can be helpful to include a second facilitator for the sessions (e.g. to watch the chat).</p>
5	<p>Make sure you are familiar with the set up:</p> <p><i>Hybrid scenario:</i> inspect the room in which the meeting will be held and try the technology beforehand – ideally in the same room.</p>	<p>Consider booking in audio-visual and technological support, e.g. a technician to be present.</p> <p>Compile instructions to allow teams or participants to test their connection with the video conferencing tool ahead of time.</p>

STEP 2: Debriefing with participants

The following sub-steps are related to briefing participants about the iRT process and include providing them with baseline information. Handouts and other key documentation can be found in the Annexes.

Step	Process	Considerations
1	<p>Provide participants with information and relevant forms about the iRT process, either in an email, a 1-1 meeting, or group meeting.</p> <p>Distribute Annex 1 (Overview of the intercultural Reflecting Team (iRT) process) and play a short video which demonstrates to participants how the process works (see IntRef website https://sites.durham.ac.uk/intref/). Distribute Annex 2 (iRT: Case template).</p>	<p>Be flexible about the format in which to provide the briefing.</p> <p>Annex 1 (Overview of the intercultural Reflecting Team (iRT) process) outlines the entire iRT process for participants.</p> <p>The short video demonstrates to participants how the process works.</p> <p>Annex 2 (iRT: Case template) is a form in which participants provide a descriptopn of their case as well as contextual information about themselves and the course the case is based on.</p>

STEP 3: Case collection, sharing, & voting

During intercultural Reflecting Team sessions, only a limited number of cases can be discussed (usually 2–3 in a 60 minutes session). To free up time for discussion during iRT, it is recommended that participants vote for the cases they would like to discuss beforehand.

Step	Process	Considerations
1	<p>Collect case descriptions, questions for discussion, and background information with the standardised forms (Annex 1 -iRT: Case template) sent out in STEP 2.</p>	<p>Specific incidents or authentic examples normally generate higher quality discussions than general issues.</p>

		<p>The question for discussion should be as concrete as possible because it will lead the discussion of the Reflecting Team.</p> <p>The case descriptions will be shared with the whole group of participants. Therefore, make sure to communicate the language you wish the descriptions to be written in.</p> <p>We recommend to start the collection of cases around 2 weeks before the Reflecting Team session.</p> <p><i>Hybrid scenario:</i> we recommend organising this process locally in each participating institution because participants are in closer contact with their local facilitators.</p>
2	Share collected cases with the participants to start the voting process (e.g., via email or using a shared workspace).	Make sure that the case descriptions contain the participants' names (i.e. first names or initials, possibly complemented by the country of origin), so you can refer to each case unambiguously in the voting.
3	Facilitate voting for cases	<p>You can facilitate the voting process by voting-applications and it should be finished at least one day before the iRT session (see Technological Toolkit).</p> <p>If you are planning to discuss two cases, you can allow two votes per person.</p> <p>For a balanced discussion of cases, you can add 'rules' as for example to vote for one case from each institution or to exclusively vote for cases of the other institution(s).</p>
4	Share decision on selected cases	Once the cases for the Reflecting Team are identified, you should share the decision with all participants (e.g., via email or using a shared workspace).

STEP 4: Facilitating the iRT meeting

The following sub-steps concern the different stages of the iRT meeting.

Step	Process	Considerations
1	<p>Meet ahead of time.</p> <p><i>Hybrid scenario:</i> Facilitators meet one hour before the meeting starts to set up the connection and be able to trouble-shoot if necessary.</p> <p><i>Online scenario:</i> be online 15 minutes before the session to check of everything is ok and to welcome participants that might arrive early.</p>	For the <i>hybrid scenario</i> , it might be important to ensure that local technical support is available. Names and locations of participants can be written on the board for easy reference during the meeting. Think about what to do if participants arrive early or late.
2	<p>Prepare with the local group.</p> <p><i>Hybrid scenario:</i> When the meeting starts formally, the microphones are muted for about 10 minutes in each location. Local facilitators talk participants through the iRT process, distributing</p>	We recommend to allow for time to re-read the selected cases before the international session begins

and using **Annex 3 (The Reflecting Team Meeting)** as handouts and printouts of the selected cases. Then the following roles are assigned: the **presenter** (the person whose case was selected), and the **Reflecting Team** (all other participants)

Online scenario: skip this step.

3 Welcome the international group.

Hybrid scenario: Unmute microphones.

Online scenario: welcome the participants and provide an overview over the session, drawing attention to the steps outlined in the handout (**Annex 3 - The Reflecting Team Meeting**).

Ask all participants and facilitators from participating institutions to introduce themselves, responding to 3 key questions: who you are, what you do/teach, and why you are here/ what you hope to gain from today.

Getting to know each other facilitates rapport and the 'safe space' necessary for a collegial discussion.

We found that two cases can be discussed during a 60 to 90 minute session. All selected cases thereby should receive approximately equal attention. If you are planning to include more than two cases, you will have to adapt the time frame.

4 Start the Reflecting Team process: Exploration (approx. 5 mins)

Ask the presenter to outline their case briefly, referring to the shared case descriptions. The Reflecting Team listens and asks question if there is a need for clarification. Following this explanation the presenter restates their focus question as formulated in the case description

The 5 minutes should not be exceeded if possible to have enough time for the discussion in the next phase.

If you are noticing that participants are already starting to provide hypotheses on the case or possible solutions, kindly ask them to get back to those during the next stage in the Reflecting Team process.

Participants may need to be encouraged to provide additional explanation of context specific aspects of the case, e.g. institutional or national practices, which may be different elsewhere.

Make the question visible to everyone (*hybrid scenario:* by writing it down on a card or the board - might have to be done for each participating institution; *online scenario:* paste it to the chat or a similar function). Before writing the question down, check with the group, if it is concise enough to be answered in the discussion.

5 Facilitate the Reflection phase (approx. 20 mins)

The presenter ...

- steps aside to take a seat away from the group in the room. (*Hybrid scenario*)
- turns of their video. (*Online scenario*)

They become the observer now and are asked not to participate in the discussion but is advised to take notes. This is a very helpful experience and allows them to reflect on what others think of the situation.

It can be helpful to structure the discussion by firstly asking for **hypotheses** on why the situation happened the way it did and subsequently shifting to a **collection of possible solutions**.

For a wide range of solutions, ideas should be judged as little as possible.

To encourage the collection of ideas, you can use the prompts listed in Annex 2 The Reflecting Team Meeting, which remind the group of the question that is to be discussed.

Keep in mind the time you assigned for this step and make sure the discussion is equally distributed across the institutions.

We recommend that you as the facilitator do not actively take part in the discussion. If you want to contribute, this temporary change of roles can be announced (“for one aspect, I would like to join the Reflecting Team [...]”).

6 End the Reflecting Team process: Debriefing (approx. 5 mins)

Ask the presenter to join the group again and to close with final comments on their case. They explain how they will incorporate strategies discussed into their own practice.

The debriefing should be kept relatively short to allow for the discussion of any further case.

Other participants often benefit from the discussion by discovering parallel aspects with difficulties they are facing.

The stages 4-6 are repeated for each case. The method works best if cases alternate across locations.

7 Optional: Finish the meeting with a short discussion that aims to draw all the strands together, asking: what have you taken away from today? How has reflecting on teaching across contexts and cultures, shaped your reflections?

The final discussion will support staff to reflect on the overall process and support connections with participants across contexts, should they wish to.

ANNEX

A: Material for iRT

- | | | |
|---|---|---|
| 1 | Overview of the intercultural Reflecting Team (iRT) process | Outlines the entire iRT process for participants. |
| 2 | iRT Case template | Standardised form to collect information on the cases before the iRT session. |
| 3 | The Reflecting Team Meeting | Information on the steps of the Reflecting Team |

B: Recommendations on data governance and security

IntRef Data information for facilitators

IntRef Data Information for participants

Overview of the intercultural Reflecting Team (iRT) process

iRT involves staff from different institutions, meeting in a video-conference or web-chat. Prior to the meeting, each participant documents one or more cases and shares them with the group. Participants vote on the cases and start discussing the most popular ones first.

1. Briefing & baseline information

The facilitator provides participants with information about the iRT process. This includes this overview of iRT, information about sharing and storage of personal data, and a form in which participants will provide some brief contextual information about themselves and the case they want to be discussed in the session.

2. Sharing and voting

All cases are collected and shared amongst all participants. In an online voting process, each participant votes for the case(s) they want to discuss during the session.

3. The Reflecting Team

Participants meet online in a transnational group to discuss the cases the group has decided on. A facilitator is moderating the session. For each case, the Presenter (i.e. the "owner" of the case) introduces it and answers any factual questions from the group. They then withdraw from the conversation, actively listening and taking notes whilst the others (the Reflecting Team) discuss the case in approximately 15 to 20 minutes and suggest potential solutions. At the end, the owner re-joins and shares their reflections on the discussion of their case. This process is repeated for the selected cases (usually 2).

iRT: Case template

About yourself

Your name	
Subject(s) taught	<i>e.g. Modern Languages (French and Spanish), Biosciences etc.</i>
Specific interests in relation to learning and teaching you want to share (if any)	<i>e.g. learning in clinical practice, technology-enhanced learning, active learning etc.</i>

Your case

1. Case description

Please describe your case or problem in a few sentences, e.g. what happened, who was involved, what happened beforehand, how did you or your students react, what have you tried already in order to solve the problem etc.

2. Question for discussion

Formulate a question, which is as concrete as possible that you would like to be answered by the 'Reflecting Team'.

About the study programme and module/unit your case will be based on

Title of the study programme	<i>BA Sprachen und Kulturen Südasiens (BA Southeast Asian Languages and Cultures)</i>
Level of study	<input type="checkbox"/> Undergraduates <input type="checkbox"/> Postgraduates <input type="checkbox"/> Other:
Year of degree programme	<i>e.g. 1st, 3rd (= final) etc.</i>
Title of the module/unit	<i>e.g. Macroeconomic Principles 1</i>

How the module/unit is taught (session format(s), teaching-learning strategies)	<i>e.g. lecture, lab, workshop etc.</i> <i>e.g. lecturing, student presentations, group work, experiments etc.</i>
How the module/unit is assessed	<i>e.g. final examination, multiple choice test, presentation etc.</i>
Approximate number of students	

iRT Case template – Example of a case

About yourself

Your name	Julia
Subject(s) taught	<i>e.g. Modern Languages (French and Spanish), Biosciences etc.</i> History
Specific interests in relation to learning and teaching you want to share (if any)	<i>e.g. learning in clinical practice, technology-enhanced learning, active learning etc.</i> Active learning and student participation

Case description

1. Your Case

Please describe your case or problem in a few sentences, e.g. what happened, who was involved, what happened beforehand, how did you or your students react, what have you tried already in order to solve the problem etc.

In the first session of my class “Introduction to Ancient History” students analyze a short source in translation in small groups. Their task is to extract from the text historical knowledge about the subject described in the source. Afterwards we collect all the information with the whole class. Then I ask them, what we really CAN learn from that single source without any outside help. At this point, a few advanced students can sabotage the whole enterprise by revealing the answer too quickly: Nothing can be learned. Usually a group without that understanding takes 5 to 10 minutes to reach that conclusion by reasoning with me and each other. Sometimes I can already tell from the first half of the session who knows “too much” and ask them to be patient, but not always.

2. Question for discussion

Formulate a question, which is as concrete as possible that you would like to be answered by the ‘Reflecting Team’.

What can I do to ensure that the solution is reached by more students without an advanced student revealing it too soon?

About the study programme and module/unit your case will be based on

Title of the study programme	<i>BA Sprachen und Kulturen Südasiens (BA Southeast Asian Languages and Cultures)</i>
Level of study	<input type="checkbox"/> Undergraduates <input type="checkbox"/> Postgraduates <input type="checkbox"/> Other:
Year of degree programme	<i>e.g. 1st, 3rd (= final) etc.</i>
Title of the module/unit	<i>e.g. Macroeconomic Principles 1</i>
How the module/unit is taught (session format(s), teaching-learning strategies)	<i>e.g. lecture, lab, workshop etc.</i> <i>e.g. lecturing, student presentations, group work, experiments etc.</i>
How the module/unit is assessed	<i>e.g. final examination, multiple choice test, presentation etc.</i>
Approximate number of students	

The Reflecting Team Meeting

1. Exploration- appr. 4 min.:

Just ask questions.

2. Formulation of the focus and aim- appr. 1 min.:

The presenter formulates a clear question the supervision should focus on.

3. Reflecting Team- appr. 20 min.:

The presenter steps outside the group and now becomes the observer.

Reflecting team discusses.

Guiding prompts for the discussion:

- "I noticed that..."
- "In place of the presenter, I would feel/think/act..."
- "In place of the other person(s) involved, I would feel/think/act..."
- "The situation could be improved by..."
- "The situation could be made worse/exacerbated by..."

4. Debriefing – appr. 5 min.:

The presenter states what elements of the discussion attracted his/her interest and what was most meaningful to him/her.

The group reflects on the process and shares learning insights.

Intercultural Reflection on Teaching (IntRef)

Using the IntRef methods in your countries and institutions: Sharing and Storage of Personal Data Information for Facilitators

Organising Intercultural Reflection on Teaching and running the methods in your home institution will involve processing personal data, e.g. video recordings of participants' teaching. To do so requires a lawful basis, currently the General Data Protection Regulation (GDPR). It might also involve interactions with individuals and institutions in countries where different laws and regulations are in place than those in your home country.

You need to ensure that you are abiding by the law. We are working on the assumption that your home institution will provide you with relevant information and guidance, and this will be set up differently in institutions and countries across the world. We are not in a position to offer legal advice but want to draw your attention to the need to provide participants with relevant information and handle personal data carefully, in accordance with the law. If in doubt, please seek advice from departments or individuals in your institution who are responsible for data governance and legal issues.

Please bear the following points in mind:

At the point of collecting personal data, individuals need to be given information about what will happen with the data. This is also called a 'privacy notice', i.e. information about the reasons why personal data are collected, how these are used and who they are shared with.

In our experience universities with EU already have privacy notices and policies in place, in line with GDPR regulation, which cover most or all of the important aspects relevant to IntRef. While the data used in IntRef are mainly from staff, students are also affected as video recordings of teaching are likely to include students. Universities may have separate privacy notices for employees and for students in place. Please note that these will be different in each institutional context and that therefore we cannot provide you with information and advice about your specific context. For your information and for illustration purposes only, we have included links to privacy notices from one university: a privacy notice for employees can be found [here](#); a privacy notice for students can be found [here](#).

In this *Walk-Through Guide and Manual* we have included information sheet templates for participants and for students. These are intended to make it easy for yourself and anybody else who wants to participate in IntRef or facilitate the methods. We recommend that you and the participants adapt them by adding relevant information as indicated (e.g. contact details). We also recommend that you check whether they are in line with the requirements of your institution and, if necessary, amend them accordingly.

We are in the process of developing an information sheet and consent form for these purposes and will incorporate them in the Walk-through Guide and Manual once available.

If you are intending to conduct research and wish to collect data on participants' experiences of the IntRef methods, it is very likely that you will need to apply for ethical approval for such data collection to take place, in line with your institution's requirements for the conduct of ethical research. You will need to seek information locally and follow the relevant processes. International guidelines for ethical conduct of research also exist, such as the Singapore Statement on Research Integrity which can be found [here](#), and many countries and disciplines have developed principles for ethical research, such as

the Ethical Guidance for Research published by the British Educational Research Association which can be found [here](#).

Name of local contact/facilitator

Job title/role

Contact details, e.g. building, room, telephone number, e-mail address

Intercultural Reflection on Teaching (IntRef)

Participant Information Sheet about Sharing and Storage of Personal Data

You are invited to take part in ‘Intercultural Reflection on Teaching’, i.e. activities which will enable you to share and discuss teaching with colleagues from other disciplines, departments, institutions and countries. Participants will be linked using technologies such as video recordings and video conferencing to facilitate transnational exchange about learning, teaching and assessment in higher education.

You will participate in one or more of the following reflective methods:

- ***intercultural Reflecting Team***. Participants provide problems encountered during teaching and discuss possible solutions in a transnational group.
- ***intercultural Teaching Process Recall***. Participants film their teaching, watch their own recordings and select a short excerpt for discussion in a small transnational group.
- ***intercultural Peer Observation***. Participants film their teaching and form transnational pairs in which each other’s recordings are shared and discussed.

These methods have been developed and piloted as part of the ‘Intercultural Reflection on Teaching’ (IntRef) project funded by Erasmus+. The project is conducted by an international team from Durham University (UK), Goethe University Frankfurt (Germany), and Padua University (Italy). Individuals and teams from a wide range of institutions and countries are invited to use the methods in order to network, collaborate and learn from each other.

Each institution that wants to use the methods developed by IntRef will have at least one contact/facilitator who arranges things locally. The name and contact details of your institutional contact(s) can be found at the top of this document.

Due to the nature of the activities and the technologies used, participating will involve sharing and storing a certain amount of data. This information sheet has been written in order to let you know what this will entail. The project team does not consider any of this as particularly risky or harmful, but it is important to provide you with relevant information, in line with current data protection legislation. Note that the details of what exactly you will do will vary slightly between the method(s) you choose to participate in.

Please read this information carefully and ask any questions you may have before participating.

Your own personal data

Participating in Intercultural Reflection on Teaching will involve some or all of the following:

- Providing and sharing relevant information about yourself in writing, e.g. your name, subject taught, teaching experience, a description of a situation or problem arising from your teaching that you want to share and discuss with others, reflective comments on your own teaching or someone else’s teaching etc.

- Having your teaching videoed by someone else, using their device, an institutional device or your own.
- Sharing a video or a video clip of your teaching with another participant or a group of participants from your own institution, other institutions and/or other countries.
- Participating in a video-conference during which teaching is discussed.
- Participating in a video-conference during which videos of your own and other people's teaching are shared and discussed.
- Communicating with other participants or the facilitators, individuals or small groups, by email about teaching, arrangements for the reflective methods, and preparation as well as follow-up tasks.
- Allowing some of the data listed above to be stored centrally, e.g. video-recordings, in order for the methods to run smoothly.

By participating in the IntRef activities, you agree for this to happen. Data handling and storage will be in line with the General Data Protection Regulation. If you have any questions or concerns, please get in touch with your local contact/facilitator.

Other participants' personal data

During your participation in Intercultural Reflection on Teaching you will also have access to a certain amount of data and personal information which other participants have made available to you. In order to maintain confidentiality and the ethos of trust, respect and collegiality which is crucial for the reflective methods to work, please make sure that:

- You delete any data downloaded onto your device, e.g. in order to watch someone else's video-recording of their teaching, after you have used it.
- You do not use, show, share or post data arising from participating, e.g. video-recordings of someone else's teaching, in any other contexts or for any other purposes than those for which they were intended, i.e. Intercultural Reflection on Teaching.

By participating in the IntRef activities, you agree to act in line with these guidelines. If you have any questions or concerns, please get in touch with your local contact/facilitator.

In case you change your mind, do not wish to participate and your data to be deleted, please let your institutional contact/facilitator know.