



# Intercultural Reflection on Teaching Online Conference 7th & 8th July 2021



**Erasmus+**

Grant No. 2018-1 UK01-KA203-04792



**IntRef**

Intercultural Reflection on Teaching

Introducing IntRef	2
The IntRef Partners	3
Welcome	4
Zoom	5
Programme	6
Keynote Speakers	10
Abstracts	11
Delegates	22
Project Team	23

# Introducing IntRef

The IntRef project combines the development of innovative methods that enhance and internationalise reflection on university teaching with evaluation and research. Academics are linked across institutional and national boundaries through technology such as video recordings and video conferencing to facilitate communication and exchange about learning, teaching and assessment. Participants are involved in one or more of the reflective methods.

Funded by Erasmus+, the IntRef project is a consortium of three institutions: Durham University in the United Kingdom (the project coordinator), Goethe University Frankfurt, in Germany, and the University of Padua in Italy.

We have developed three intercultural reflective activities:

1. **Intercultural Reflecting Team** where you share cases arisen in your practice and discuss these with a transnational group, facilitated by video-conferencing.
2. **Intercultural Teaching Process Recall** where you film your own teaching, watch the recording and share a short excerpt during a mutually supportive transnational meeting.
3. **Intercultural Peer Observation** where you film your own teaching and form transnational pairs/teams in which recordings are shared and discussed in a one-to-one synchronous virtual chat.

<https://intref.webspace.durham.ac.uk/>



# The IntRef Partners



Founded in 1832, **Durham University** has a worldwide reputation in all areas of arts, humanities, natural and social sciences. The University has approximately 17,500 students of whom 3,500 are postgraduate and 3,000 international students from over 120 countries. Its academic teaching and research programmes are delivered through 26 academic departments contained within four faculties: Arts and Humanities, Business, Science, and Social Sciences & Health.

The University also has 17 Colleges – Durham's distinctive residential and educational communities. The University is engaged in a full range of higher educational activities, including high-quality teaching and learning at undergraduate and postgraduate levels, advanced research and scholarship, partnerships with businesses and other private and public sector bodies, and partnerships and initiatives with community and voluntary sector organisations.

It provides a stimulating environment to nourish and support the needs of a world-class academic community.



Emerging from an act of civic foundation, **Goethe University Frankfurt** is a unique 'citizen's university' and a forerunner in the 'Bologna Process', with principles based on openness and public participation. It is positioned as one of the top research universities in Germany, and in 2013 it reached a significant benchmark in the Shanghai Ranking, becoming one of only six German institutions to be placed among the world's top 150 universities. It is currently the third largest university in Germany, with more than 47,000 students, approximately 7,000 international students from 125 different countries, and 6,000 faculty members in 16 departments.

Internationalisation is an integral aspect of Goethe University and features high in its overall strategic vision and policy. For students, this is reflected in the promotion of mobility programmes, a multilingual and multicultural campus, and strengths in languages and intercultural competence. It has also established a global network of international partnership, with numerous large-scale projects and exchange programmes with partner universities.



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

Dating back to 1222, the **University of Padua (UNIPD)** is one of Europe's oldest and most prestigious seats of learning. It is one of the leading Universities in Italy and with a long tradition of scientific excellence.

UNIPD offers its 60,000 students 32 departments, 34 doctoral degree schools and 44 research and service centres across the spectrum of sciences, medicine, social sciences and humanities, with about 2,300 professors and researchers employed.

In all the international rankings UNIPD is among the best Italian universities, and in the Italian context, it is distinguished for its ability to copiously self-finance research projects.



# Welcome

I'd like to welcome you to this conference which is the culmination of a three year Erasmus+ funded project on intercultural reflection on teaching. We look forward to sharing the resources and case studies we have developed during the project as well as hearing about your own experiences of fostering collaborative reflection on teaching and intercultural dialogue between higher education teachers.

We are particularly delighted that we have been able to attract speakers representing such a wide range of countries and approaches, and two renowned keynote speakers who will frame our discussions.

We hope that this interactive event will entice you to apply our methods and forge relationships with each other. Future opportunities for collaboration and intercultural reflection on teaching will be set up during this conference – so watch this space!

Enjoy the conference!

Dr Nicola Reimann, IntRef Project Lead

Associate Professor in Academic Practice  
Durham University, UK



# Zoom



All conference sessions will be held using Zoom - free software available from [zoom.us](https://zoom.us). Never used Zoom? This [Zoom Quickstart guide](#) may help.

## Zoom Session Details

We are only using two Zoom sessions for the conference - one for day one and one for day two. Clicking on the relevant Zoom session link in the email sent to registered delegates will connect you directly to the session. If you have lost this email, please [contact the organisers](#) for help.

Parallel sessions will be facilitated by open breakout groups - where delegates are free to switch between groups as necessary. You will be given a 3 minute warning before the breakout groups close.



## Security

All sessions require a Meeting ID and a password to access them. For security reasons the meeting links have not been included in this public version of the programme. Delegates will only be admitted to the sessions if they have logged into the Zoom app - you can use any Zoom account (personal or institutional) to do this.

## Inclusion and Etiquette

Live automatic captions (in English) will be available - but note these will not be 100% accurate. We suggest that you set your Zoom name so that you can be clearly identified during the conference - e.g. when raising your hand or posting in the chat. Please consider turning off your microphone and camera when not required and use the chat and raise hand functions to ask questions during the sessions.

## Breaks

The programme contains defined breaks during which there is no planned activity. Feel free to turn off your camera and microphone whilst on the break, but leave the session open to make it easy to rejoin.

## Recordings

Keynotes and IntRef panel discussions will be recorded and made available after the event via the IntRef website. Other sessions will not be recorded. If you do not want your contribution to the session to be included in the published recording please [contact the organisers](#) for advice.

All times are in local UK time (BST) GMT + 1

## 09:30 to 09:45 Welcome and Housekeeping

*Nicola Reimann - Durham University, UK*

## 09:45 to 10:30 Session 1: IntRef Project Team

An overview of the IntRef project: outputs, research and findings

*Alessio Surian - Padua University, Italy  
Teti Dragas, Taha Rajab & Malcolm Murray - Durham University, UK  
Sabine Fabriz - Frankfurt University, Germany*

*Chair: Tom Parkinson - University of Kent & Council for At Risk Academics, UK*

*This session will be recorded*

## 10:30 to 10:45 Break

## 10:45 to 11:45 Session 2: Sharing Practice **Parallel Sessions**

### Session 2a *Chair: Julie Rattray - Durham University, UK*

#### 1. Using group reflection to support Postgraduate Teaching Assistant development

*Rosalind Beaumont - Newcastle University, UK*

#### 2. Intercultural Reflection in Feedback Processes

*Veronica Rovagnati - University of Kent, UK*

#### 3. Dynamic reflective assessment and the 'insta generation'; the case of measuring intercultural competence (ICC) in Study Abroad

*Maria Hussain - University of Leeds, UK*

#### 4. Expectations vs. reality when studying abroad: guiding students through their intercultural journey

*Ana Moreno Bruna - Ghent University, Belgium*

### Session 2b *Chair: Fiona Dalziel - Padua University, Italy*

#### 1. Modelling a teaching observation and evaluation system in an university in the DRC: ideas for research

*Mazambi Bendela Pala - University of Genève, Switzerland and Universisté Libre des Pays de Grands Lacs, DRC*

#### 2. Stumbling across dialogic reflection: our experience of cross-institutional collaborative autoethnography as a method for exploring EAP pedagogies and practice

*Anna Rolinska - Glasgow School of Art, UK, Clare Carr - Durham University, UK, Clare Maxwell - University of Leeds, UK & Jennifer Sizer - University of Portsmouth, UK*

#### 3. Action research for developing students' and teachers' criticality

*Ewa Bandura - Jagiellonian University, Poland*

#### 4. Designing intercultural CPD workshops for HE teaching professionals

*Kyriaki Koukouraki - King's College London, UK*

## Session 2c *Chair: Carmen Heckmann - Frankfurt University, Germany*

### 1. Policy implementation and practice sharing across disciplines and departments using peer observation and support

*Susan Mathieson & Jonny Hall - Northumbria University, UK*

### 2. Getting your DUCKS in a row for effective reflection

*Jessica Hancock - University of London, UK*

### 3. Doing good reflection is a matter of asking good questions

*Hazel Corradi - University of Bath, UK*

### 4. (Post)digital Practices of Reflection in the Context of Transcultural Learning

*Lara Karpowitz - Frankfurt University, Germany*

## 11:45 to 12:30 Session 3: Interactive IntRef Workshop

The Intercultural Reflecting Team method in practice, a demonstration by the Frankfurt Team

*Chair: Miriam Hansen - Frankfurt University, Germany*

## 12:30 to 13:15 Session 4: Keynote Talk

Fostering different forms of reflection

*Professor Carolin Kreber - University of Edinburgh, UK*

*Chair: Nicola Reimann - Durham University, UK*

*This session will be recorded*



Check your email for the link to the Day 1 Zoom Session



All times are in local UK time (BST) GMT + 1

**09:30 to 10:15 Session 1: Keynote Talk**  
Better together: developing practice through learning from others

*Professor Kay Sambell - Visiting Professor of Assessment for Learning at University of Cumbria and University of Sunderland*

*Chair: Anna Serbati - Padua University, Italy*

[This session will be recorded](#)

**10:15 to 11:15 Session 2: Sharing Practice Parallel Sessions**

**Session 2a** *Chair: Fulvio Biddau - Padua University, Italy*

**1. Embedding inclusivity in Community Engaged Learning: Reflections of Asian and Black students**

*Marie Xypaki - University College London, UK*

**2. A culture of academics learning: the model of professional development at Tallinn University**

*Katrin Aava - Tallinn University, Estonia*

**3. International and national peer observation of teaching in marine and evolutionary biology: practice, differences and benefits**

*Chiara Papetti - Padua University, Italy*

**4. Developing a blended learning path to guide teachers in their reflection practices**

*Rebecca Ressler & Sarah Schildermans - Thomas More University, Belgium*

**Session 2b** *Chair: Teti Dragas - Durham University, UK*

**1. Great Art provokes Great Emotion: A novel method of facilitating authentic voice in reflection**

*Rod Woodhouse & Andy Millington - Cardiff University, UK*

**2. Reflecting on writing: To write or not to write**

*Jane Rarieya - Aga Khan University, Kenya*

**3. Can the Master's tools dismantle the Master's house? Critical dialogues on contemporary debates in higher education**

*Lee-Ann Sequeira - London School for Economics, UK*

**Session 2c** *Chair: Julia Mendzheritskaya (Frankfurt University, Germany)*

**1. Towards innovation and reflection in teaching in higher education**

*Barbara Majello - Federico II University Naples, Italy*

**2. 'I usually have a box of dentures!' using microteaching as reflective platforms to evaluate and share online dental clinical educators' practice**

*Sabrina Poma - King's College London, UK*

**3. Community of practice for faculty development at genoa university: the facilitator's role for a reflective practice on academic teaching**

*Lotti Antonella - University of Modena & Reggio Emilia, Italy*

**4. Peer Teaching Observation Grid**

*Annette Glathe - Technical University of Darmstadt, Germany*

**11:15 to 11:30 Break**

**11:30 to 12:15 Session 3: IntRef Output**

An overview of IntRef-Project: Outputs, Research and findings

*Fulvio Biddau - Padua University, Italy*

*Julie Rattray & Nicola Reimann - Durham University, UK*

*Miriam Hansen and Carmen Heckmann - Frankfurt University, Germany*

*Chair: Maria Cinque, - Lumsa University, Italy*

[This session will be recorded](#)

**12:15 to 13:00 Session 4: Networking & Conclusion**

*Chair: Nicola Reimann - Durham University, UK*



Check your email for the link to the Day 2 Zoom Session



# Keynote Speakers



Professor Carolin Kreber  
Cape Breton University, Canada  
& The University of Edinburgh, UK

[carolin\\_kreber@cbu.ca](mailto:carolin_kreber@cbu.ca)

Carolin Kreber recently completed a five-year term as Dean of the School of Education and Health at Cape Breton University (CBU) in Canada where she is now Professor of Education. Prior to joining CBU she was Professor of Teaching and Learning in Higher Education at The University of Edinburgh. Her academic interests focus on adult and higher education, perspectives on professionalism and professional practices, and, increasingly, the application of social philosophy to education. She has an international reputation for her work on reflection and the scholarship of teaching and learning.



Professor Kay Sambell  
Visiting Professor of Learning &  
Teaching (Assessment for Learning)  
University of Cumbria, UK  
University of Sunderland, UK

[kay.sambell@cumbria.ac.uk](mailto:kay.sambell@cumbria.ac.uk)

Nationally and internationally Professor Sambell is best known for her contributions to the Assessment for Learning movement in Higher Education, which seeks, as far as possible, to emphasise the ways in which assessment can support and develop students' learning, as well as measure it. Her interest in this aspect of academic practice began as long ago as the mid-nineties when she was lucky enough to join a research team investigating the impact of innovative assessment on students' experiences of learning.

# Abstracts

## Using group reflection to support Postgraduate Teaching Assistant development

**Rosalind Beaumont - Newcastle University, UK**

Wednesday 7th July – Session 2a - 10:45 to 11:45 am

Part-time teaching whilst undertaking research degrees has long been a way for students to gain skills & experience, both to explore emerging academic identities and strengthen employability prospects. At Newcastle University, the Humanities & Social Science Faculty have offered doctoral students the opportunity to being Teaching Assistants (TAs) on the interdisciplinary PGCert in Research Training for many years. TAs come from multiple disciplines and diverse educational and cultural backgrounds. For some this is their first foray into teaching in Higher Education, and yet they bring first-hand experience of being students on the modules they support and are well-placed to understand what can help or hinder student learning.

In recent years I've sought to find useful and proportionate ways to support the professional learning of these part-time educators. Their range of commitments means they can not necessarily devote much time to developmental activities. As academics (and aspiring academics) have been shown to benefit from context-specific development, through informal peer-assisted reflection (Sharpe, 2004; Knight et al, 2006), weekly module-based debriefs were introduced to encourage reflection on experiences and to share insights and advice. A small community of practice composed of the TAs and academic staff emerged. The debriefs, although valuable in an immediate way, provide little opportunity for deeper reflection and learning which could have a more substantive impact on their teaching practice.

To address this, two online 'group reflection on practice' activities were offered to all TAs working on HaSS modules during the 2020/21 academic year, adapted from the model shared at the Intercultural Reflection on Teaching event (Oct 2020). In this presentation and discussion the process, experiences, and outcomes of those involved (educational developer/module leader and TAs) will be shared.

## Intercultural Reflection in Feedback Processes

**Veronica Rovagnati - University of Kent, UK**

Wednesday 7th July – Session 2a - 10:45 to 11:45 am

Feedback can have substantial influence on learning and development if students are – or are supported to become – 'feedback literate'. Student feedback literacy development, however, is not a homogenous process occurring in a vacuum, as feedback is a socio-cultural practice that involves different individuals (students, staff, peers), their experiences (previous, present and ongoing), and the diverse academic contexts in which it takes place.

Presently, higher education contexts reflect a highly diverse body; transitioning international students and UK-based educators are likely to be familiar with different feedback cultures and context-specific feedback practices. Consequently, international students are often asked to develop a 'new' feedback literacy that is 'aligned' to that of educators. Rather than adopting a 'deficit' approach that asks students to unilaterally adapt, intercultural awareness and reflection is needed within feedback dialogues and processes.

This contribution is based on a study that gathered longitudinal narratives (9 months) of international students' experiences with feedback processes in the UK. The results show the importance of fostering effective communication between students and staff. This contribution will explore how the development of intercultural competence within

contexts of feedback can support a culturally sensitive and aware co-development of feedback literacy. Intercultural reflection is needed from both educators and students to support the development of such competence and of a co-mediated literacy.

## Dynamic reflective assessment and the 'insta generation'; the case of measuring intercultural competence (ICC) in Study Abroad

**Maria Hussain - University of Leeds, UK**

Wednesday 7th July – Session 2a - 10:45 to 11:45 am

Engaging in Study Abroad (SA) is a such an immersive and potentially transformative experience which students are able to develop their academic and employability competencies such as intercultural competence (ICC). With workforces becoming increasingly globalised this has become a key graduate attribute for young professionals. However, unlike other immersive experiences such as the 'Year in Industry' where benefits are clear to both students and potential employers, for SA the onus is on students to 'make sense' of this transformative experience in terms of articulating their experience and development to potential employers. Tasked with critically reviewing the module by the Deputy Pro Dean for Student Education to facilitate better I took this opportunity to constructively align (Biggs and Tang, 2011) the learning outcomes to the assessments that would allow students both creativity and an opportunity to critically reflect on their intercultural competence (ICC) development and overall growth at given points in the year. After some literature searching I came across a very interesting article that allowed students to be creative in the way that they reflected on their immersive cultural experience through the use of 'image' whilst also framing ICC in terms of enhancing employability. Students take 'snap shots' of a particular event, circumstance or scene that captures how they are working towards a particular learning outcome of the module on their intercultural journey whilst on their SA accompanied by a critical reflective commentary. In this way students are able to capture 'real time' vivid examples of significant cultural insights at a particular point in time to facilitate deeper more critical and meaningful reflection. Through taking a critical reflection approach as both a Module Leader and practitioner; on situating the intended Learning Outcomes within the wider-context of the students' onward learning journey into final year and eventually the world of work, I was able to enable a scaffolded approach to student reflection within the three assessed reflective assignments for the Study Abroad year. Furthermore, my own reflection on the student lifecycle and the growing prominence of digital literacy both within the everyday lives of the students we teach but also in terms of employability also enabled me to facilitate more creative, dynamic and digitally -enabled approaches to the mid-term reflective assessment. After completing just one cycle of the newly aligned dynamic reflective assignments there is a marked increase in overall quality assignments with students being able to articulate their experience in terms of ICC and increased employability through critical reflection drawing on real-life examples from their Study Abroad year through the use of dynamic multimodal assessment. In terms of numbers; 100% of students passed the module, with an increase of 3% to the module average marks and 31% securing a first in multimodal dynamic assignment.

## Expectations vs. reality when studying abroad: guiding students through their intercultural journey

**Ana Moreno Bruna - Ghent University, Belgium**

Wednesday 7th July – Session 2a - 10:45 to 11:45 am

Although studying in a different country has been traditionally perceived as an ideal means for intercultural learning, there is a lack of guarantee that the experience alone will result in significant progress (Jackson, 2020; Moreno & Goethals, 2021). Recent research

acknowledges the complexity of sojourners 'individual trajectories' (Coleman, 2013), making it a priority to examine personal meaningful learning experiences (Humphreys & Baker, 2021) to capture variability in the learning process abroad. This pedagogical paper, directed to an audience of practitioners involved in study abroad preparation, examines the influence of guided reflection efforts from a European Higher Educational institution on language learners perceived intercultural development abroad. 48 Flemish students of Applied Linguistics followed a pedagogical intervention designed at their home institution to foster their intercultural and linguistic learning during their Erasmus stay in Spain. In-depth semi-structured interviews were carried out before and after their stay to gather information about learners' social interactions abroad and to foster intercultural reflections in the light of these exchanges. Students' narratives allow us to make a distinctive contribution by reflecting on what can we as trainers learn from their reflections about the tasks where they had to establish intercultural encounters, as well as their perceived learning outcomes from the guidance abroad. Regarding curriculum development, results allow us to redirect our pedagogical efforts and revisit our assumptions regarding learners' intercultural and linguistic development abroad.

## Modelling a teaching observation and evaluation system in a university in the DRC: Ideas for research

**Mazambi Bendela Pala- University of Genève, Switzerland and Universisté Libre des Pays de Grands Lacs, Democratic Republic of Congo**

Wednesday 7th July – Session 2b - 10:45 to 11:45 am

The teaching observation and evaluation is of interest to education and development stakeholders. The evaluation of teaching followed by actions for improvement plays a determining role in social and economic growth (Bernard, 2011; Mottier Lopez, 2007b). The regulation of education can only lead to quality improvement if it remains informed by studies and observations of practice. In Sub Saharan Africa, particularly in the DRC, the observation of competency-based teaching remains rare and theoretical. The exploration of discourses and practices reveals the lack of studies, practices and modelling of observation and evaluation systems of education in the DRC. A study reveals that half of the opportunities for efficient classroom management in a university in the DRC are not exploited by teachers. In a classroom management course at this university, teachers suggested observations and evaluation of lessons, accompanied by in-service training to improve teaching (Bendela, 2020). Considering the state of knowledge and practice, the observation and evaluation of teaching in the DRC requires a model to be negotiated between students, teachers, academic authorities and researchers. To address the challenges, this research project is concerned with the following questions: (1) How do teachers, students and academic authorities perceive the arrangements for observation and evaluation of teaching at this university in the DRC? (2) What model of observation and evaluation grid and charter should be constructed in the light of the research, discourse and practices of this Congolese university? (3) How does this university design, experiment and implement tools for observation and evaluation of teaching? The gaps and silence of official and scientific documents on the practices, procedures and theoretical bases of observation and evaluation of teaching in the DRC deserve the attention of researchers.

## Stumbling across dialogic reflection: our experience of cross-institutional collaborative autoethnography as a method for exploring EAP pedagogies and practice

**Anna Rolinska - Glasgow School of Art, UK, Clare Carr - Durham University, UK, Clare Maxwell - University of Leeds, UK & Jennifer Sizer - University of Portsmouth, UK**

Wednesday 7th July – Session 2b - 10:45 to 11:45 am

Autoethnography is an established method of making sense of personal experiences (Ellis et al., 2011), yet the collaborative variant is less frequent. Based on our earlier collaborations, it seemed that CAE would generate richer data and allow us to 'analyse and interpret [...] data collectively in order to gain a meaningful understanding of sociocultural phenomena' (Chang et al., 2012, p24) and hence of the academic communities of practice in which we work.

Walsh (2021) indicates the importance of engaging in dialogic reflection with a 'colleague or critical friend' (p16) as a part of professional development. While our aim was to explore our pedagogies and practices and consider them in relation to those of the disciplines in which we work, we found that CAE incorporated an almost unexpected level of 'interaction, discussion and debate' (Walsh, 2021, p16) that greatly enriched our research and findings. Our proposed presentation will outline how we set up the CAE and the practicalities of sustaining the process of data generation and analysis. It will then reflect on the perceived benefits of collaborative, reflective research. Based on our experience, CAE enabled us to create a safe circle of trust, prompting both oral and written reflective discussion in which we were able to articulate and refine tacit understandings of our emergent practice. The dialogic exchanges resulted in deeper reflection with the potential for lasting impact on practice, while the collaborative aspect led to increased motivation and support and a sense of professional empowerment. Our experience demonstrates that cross-institutional CAE can be a valid method appropriate for use in a wide range of contexts. It can incorporate a process of dialogic and critical reflection allowing practitioners to explore their practice in a way that moves from the 'ontic to the ontological' (Ding & Bruce, 2017) giving the outcomes a wider relevance beyond the individual, and enhancing understanding of contexts, pedagogies and practice.

## Action research for developing students' and teacher's critical reflection skills

**Ewa Bandura - Jagiellonian University, Poland**

Wednesday 7th July – Session 2b - 10:45 to 11:45 am

Action research will be discussed as systematic and structured reflection on one's teaching methods and goals, a process indispensable for any course planning. Examples will be provided from different stages of designing my course 'Critical skills for studying languages and cultures' aimed at developing philology students' criticality. Criticality enhancement, which involves instilling inquisitiveness, fair-mindedness, readiness to postpone judgment, and critical reflection on both the self and the other, is a way to fulfill the most important aim of university education, i.e. equipping students to become active, critical and autonomous citizens of a multilingual/multicultural world. Originally designed specifically for MA students preparing for their teaching career, the syllabus comprises awareness raising activities, constantly asking students to reflect on their critical skills development. On the other hand, the teacher's analysis of the very same activities (pre- and post-course surveys, diary writing, mini project presentations, as well as the students' end-of-the-course feedback) yielded conclusions as to the role of explicit guidance in criticality development, the course content and assessment. Last but not least, reflecting on the teaching process and the course syllabus, the essence of action research, seems to contribute to the teacher's own criticality development.

## Designing intercultural CPD workshops for HE teaching professionals

**Kyriaki Koukouraki - King's College London, UK**

Wednesday 7th July – Session 2b - 10:45 to 11:45 am

Globalisation and internationalisation in Higher Education (HE) are drastically changing the staff and student body of an increasing number of HE institutions in the UK and worldwide. Consequently, especially the much more culturally diverse student body might

require different approaches to teaching and learning, such as the culturally responsive teaching. On the other hand, for the vast majority of teaching professionals in HE the emphasis of their work is on research and not on teaching methodologies and pedagogy (EHEA, 2018). If and when teaching professionals feel the need of developing their skills and knowledge around these, it is usually their initiative and depends on the (in-house) CPD seminars and workshops that are available.

Recognising this need for workshops that will further develop HE teaching professionals' culturally responsive teaching methodologies, a respective workshop had been designed. However, creating such a CPD workshops is linked to a series of dilemmas, choices, and challenges for the course designer. In this presentation I would like to present which of those I encountered when designing and delivering them but also to point out the benefits and outcomes of those.

## Policy Implementation and practice sharing across disciplines and departments using peer observation and support

**Susan Mathieson and Jonny Hall - Northumbria University, UK**

Wednesday 7th July – Session 2c - 10:45 to 11:45 am

Following participation in the Intercultural Reflecting Teams workshops, I included intercultural reflecting teams in a GCRF bid as a mechanism to underpin sharing of approaches to sustainability education among the international co-applicants. This bid was not successful; however, we are now piloting this approach within an institutional Community of Practice focused on sharing practices of clinics and live projects across disciplines and departments at Northumbria. Northumbria currently has a Peer Observation and Support Scheme by which all staff must engage each year in a round of Peer Observation of Teaching, and a round of Peer Support, which can be an observation or professional conversation about any aspect of teaching practice.

Normally teaching observations take place within disciplines and departments on an individualised basis. The intention is for this to be an exemplar to encourage staff to make use of Northumbria's Peer Observation and Support requirements to support the development and sharing of new policies and approaches to teaching across disciplines and departments. During the Covid-19 pandemic staff became used to the ease of communications online, which has reduced the barriers to staff engaging in peer observation and support across the University. We also have plans to extend our Community of Practice internationally, with a focus on practice sharing with South African universities that have been extensively involved in clinics and live projects as part of the process of decolonising the curriculum and making learning and knowledge exchange more relevant to local communities.

## Getting your DUCKS in a row for effective reflection

**Jessica Hancock- University of London, UK**

Wednesday 7th July – Session 2c - 10:45 to 11:45 am

I've been teaching reflection for many years now and none of the existing models that I've used (e.g. Gibbs, Borton, Rolfe, Brookfield) have quite covered all the aspects I think are important - especially the idea of collaborative reflective practice, both in the sense of using others to enhance reflection (like the peer lens of Brookfield) but also sharing the new ideas you come up with, or the difficulties you've encountered, to prevent each person reflectively reinventing the wheel and not getting the benefits of community. I have also noticed that often the lecturers I teach are tempted to focus on the negatives rather than acknowledging positive parts of their practice to retain. I am therefore proposing a new model - DUCKS - that builds on existing models to guide people through all the important aspects of reflection. This stands for Describe (what happened), Understand (making sense of what happened in conjunction with others and evidence),



Change (what alterations you will make for the next time), Keep (what parts of the session worked well that you will retain or increase for next time), Share (reach out to others to talk about the issues and how you plan to overcome them, and to discuss what has worked well for you and might be useful for others). I intend this model to be easy to remember and to provide clear prompts to work through the reflective cycle in a slightly different way.

## Doing good reflection is a matter of asking good questions

**Hazel Corradi – University of Bath, UK**

Wednesday 7th July – Session 2c - 10:45 to 11:45 am

As Fellow of the HEA has become an expectation of new lecturers in the UK, there is a need to enable them to claim for it within their probationary period (1-3 years at our institution). Our institution is different from many in that we have a programme that supports development leading to a FHEA claim, rather than a PGCert aligned to D2 of the UK Professional Standards Framework (UKPSF). In order to enable new lecturers to reflect on and make small changes to their practice within the required time frame I have designed a scaffolded approach. I have developed guided worksheets for each area of activity of the UKPSF to prompt useful questions to reflect on. This enables lecturers to interrogate their practice for their claim, rather than just describe it. These sheets are then supported by a range of videos including ones on reflective practice, how to collect appropriate evidence to support reflection and how to use reflective models to structure their claim to evidence their reflection. We also run 1-2-1 support sessions and peer feedback tutorials to support the writing process. I would be happy to present this approach and discuss how my reflection on how lecturers struggle with reflective writing inspired it. Our high success rate of FHEA claims through our scheme shows that we are being successful in building understanding of the UKPSF within our community and embedding the importance of reflective practice within that.

## (Post)digital Practices of Reflection in the Context of Transcultural Learning

**Lara Karpowitz – Frankfurt University, Germany**

Wednesday 7th July – Session 2c - 10:45 to 11:45 am

The development of new didactic principles of instructional design and the accompanying change of existing learning cultures through the use of reflective strategies by students and teachers will be discussed with regard to Transcultural Learning in recourse to the following discourses: The importance of reflective competence as a learning strategy or learning technique in foreign language teaching (Decke-Cornill/Küster 2015, Bär 2009, Byram 1997), the design of learning environments in post-digital culture using digital media (Jörissen 2017, Rose 2012, Rose 2017, Brendel et al. 2018) and transculturality as a reflexive learning process of the subject (Welsch, Hauenschild 2010).

Areas of particular epistemological interest include the importance of awareness and reflectivity for the process of transcultural learning, the evaluation of new forms of cultural knowledge generation through digital media, and the derivation of didactic implications for teaching practice.

The lecture is situated in the context of a DFG project planning, in the course of which exemplary teaching units are to be carried out and evaluated following post-digital cultural theories.

## Embedding inclusivity in Community Engaged Learning: Reflections of Asian and Black students

**Marie Xypaki – University College London, UK**

Thursday 8th July – Session 2a - 10:15 to 11:15 am

Community Engaged Learning is a form of experiential learning where students collaborate with external partners to address real-world challenges as part of their assignments. Understanding how Community Engaged Learning can enable students feel more reflected in the curriculum has been central to our work at University College London. This is why we worked with Student Quality Reviewers (Black students and Asian students) who reflected on their ethnic identity and made recommendations on how UCL curricula can be enhanced through partnership. The contribution for this conference will be about presenting some of the student recommendations bringing together multicultural curricula, community engaged learning and inclusivity.

## A culture of academics learning: the model of professional development at Tallinn University

**Katrin Aava – Tallinn University, Estonia**

Thursday 8th July – Session 2a - 10:15 to 11:15 am

Our aim in design research (Cobb et al, 2003, Plomp, 2007, Nieven, 2007 etc) was to find research-based and sustainable practices and to support the professional development of academics in Tallinn University. Based on Feixas and Zellweger (2010) changing learning cultures in higher education is connected with faculty development. The strategy documents state that in order to embed the changed approach to learning and teaching it is crucial to value the teaching staff and good teaching skills; this means offering comprehensive support to their professional development, incl. diverse learning opportunities. According to the needs of the institutes, it is important to accept their autonomy and diversity teaching and learning cultures, communicate with leaders and create a supportive structural frame. Important is to avoid discourse of confrontation and support cooperation between institutes. The paper is based on the model (figure) of supporting changing learning culture in Tallinn University.

## International and national peer observation of teaching in marine and evolutionary biology: practice, differences and benefits

**Chiara Papetti – Padua University, Italy**

Thursday 8th July – Session 2a - 10:15 to 11:15 am

In 2019, I participated in an IntRef experience of peer observation. This was my first experience with peer observation of teaching and implied watching myself and a colleague from a German University in a video recording of our lectures (in class pre-COVID-19). This practice led to several reflections: i) peer observation among colleagues that have never met and belonging to two universities makes the observation more relaxed and effective, it also gives access to a broader approach to teaching, based on different cultural views, more internationally scaled and stimulating, ii) video recordings allow for a more precise observation, for replaying critical parts of the class and to focus on the tone of voice. In 2020, a retired colleague attended an 8-hours module of one of my courses and provided feedback on my teaching online (COVID-19 semester). This experience was different from the IntRef peer observation: stimulating, effective but more stressing because I respect this colleague very much and I knew she had a great reputation as a very effective teacher. This experience made me feel more in the need to

perform well than to teach well. Nonetheless, I found that online teaching may be as effective as in-class, although it requires a few different strategies, for instance, finding time for students to reflect and wrap up. The two experiences led to a very general conclusion that teaching may be fearful, but accepting it helps overcoming the problem and generates a more balanced and open learning environment. This in turn supports a more passionate and engaging teaching.

## Developing a blended learning path to guide teachers in their reflection practices

**Rebecca Ressler and Sarah Schildermans - Thomas More University of Applied Sciences, Belgium**

Thursday 8th July – Session 2a - 10:15 to 11:15 am

Sarah & Rebecca both work as educational developers at Thomas More. With 2,000 faculty and 19,000 students, we are the biggest university of applied sciences in Flanders. We offer bachelor degree and associate-degrees programmes at seven different locations spread over Flanders. We aim to prepare our students for the future, meaning that we emphasise personal development and that we want our students to engage as critical citizens. Service-learning is a pedagogical approach that's very suitable for this kind of learning. Currently service-learning is still the odd man out at Thomas More, but we want to make it more common as a teaching practice.

The biggest challenge of service-learning is the reflection component. In the sense that teachers aren't that skilled yet in designing reflection on the one hand and guiding reflection activities on the other hand. To enable our faculty in designing & guiding reflection, we dived into the wonderful world of reflection.

Up to now, we have developed a framework in which the various components and points of attention are represented. We distinguish between the designing part of reflection on the one hand and the guiding part on the other. We want faculty to deliberately think about what they are aiming for with reflection, what the focus of reflection will be and then design it backwards. We are developing a blended learning path for faculty in which they gradually think about what reflection means to them, what they want their students to achieve and how they can support them properly. We plan to organise all this in a community of practice, in which we also want to immerse the teachers in reflection. So that they themselves experience what it is like to reflect in group and to open up yourself. We would like to share our first steps of practice, and are looking forward to discussing ideas and experiences regarding guiding teachers in their reflection practices.

## Great Art provokes Great Emotion: A novel method of facilitating authentic voice in reflection

**Rod Woodhouse and Andy Millington – Cardiff University, UK**

Thursday 8th July – Session 2b - 10:15 to 11:15 am

A colleague and I have developed a novel approach to reflection that we would like to share with delegates as a way of driving their own reflective practice. Our technique removes the focus on both models of reflection and written reflections by presenting works of art designed to provoke an emotional reaction in viewers. Use of this technique amongst qualified healthcare professionals sparked a curiosity to engage with the process and embrace the concept. The emotions provoked directly led to spontaneous reflection through the lens of clinical practice.

We propose to run a short, interactive session to give delegates an opportunity to engage with this novel reflective method. A short introduction to the concept will be followed by the presentation of between four to six images of works of art. Previous instances of this workshop have used artworks by artists such as Man Ray, Lucien Freud and Francis

Bacon. This instance of the workshop will use artworks specifically chosen for the IntRef conference to stimulate reaction and discussion. Delegates will be encouraged to share their reaction to the images and relate this to situations in educational practice where they have also experienced similar emotions to those evoked by the artworks.

## Reflecting on writing: To write or not to write

**Jane Rarieya – Aga Khan University, Kenya**

Thursday 8th July – Session 2b - 10:15 to 11:15 am

I hold a joint appointment at our university; as an educational developer who works with faculty mainly drawn from our campuses in Pakistan and East Africa and as an Associate Professor who teaches graduate students in the field of education. In both roles, reflective practice is central to my teaching practice. However, engaging in reflective practice is not a solitary journey. I have often observed that in order to reflect effectively on my teaching, I have to 'co-reflect' with my students or peers.

Drawing on my teaching experiences and work as an educational developer in higher education in Pakistan and East Africa as well as my research studies on reflective practice (Rarieya, 2013; 2009; 2008; 2005a; 2005b and 2004), my presentation will focus on challenges that both faculty and students in higher education in the South are likely to experience as they attempt to engage in reflective practice. I will demonstrate how our cultures and socialization to some great extent impede on our engagement in reflective practice. I will share approaches that I employ in my teaching and work as an educational developer to enable both students and faculty develop into avid reflective practitioners. In so doing, I will outline the roles I play in the process and the impact our collaborative engagement in reflection has on our learning about teaching.

## Can the Master's tools dismantle the Master's house? Critical dialogues on contemporary debates in higher education

**Lee-Ann Sequeira - London School for Economics, UK**

Thursday 8th July – Session 2b - 10:15 to 11:15 am

Using the PGCertHE module, Contemporary Issues in Teaching and Learning, that I lead and teach, I aim to offer an insight into how we study, reflect on, and dialogue about contemporary debates in higher education (HE). The participants produce two public blog posts each on topics of their choosing that relate to the module workshops.

Given that the Contemporary Issues in Teaching and Learning module on the PGCertHE is delivered in a blended mode through workshops and a blog, it relates directly to using technology to promote reflection. But the key aim of the module is to foster an ethos of critical reflection, open dialogue, and public engagement with key issues in contemporary HE. The dialogic nature of the blog posts and comments enabled participants to appreciate and respond to questions and comments on their contributions. While the blog posts generally reflected a good degree of reflexivity, establishing a culture of rigorous criticality that spanned disciplines, politics, and worldviews was more difficult to achieve. Sometimes, there was a clash between disciplinary cultures; and at other times, analysis was conflated with criticality or with (disciplinary) schools of thought. There is a tendency for blogs to skew liberal, or to hew to the consensus view in their discipline. It is particularly important to understand how educational development programmes can help shape and create less polarising, more tolerant spaces for constructive contestation. What the module and the blog demonstrated is the appetite of participants to discuss, reflect on, and write about weighty, often thorny, issues. The application of disciplinary perspectives to higher education problems was fascinating to see. And, it was inspiring to see early-career academics practise the role of public intellectuals shaping public debate (a few blog posts were quoted/re-purposed in international and national blogs).

## Towards innovation and reflection in teaching in higher education

**Barbara Majello - Federico II University Naples, Italy**

Thursday 8th July – Session 2c - 10:15 to 11:15 am

Teaching reflection and strategies encourage faculty to:

- Take a scholarly approach to their teaching and forming faculty learning communities in which faculty support one another,
- Introduce a scholarly approach by collecting assessment evidence about what students think about revolution enforced by pandemic
- Discuss with teachers and students about the levels of satisfaction of learning methodologies driving them to change or reflect on new opportunities to learn by doing and participate during lessons.

When instructors participate in learning communities, also called “communities of practice,” with other instructors, they can talk, share examples of curricular activities, observe one another’s teaching, discuss common problems, reflect on their own practice, and push one another toward different teaching practices. Experiences will be presented and discussed.

## 'I usually have a box of dentures!' using microteaching as reflective platforms to evaluate and share online dental clinical educators' practice

**Dr Sabrina Poma – King's College London, UK**

Thursday 8th July – Session 2c - 10:15 to 11:15 am

Dental clinical educators are typically professionals who support undergraduate students' dental clinics at King's. They tend to hold fractional/visiting positions and 'vulnerable' in terms of CPD/support from the faculty. Since the beginning of the pandemic and the shift to online teaching, they have faced a 'restructure' in terms of their teaching contribution and focus. In collaboration with the Faculty and Dentistry and Cranofacial Sciences, we have provided some microteaching sessions designed to reflect upon their new teaching experiences and their future professional development as educators. These have led to meaningful collaborative work and development of professional educator's voice.

## Community of Practice (CoP) for Faculty Development at Genoa University: the facilitator's role for a reflecting group

**Lotti Antonella - University of Modena & Reggio Emilia, Italy**

Thursday 8th July – Session 2c - 10:15 to 11:15 am

Could a Community of Practice (CoP) for Faculty Development be a reflective group? The answer could be affirmative if the CoP's facilitator behaves as a PBL tutor with a Rogersian approach and attention to reflectivity.

At the University of Genoa in 2017, several Communities of Practice were launched in the five schools to encourage comparison and exchange on teaching practices and problems encountered by lecturers in their university teaching. One community of practice is taken as a case study, that of the School of Natural, Physical, Mathematical and Chemical Sciences in which two lecturers play the role of facilitators. The importance of the role and competences of the facilitator is discussed, according to a triple approach with a specific attention to reflection on teaching in Higher Education. This paper examines conceptual consistencies between the non-directive Problem Based Learning (PBL) tutor role described by Howard Barrows, the client-centered therapist described by Carl Rogers

and the facilitator of a Community of Practice for fostering reflective capacity. The author proposes a list of actions embodied in Barrow's recommendations and principles for PBL tutors with therapeutic techniques that apply Rogers' client-centered therapy and Shon's reflective capacity applied with the REFLECT rubric created by Wald et al.(2012). A list of facilitation techniques will be described

## Peer Teaching Observation Grid

**Annette Glathe - Technical University of Darmstadt, Germany**

Thursday 8th July – Session 2c - 10:15 to 11:15 am

The peer teaching observation grid is a recently developed tool for reflection on teaching in the European context. It was developed by educational developers from Sweden, Germany and Portugal. It is just about to be put into practice.

We would like to compare our tool to others. Furthermore we are looking forward to discussing the usage of the grid: What would be the benefits /limitations? What is its potential to enhance our understanding of teaching cultures across a European network?.

# Delegates

Katrin	Aava	Tallinn University, Estonia
Lotti	Antonella	University of Modena & Reggio Emilia, Italy
Ewa	Bandura	Jagiellonian University, Poland
Rosalind	Beaumont	Newcastle University, UK
Mazambi	Bendela Pala	University of Genève, Switzerland and Universisté Libre des Pays de Grands Lacs, DRC
Clare	Carr	Durham University, UK
Maria	Cinque	Lumsa University, Italy
Hazel	Corradi	University of Bath, UK
Annette	Glathe	Technical University of Darmstadt, Germany
Jonny	Hall	Northumbria University, UK
Jessica	Hancock	University of London, UK
Maria	Hussain	University of Leeds, UK
Lara	Karpowitz	Frankfurt University, Germany
Kyriaki	Koukouraki	King's College London, UK
Carolin	Kreber	Cape Breton University, Canada
Barbara	Majello	Federico II University Naples, Italy
Susan	Mathieson	Northumbria University, UK
Clare	Maxwell	University of Leeds, UK
Andy	Millington	Cardiff University, UK
Ana	Moreno Bruna	Ghent University, Belgium
Chiara	Papetti	Padua University, Italy
Tom	Parkinson	University of Kent, UK
Sabrina	Poma	King's College London, UK
Jane	Rarieya	Aga Khan University, Kenya
Rebecca	Ressler	Thomas More University of Applied Sciences, Belgium
Anna	Rolinska	Glasgow School of Art, UK
Veronica	Rovagnati	University of Kent, UK
Kay	Sambell	University of Cumbria, UK
Sarah	Schildermans	Thomas More University of Applied Sciences, Belgium
Lee-Ann	Sequeira	London School for Economics, UK
Jennifer	Sizer	University of Portsmouth, UK
Rod	Woodhouse	Cardiff University, UK
Marie	Xypaki	University College London, UK



# Project Team



**Dr Nicola Reimann**

*Principal Investigator and Durham Team Lead*

[nicola.reimann@durham.ac.uk](mailto:nicola.reimann@durham.ac.uk)



**Prof Julie Rattray**

[julie.rattray@durham.ac.uk](mailto:julie.rattray@durham.ac.uk)



**Dr Teti Dragas**

[areti.dragas@durham.ac.uk](mailto:areti.dragas@durham.ac.uk)



**Dr Taha Rajab**

[taha.rajab@durham.ac.uk](mailto:taha.rajab@durham.ac.uk)



**Dr Malcolm Murray**

[malcolm.murray@durham.ac.uk](mailto:malcolm.murray@durham.ac.uk)





**Dr Miriam Hansen**

*Frankfurt Team Lead*

[hansen@paed.psych.uni-frankfurt.de](mailto:hansen@paed.psych.uni-frankfurt.de)



**Dr Anna Serbati**

*Padua Team Lead*

[anna.serbatil@unipd.it](mailto:anna.serbatil@unipd.it)



**Dr Julia Mendsheritskaya**

[mendzheritskaya@psych.uni-frankfurt.de](mailto:mendzheritskaya@psych.uni-frankfurt.de)



**Dr Alessio Surian**

[alessio.surian@unipd.it](mailto:alessio.surian@unipd.it)



**Dr Carmen Heckmann**

[heckmann@paed.psych.uni-frankfurt.de](mailto:heckmann@paed.psych.uni-frankfurt.de)



**Dr Fulvio Biddau**

[fulvio.biddau@unipd.it](mailto:fulvio.biddau@unipd.it)



**Dr Sabine Fabriz**

[fabriz@psych.uni-frankfurt.de](mailto:fabriz@psych.uni-frankfurt.de)



**Dr Fiona Dalziel**

[fionaclare.dalziel@unipd.it](mailto:fionaclare.dalziel@unipd.it)

