

**R2A1: A learning design framework
for international blended and
virtual modules/activities**

Author(s):	Reka Sara Mezei (AAU), Georgios Triantafyllidis (AAU), Ania Hildebrandt (AAU)
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Guidelines for effectively applying the INVITE Framework

Introduction

In crafting effective learning experiences, educators often draw from a variety of approaches to meet the diverse needs of learners. This guide distills the essence of four primary approaches that form the foundation of the learning design framework: the systematic ADDIE framework, the motivational principles of Self-Determination Theory (SDT), the dynamic methodology of Active Learning, and the imperative of Internationalisation in higher education. By grounding their practices in these fundamental approaches, educators can construct engaging learning environments that cater to the multifaceted requirements of students, equipping them for success in an interconnected global landscape. Here is a short description of each of the approaches to understand its principles and practical applications within the framework, and an additional integration from the INVITE Framework:

1. SDT Focus:

- Understand Self-Determination Theory (SDT) and its three innate psychological needs by supporting the students': autonomy (control over learning), relatedness (feeling connected to peers and instructors), and competence (confidence in their abilities).
- Design blended and virtual learning environments that Provide choices in learning pace, activities, and resources, Create a collaborative environment with discussions and group projects, Offer clear goals and feedback to help students track progress. This will boost student motivation and engagement.

2. ADDIE Focus:

- Use the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. This structured approach guides you through each of its phases and ensures a systematic and cyclical process to creating your online or blended course with continuous improvement.
- This is also the selected approach for building the structure of the INVITE training module, as it follows each of the mentioned steps.
- Apply each step to iteratively enhance instructional materials through each cycle of the model and over time.

3. Active Learning:

- Move beyond passive lectures and engage students actively with discussions, collaborative problem-solving activities, role plays.
- Foster deeper understanding and communication skills through active participation. This helps them develop a deeper understanding and retain information better.
- Plan activities carefully, provide clear instructions, circulate to assist, and debrief to consolidate learning.

4. Internationalisation:

- Find an international partner to collaborate with in the creation of the course
- Utilize technology to connect students and instructors from different countries.
- Prepare your students for the globalized world by incorporating international perspectives, content, and collaborative opportunities.
- Integrate diverse examples and case studies.
- Encourage cross-cultural communication through projects and discussions.

5. INVITE Framework:

- Promote cultural sensitivity, inclusivity, autonomy, global collaboration, and technology-enhanced learning.
- Integrate international content, assess global competencies, and continuously improve through feedback.
- Establish global networks and partnerships to expand international opportunities for students and faculty.

General Guidelines when starting the creation of a course

1. Familiarize Yourself with the INVITE Framework:

- Study the INVITE framework thoroughly, reviewing relevant literature and resources to gain a deep understanding of its principles and objectives.
- Attend training sessions or workshops that focus on the application of the INVITE model in the context of international collaboration.

2. Collaborate with International Partners:

- Finding partners: Identify suitable partners for collaboration.
- Establish regular communication channels with faculty members and support staff from partner institutions. Use video conferencing, email, and collaboration platforms for effective communication.
- Develop a shared understanding of course goals, objectives, and assessment strategies with international colleagues.

3. Design Learner-Centered Activities:

- Create a course syllabus that outlines the learning objectives and aligns them with the principles of internationalization, learner-centeredness, and active learning.
- Encourage students to take ownership of their learning by setting personal goals and choosing research topics or project themes related to international collaboration.

4. Incorporate Active Learning Strategies:

- Develop a variety of active learning activities, such as group discussions, peer teaching, problem-solving tasks, and collaborative research projects, that promote student engagement.
- Explore virtual simulations, role-playing exercises, and case studies that immerse students in real-world international scenarios.

5. Develop Multilingual and Multicultural Resources:

- Provide course materials in multiple languages, especially if students have varying language proficiencies.
- Curate resources that showcase diverse cultural perspectives, including readings, videos, and guest speaker presentations.

6. Foster an Inclusive Online Environment:

- Set clear expectations for respectful communication in online discussions and collaborations, emphasizing the importance of cultural sensitivity and empathy.
- Encourage students to share their cultural experiences and perspectives as part of the learning process, fostering an inclusive and welcoming atmosphere.

7. Leverage Technology Effectively:

- Choose a reliable and user-friendly learning management system (LMS) or online platform that supports collaborative learning, content sharing, and communication.
- Familiarize yourself with virtual collaboration tools such as video conferencing, screen sharing, collaborative document editing, and discussion forums.

8. Facilitate Cross-Cultural Communication:

- Provide guidelines and resources for effective cross-cultural communication, addressing topics such as nonverbal communication, cultural norms, and time zones.
- Encourage students to initiate and lead cross-cultural discussions or webinars, allowing them to develop their communication skills.

9. Promote Self-Determination and Autonomy:

- Offer students choices in how they demonstrate their understanding of course material, such as through research papers, multimedia presentations, or collaborative projects.
- Provide autonomy-supportive feedback, focusing on students' efforts, progress, and self-regulation.

10. Assess Cross-Cultural Competence:

- Develop assessment rubrics and criteria that specifically evaluate cross-cultural competence, including intercultural communication, teamwork, and the ability to navigate cultural differences.
- Incorporate peer evaluations and self-assessments to capture students' reflections on their cross-cultural learning experiences.

11. Provide Ongoing Support and Feedback:

- Be readily available to address technical issues or challenges related to online learning, ensuring that students receive timely assistance.
- Establish a feedback loop where students can provide input on the course structure, content, and virtual collaboration experiences.

12. Reflect and Adapt:

- Regularly reflect on your teaching practices and the effectiveness of the INVITE framework in promoting international collaboration.
- Use student feedback and assessment data to make informed adjustments to course design and facilitation strategies.

13. Encourage Global Mindset Development:

- Integrate activities that encourage students to explore global issues, such as cross-cultural debates, global case studies, and discussions on international current events.
- Promote critical thinking about global challenges and the role of collaboration in addressing them.

14. Evaluate and Share Best Practices:

- Collect both qualitative and quantitative data on the impact of your teaching methods and the INVITE framework on student learning outcomes and international collaboration experiences.
- Share your experiences, best practices, and research findings with colleagues within and beyond your institution.

15. Engage in Professional Development:

- Seek out professional development opportunities related to online pedagogy, cross-cultural communication, and international collaboration.
- Stay updated on emerging technologies and online tools that enhance virtual learning and global engagement.

These detailed guidelines provide a comprehensive framework for teachers to navigate the complexities of implementing the INVITE model in a blended and virtual learning environment with a strong emphasis on international collaboration. By following these guidelines, educators can create a rich and inclusive educational experience that promotes internationalization and active, learner-centered engagement.

Guidelines on Educators' skills

Designing and implementing international collaborative activities requires several different skills. Teachers often need support from other staff members with different skills. It has to be a team effort. These attributes only aim to serve as a mental note and exercise for teachers to assess themselves on how comfortable they feel around these capabilities and create their own course in a way that is comfortable for them, as well as ask for support when needed. They do not intend to be fixed prerequisites in any way. Internationalized learning is a journey, not a destination; also for educators, and the development of these attributes is an ongoing process.

1. Pedagogical Skills:

- **Learner-Centered Instruction:** Ability to design and deliver learner-centered activities that promote autonomy and relatedness among students from diverse cultural backgrounds.
- **Active Learning:** Proficiency in implementing active learning strategies, such as problem-based learning, group discussions, and collaborative projects, in both face-to-face and virtual settings.
- **Assessment and Feedback:** Skill in designing fair and effective assessment methods and providing constructive feedback to support students' learning and cross-cultural competence.
- **Curriculum Design:** Expertise in developing course syllabi and curriculum materials that align with internationalization goals and incorporate multicultural perspectives.
- **Cultural Competence:** Cultural sensitivity and awareness to effectively facilitate cross-cultural communication, address potential misunderstandings, and create an inclusive learning environment.

2. Technological Skills:

- **Learning Management Systems (LMS):** Proficiency in using LMS platforms to manage course content, assignments, and student communication in a virtual learning environment.
- **Virtual Collaboration Tools:** Familiarity with virtual collaboration tools such as video conferencing, online discussion forums, shared document editing, and real-time chat for facilitating international collaboration.
- **Multimedia Integration:** Skill in integrating multimedia elements, including videos, interactive simulations, and online resources, to enhance online course materials.
- **Data Security:** Understanding of data security and privacy measures, especially when handling sensitive student information in an online environment.

3. Intercultural and Communication Skills:

- **Cross-Cultural Communication:** Proficiency in cross-cultural communication, including nonverbal cues, cultural norms, and effective communication in a global context.

- **Language Skills:** Strong language proficiency, particularly in English, as well as any other languages relevant to the course or the international collaboration.
- **Active Listening:** Ability to actively listen to and understand diverse perspectives, facilitating meaningful cross-cultural discussions and collaboration.
- **Conflict Resolution:** Skill in resolving conflicts that may arise from cultural differences or misunderstandings among students or international partners.

4. Administrative and Organizational Skills:

- **Time Management:** Effective time management skills to organize and coordinate online activities, virtual meetings, and course-related tasks, especially when collaborating across different time zones.
- **Logistical Planning:** Ability to plan and execute the logistical aspects of international collaboration, including scheduling, communication, and coordination with partner institutions.
- **Adaptability:** Flexibility and adaptability to respond to unexpected challenges or changes in the virtual learning and collaboration environment.

5. Digital Literacy and Innovation:

- **Digital Literacy:** Adeptness in using digital tools for teaching, learning, and collaboration, and the ability to adapt to emerging technologies.
- **Innovation:** A creative mindset for exploring innovative teaching methods and technologies that enhance the online learning experience and foster international collaboration.

6. Evaluation and Research Skills:

- **Assessment and Evaluation:** Skill in evaluating the effectiveness of teaching methods, learning outcomes, and the impact of international collaboration, including the ability to collect and analyze data.
- **Research Skills:** Proficiency in conducting research related to online pedagogy, internationalization in education, and best practices in blended and virtual learning.

7. Cross-Cultural Competence:

- **Global Mindset:** A global mindset that includes open-mindedness, curiosity, and a willingness to learn from diverse cultures and perspectives.
- **Cultural Sensitivity:** Ability to recognize and navigate cultural nuances and potential cultural biases, promoting respect and inclusion.

8. Professional Development and Lifelong Learning:

- **Continuous Learning:** Commitment to ongoing professional development, staying updated on current trends in online education, international collaboration, and intercultural competence.
- **Networking:** Building and maintaining a network of colleagues and peers in the field of international education and online pedagogy to share insights and best practices.

Teachers who possess these skills and competencies will be well-equipped to successfully apply the INVITE framework in a blended and virtual learning setting that emphasizes international collaboration in higher education. These skills not only benefit students but also contribute to the achievement of institutional internationalization goals.

Guidelines on supportive models and frameworks

The ARCS model - for considering the motivational needs of learners

- Apply the ARCS model (Attention, Relevance, Confidence, Satisfaction) when designing your instruction to create engaging and motivating learning experiences for your audience, especially within digital learning environments.

Backward Design and SAM - for aligning instruction with desired learning outcomes through an iterative process

- Emphasize aligning your instruction with desired learning outcomes by employing Backward Design. This method starts with the learning goals and works backwards to determine suitable activities and assessments.
- Consider the Successive Approximation Model (SAM) for an iterative design process that fosters collaboration between instructional designers, subject matter experts, and stakeholders. This is particularly well-suited for digital learning contexts.

The CIPP model - for evaluating educational programs and projects

- Implement the CIPP Model (Context, Input, Process, Product) to evaluate the effectiveness of your online or blended course.
- Identify areas for improvement based on the evaluation results obtained through the CIPP model.

Guidelines on innovative methodologies

Innovative methodologies adaptable for virtual and blended modalities play a crucial role in applying the INVITE framework. Here are guidelines for implementing such methodologies:

1. Flipped Learning:

- **Guideline:** Flip the traditional classroom by having students review course materials, readings, and lectures independently before virtual or in-person class sessions. Use class time for interactive discussions, collaborative activities, and application of knowledge.
- **International Collaboration Adaptation:** Assign pre-session tasks that require students to research and present on topics related to international collaboration. Use virtual meetings for cross-cultural discussions and collaborative problem-solving.

2. Problem-Based Learning (PBL):

- **Guideline:** Present students with real-world, complex problems related to international issues. Encourage them to work collaboratively to analyze, propose solutions, and present their findings.
- **International Collaboration Adaptation:** Form international teams to address global challenges. Students from different countries can offer diverse perspectives and solutions. Use virtual collaboration tools for team discussions and presentations.

3. Case-Based Learning:

- **Guideline:** Provide students with real-world case studies related to international collaboration, requiring them to analyze situations, make decisions, and propose strategies.
- **International Collaboration Adaptation:** Incorporate cases involving cross-border partnerships or conflicts. Encourage students to examine the cultural and contextual factors influencing the cases. Use online discussions for cross-cultural analysis and debates.

4. Virtual Simulations:

- **Guideline:** Use virtual simulations or online role-playing scenarios that mimic international contexts. Students can assume roles and make decisions in a simulated global environment.
- **International Collaboration Adaptation:** Develop virtual simulations that require students to collaborate with peers from different countries to address global challenges. Use online platforms for cross-cultural negotiations and decision-making.

5. Collaborative Online Projects:

- **Guideline:** Assign collaborative projects that necessitate teamwork, communication, and problem-solving. Students work together virtually to complete tasks or research topics.
- **International Collaboration Adaptation:** Create international collaborative projects where students from different universities work together on shared goals. Use virtual project management tools for cross-border teamwork and communication.

6. Virtual Exchange Programs:

- **Guideline:** Partner with international institutions to offer virtual exchange programs. Students from different countries engage in joint courses, cultural exchanges, and collaborative projects.
- **International Collaboration Adaptation:** Integrate virtual exchange programs into the curriculum. Facilitate joint courses where students from partner institutions interact through virtual lectures, discussions, and collaborative assignments.

7. Global Challenges and Competitions:

- **Guideline:** Engage students in international competitions or challenges related to global issues, innovation, or entrepreneurship.
- **International Collaboration Adaptation:** Encourage students to form international teams to participate in global challenges. Leverage virtual platforms for team coordination, project development, and competition submissions.

8. Cross-Cultural Virtual Workshops:

- **Guideline:** Organize cross-cultural workshops or seminars with international experts or practitioners. These can include guest speakers, panel discussions, or interactive webinars.
- **International Collaboration Adaptation:** Collaborate with international institutions to host joint virtual workshops. Encourage students to participate in cross-cultural discussions, ask questions, and learn from experts in different regions.

9. Online Cultural Experiences:

- **Guideline:** Integrate virtual cultural experiences, such as virtual tours, language exchange sessions, or cross-cultural storytelling, to enhance students' cultural awareness.
- **International Collaboration Adaptation:** Partner with institutions in different countries to offer virtual cultural exchange experiences. Arrange virtual tours of partner campuses, cross-cultural language exchange sessions, or storytelling sessions with international participants.

10. Online Research and Innovation Hubs:

- **Guideline:** Establish virtual research or innovation hubs where students collaborate on global research projects, develop innovative solutions, or conduct cross-cultural studies.



- **International Collaboration Adaptation:** Foster international research collaborations within these hubs. Encourage students to collaborate with peers from partner institutions on research projects, leveraging virtual research tools and platforms.

These innovative methodologies, when adapted for virtual and blended modalities, can enhance the application of the INVITE framework, fostering international collaboration and cultural competence among higher education students. It's essential to tailor these approaches to the specific goals and context of your course or program while leveraging technology to facilitate cross-border interactions.