

SUT ISTW 18-22 October 2021 Preliminary Programme

Monday, 18 Oct

- Theme:** Promoting various forms of interaction in online education
- 8.30 – 9.00 Registration
- 9.00 – 9.15 Greetings by Rector of SUT
- 9.15 – 9.45 **Silesian University of Technology - Research, educational offer and cooperation opportunities.**
Grzegorz Kłapyta, Head of the International Relations Office, SUT
- 9.45 – 11.00 **Presentation of the programme and getting to know each other**
Grażyna Duda, Foreign Languages Centre, SUT,
Gosia Kurek, Jan Długosz University in Częstochowa
- 11.00 - 11.30 International Coffee break
- 11.30 – 12.30 **M1: Virtual Exchange – what does it mean for teachers.**
Gosia Kurek, Jan Długosz University, Częstochowa, Poland

In the presentation I will share the findings of a study in which, with prof. Elke Nissen, we investigated how the delivery of Virtual Exchange projects – a method in which groups of students from culturally different Higher Education institutions collaborate online – influence professional development of the educators involved. While, in general, Virtual Exchange has been long known to have a positive impact on a range of student competences (e.g. intercultural competence, transversal skills, language skills or digital literacy – see EVOLVE report [HERE](#)), little has been known about the impact it may have on participating teachers. In the presentation I will provide evidence for the development of teachers' pedagogical competence and their student-centred approaches.

- 12.30 -13. 00 Receiving grants (CEK)
- 13.00 – 14.30 Lunch
- 16.30 – 19.00 Dinner hosted by SUT, Bus to Karczma Rajcula
- 19.00 Transfer back to Gliwice

Free evening



Tuesday, 19 Oct.

Themes: Promoting various forms of interaction in online education

Sustainable and inclusive approaches to complement and reinforce traditional form of mobility

- 8.45 – 9.30 **Tu1: Recognising the effort of virtual exchange: the role of open badges**
Teresa MacKinnon, Associate Professor (Retired) at University of Warwick, Great Britain

The recent experience of moving our teaching online has brought wider acknowledgement of the challenges we face when we teach at a distance. Practitioners and students alike want to enjoy the same level of interaction and connection that we associate with face to face classes. However when mediating our work through cyberspace, there are specific challenges which have to be addressed. Research carried out in the field of virtual exchange over recent years has provided insights into how best to address these challenges.



This session will present the approach adopted by the Erasmus Plus Virtual Exchange initiative. UNICollaboration, the lead academic organisation for virtual exchange in Higher Education, developed an ecosystem of open badges in recognition of the effort and skills required to connect effectively. Participants will experience designing an open badge to support and recognise learning and earn a badge for demonstrating their ability to participate in virtual exchange.

9.30 – 11.00 **Tu2: From disability to extrability. Accessibility and inclusiveness in online learning. (Practical workshop in ZOOM)**

Alastair Creelman, Linnaeus University, Sweden, Oleg Kolpashchikov, President of "White Cane" NPO Russia

Could we help people with disabilities to improve their learning for themselves and for their colleagues without disabilities? Is it possible to organize an inclusive interaction for example between people with visual and hearing impairments online? What could be the planned and unexpected benefits for all participants of inclusive education? Participants in this interactive workshop will discover:

- How people with disabilities can be engaged in online learning
- What extrabilities people with disabilities can offer.
- What simple techniques and modern technologies you can use in interaction with blind, deaf and representatives of other social groups.

As a participant in the workshop you will have an opportunity to try real online inclusive interaction with an inclusive team of hosts which includes blind and deaf people.

11.00 – 11.30 Coffee break

11.30 -12.15 **Tu3: Task design for active and engaged online learning**

Melanie Ellis, Institute for Research in Education and Communication, SUT, Poland

We know that for young people to learn effectively they need to be actively engaged in making sense of new information. We also know that this often takes place through cooperating with others, where participants work to understand theory through trying to apply it in practice. This talk takes the task as the starting point. What kind of task can create affordances for engaged and active learning to take place? What characteristics does it have? How could this kind of task be used in a synchronous online class? Can the same design principles be applied to tasks for distance (asynchronous) learning? How would that work in practice? I will consider design of tasks for theoretical subjects, but also tasks for courses that require students to learn skills and competencies. You are invited to give examples of effective tasks you use in your own contexts.

12.15 -13.30 Lunch

13.30 - Tour of the Region

18.00 - Transfer back to Gliwice

Free evening

Wednesday, 20 Oct.



Themes: **Communicating and collaborating across cultures**
The relevance of VE and telecollaboration in fostering engagement among learners and educators in the pandemic crisis

8.45 – 9.30 **W1: Virtual exchanges to enhance students' physical mobility**

Ana Kanareva-Dimitrovska, Aarhus University, Denmark

Virtual exchanges and telecollaborative learning aim to develop and improve students' language and plurilingual competences, online literacies and intercultural communicative competences (ICC). Virtual





exchanges are deeply rooted in the field of computer-mediated communication. In this session, I will discuss two Danish-French telecollaborative projects. The main focus is on interculturality. More precisely, the study aims to trace evidences of different dimensions of the ICC in the students' online exchanges. In addition, I attempt to identify intercultural learning moments in the interaction with focus on perspective taking/perspective shifting ability. Regarding the didactic intervention, a framework for intercultural learning is proposed in order to develop students' ICC and enhance their physical mobility. This framework is based less on the knowledge of specific cultures than on reflexivity, that is, on analysis and interpreting skills, and on critical reflection on language, identity and interactions between individuals and groups. At the end of the presentation, I consider the future of virtual exchanges as a way to increase the internationalization of higher education institutions.

9.30 -11.10 **W2: Telecollaboration in the pandemic crisis; Telecollaborative projects at SUT**

- (S1) 9.30-10.00 **EduBot Project**
Ildikó Dósa, Budapest Business School, Grażyna Duda, Foreign Languages Centre, SUT & Students of Mechanical Technological Faculty, SUT and Budapest Business School, Hungary
- (S2) 10.00-10.30 **Japanese – Polish Innovations**
Iwona Seta-Dąbrowska, Foreign Languages Centre SUT, Daniela Caluianu, Otaru University of Commerce, Japan
- (S3) 10.30 - 11.00 **Turning pandemic challenges into language opportunities**
Bożena Stefanowicz, Renata Pelka, Foreign Languages Centre SUT, OlhaTsubova, Lviv Polytechnic, Ukraine

The Covid-19 pandemic, imposing major limitations in the field of education, has paradoxically created better opportunities for developing forms of VE collaboration and bringing some people together. Teachers and students had to become IT experts and switch to virtual classrooms having to deal with problems and find solutions in areas that had been unknown to them before. However, against the odds ,for the first time they were able to extend their projects, engage in more collaborative tasks and strengthen their relationships. In our presentations, we will share the experience of telecollaborative projects carried out at the SUT Foreign Languages Centre during the pandemic and explain how the crisis we went through turned into positive outcomes.

11.00– 11.30 Coffee break

11.30 - 12.10 **W3: Facing challenges when teaching “survival Polish” to international students**
Maria Nowicka, Beata Kurzawińska, Foreign Languages Centre, SUT

When students of all nationalities became to trickle in the Silesian University of Technology in Gliwice, soon it became obvious that Polish language is going to be an inherent part of their everyday life. It was absolutely imperative to rapidly meet the expectations of applicants, becoming the members of the academic community, and include Polish as a foreign language in the curriculum. What challenges wait around the corner that the teacher of Polish has to face? What is a recipe for disaster and success? What factors determine the choice of the right teaching methods? In terms of content – what language structures to teach? In terms of an intercultural aspect – what elements are essential to cast light on? Finally – in terms of official organization – how long shall the course last? The speakers will address all the above questions during their presentation.





12.10 – 12.40 **W4: Where do we go from here? Trends in higher education in a post-pandemic world**
Alastair Creelman, Linnaeus University, Sweden

How do we build on our experience of online education? How do we integrate campus and online education to foster greater collaboration and student engagement? What challenges lie ahead for higher education institutions in a post-pandemic world?

12.40 -14.00 Lunch

14.30 – 17.30 Cocktail party with counterparts from SUT at Employees' Club of the Silesian University of Technology, Banacha 3 Street

Thursday, 21 Oct.

Themes: Involving students in scientific research
Project development processes

8.30 – 9.15 **Th1: Implementing distance or e-learning for the formation of international and interdisciplinary educational and research groups of students**
Stanislav Eroshenko, Vladimir Griaznov, Alexandra Khalyasmaa, Ural Federal University, Russia

Since 2016, UrFU has been actively developing distance learning technologies in education. Over the past 5 years, educational programmes have been organized and conducted for foreign students in engineering, data science, artificial intelligence, and energy. Technologies of e-learning, on the one hand, make the learning process more accessible for a listener. On the other hand, they enrich the educational process with the strengths of different scientific schools. Within the framework of the round table representatives of UrFU will share their experience about strategies for developing international partnerships online (from a short-term school to an international research team and joint publications in scientific journals).



9.15 – 10.00 **Th2: English for research and scientific communication**
Anna Gazda, Małgorzata Zyk, Iwona Terlecka-Żabińska, Janusz Sroka, Foreign Languages Centre, SUT

A language course for PhD students is a big challenge. They are most often C1 experienced language learners, so bothering them with General English is pointless. They use technical jargon better than we ever would and, as they come from different faculties, trying to teach them Technical English is a waste of time and energy. What they really need is a curriculum to address them as scientists and researchers. At our Language Centre we decided to use the language as a tool to show them their role as future leaders in the world where “technology is the driver of change” (MIT xPRO) and we offer them a three-module course on Effective Communication Skills in Cross Cultural Context (year 1), English in Academic Settings and Scientific Writing (year 2) and Skills for Presentations (year 3).

10.00 – 10.30 Coffee break

10.30 – 11.30 **Th3: Disseminating good practices in implementing CLIL method in HE sector**
*Iwona Seta-Dąbrowska, Janusz Sroka, Foreign Languages Centre, SUT,
Małgorzata Gołaszewska, Faculty of Civil Engineering, SUT
Gabriela Szewiola, Foreign Languages Centre, SUT,
Krzysztof Kafka, Faculty of Architecture, SUT*





The main goal of the CLIL (Content and Language Integrated Learning) projects carried out at SUT is to make students learn professional competences through practice, and to practise language skills. The students are encouraged to use a foreign language to interact whilst solving problems, working in groups, communicating, and collaborating. Such experience will definitely help the students, not only to integrate work on their content subject matter, but also to prepare them for a globalised world, in which they will have to co-operate with others across cultures, such as future specialists in their field. In our presentation we will show that the co-operation between language and content teachers in an academic environment, has great potential. We will present examples of such cooperation at the Faculty of Civil Engineering and Faculty of Architecture of our university.

11.30 – 12.00 **Th4: How to engage your staff to get onboard the Internationalization vessel.**
Marcin Witkowski, University of Adam Mickiewicz in Poznań

There is much talk about the internationalization process, it's elements and dynamics. We are used to understanding that it encompasses students, the teaching and research faculty members as well as projects designed by academics. However, the majority of International projects today would not be possible without the skilled professional assistance of the administrative staff who are often overlooked and whose input is often not appreciated enough. Wise University management knows how to combine the scientific potential of its academics, enthusiasm of incoming International students with the professionalism of its administration. Therefore, we will explore what are the lessons learned so far in the global efforts to bring the International value added closer to home? Why and how should we care about combining our greatest strengths to boost internationalization? What can the empowerment of our Staff do for securing our Institution's position and what can we do to be a valuable asset in this process? This workshop aims at helping to understand some of the methods used with the groundwork of „internationalization at home”.

12.00– 13.30 Lunch

13.30– 14.15 **Th5: Recent PBL projects at SUT**
Dariusz Buchczik, Faculty of Automatic Control, Electronics and Computer Science, SUT

The Silesian University of Technology has been successfully implementing innovative forms of education in the form of Project Based Learning (PBL) for several years. The concept of new Individual Study Programmes within the project: "Silesian University of Technology as a Centre of Modern Education based on research and innovation" consists in replacing part of the classes with activities involving the implementation of specific interdisciplinary projects related to the idea of Industry 4.0 in small student groups. Education in the form of PBL allows students to be involved in research and development, and allows them to create their innovative thinking. It is possible by engagement of companies and industry experts in the learning process and leads to the development of new solutions and technologies. During the presentation, the basic assumptions of the program and principles of class organization will be presented and discussed.



Free afternoon

Friday, 22 Oct.

9.00 – 9.15 **F1: Activity areas at SUT Foreign Languages Centre**
Iwona Roczniak, Foreign Languages Centre, SUT

Presentation of the different activity areas in the fields of research and teaching at the Foreign Languages Centre, SUT.





9.15 – 9.45 **F2: International Cooperation and Mobility at SUT**
Ludwina Żukowska, Mobility Office, SUT

In my talk I will present the specifics of the work of our team in the past, very challenging years. I will show what practices have proved successful and how we plan our further development and the implementation of good conditions for future mobility. You will have a chance to learn about interesting events, activities, seminars, workshops and discover new types of integration meetings for students visiting our university. I will also present the fundamental impacts of project activities in recent years and our numerous progressive goals, which will play a significant role in the development of internationalization of education in the coming years.

9.45 - 10.15 Coffee break

10.15 – 12.00 **F3: Discussion panel: What have we learned? Evaluation of the week and plans of action for the future.**

12.00 – 13.00 Farewell Lunch

