



International Staff Training Week – 3-7.06.2024

International Staff Training Week

“Critical Pedagogy in Higher Education”

3-7 June 2024, Gliwice, Poland

PROGRAMME

MONDAY, 3rd June

venue: Library of the Silesian University of Technology

23 Kaszubska Street

Gliwice, 44-100

Theme: *Promoting critical digital literacy. Developing a reflective approach to teaching and learning in HE.*

8.30 – 9.00 Registration

9.00 – 9.15 Opening of the ISTW

9.15 – 9.45 Silesian University of Technology (SUT) – Research, educational offer and cooperation opportunities.

Grzegorz Kłapyta, Head of the International Relations Office, SUT, Poland

9.45 – 10.15 Getting to know each other

*Gosia Kurek, The Institute of Foreign Languages, Jan Długosz University in Czestochowa, Poland
Alastair Creelman, ex-Linnaeus University, Sweden*

10.15 – 11.00 Qualities of an Effective Online Facilitator: Putting into Practice.

Kiruthika Ragupathi, The Centre for Development of Teaching and Learning, National University of Singapore

Online teaching and learning are not going away. The rapid growth and shift toward online classes mandate the need for preparing higher education faculty to teach effectively in this format. This is particularly important as many faculties have little or no prior experience with online classes. In this talk, I begin with a quick introduction to the concept of online facilitation and its role in higher education.

I will then explain and illustrate the qualities of an effective online facilitator using detailed models and examples. Acknowledging that these models may not encompass every context, emphasis will be placed on guiding principles supporting the use of effective online facilitation strategies, accompanied by practical tips.

- 10.15 – 10.45 Coffee break
- 11.30 – 12.15 Navigating the Bumpy Terrain of Critical Digital Pedagogy.
Gosia Kurek, The Institute of Foreign Languages, Jan Długosz University in Czestochowa, Poland
- We live in exciting times of proliferating pedagogical options and opportunities offered across cultures and disciplines in various learning environments, whether formal or not, conventional, hybrid or online. Increasingly, however, this multitude comes at the price of educational exclusion, as disparities in practices and approaches to resources and technologies persist, marginalising specific communities, sustaining inequities in learning outcomes and leaving us confused amongst the plurality of truths, opinions and ways of knowing.*
- This presentation will explore the intersection of Critical Pedagogy and Digital Literacy, offering insights into how educators can empower students to navigate the complexities of the digital landscape and assist them in developing a critical stand.*
- 12.15 – 12:45 Lunch
- 13.00 – 13.30 Receiving grants
- 17:30 Welcome Dinner
 Qchnia Restaurant
 Address: Dworcowa 45 Street, 44-100 Gliwice (entry from aleja Przyjaźni street)
<https://maps.app.goo.gl/58xVwxvhbjQRx9b9>

TUESDAY, 4th June

venue: Library of the Silesian University of Technology

23 Kaszubska Street

Gliwice, 44-100

Theme: EURECA-PRO & PBLs

- 9.00 – 10.30 EURECA-PRO 1.0 -> 2.0 (Management, Education, Science)
- 10.30 – 11.00 Coffee break
- 11.00 – 11.45 PBLs in COIL formula- introduction
- 11.45 – 12.30 Exemplary PBL projects
- 12:30 – 13:00 Lunch

FREE TIME

WEDNESDAY, 5th June

venue: Library of the Silesian University of Technology

23 Kaszubska Street

Gliwice, 44-100

Theme: Facilitating intercultural collaborative learning. Shaping autonomous attitudes in students and lecturers through telecollaboration and virtual exchange.

9.00 – 9.45 Going post-critical ... and what do we find?
Anna Turula, Pedagogical University in Cracow, Poland

Online teaching and learning are not going away. The rapid growth and shift toward online classes. Critical pedagogy in general – and, consequently, critical language pedagogy – is manifested through a number of educational moves. They include going beyond the curriculum, towards the real world; working on the attitudes of global and digital citizenship to be assumed once we go real; developing critical literacies needed to move around the realm and for the attitudes to be informed. All this has been happening in education since Freire (1970) and more intensely at the onset of the 21st. I will give examples of critical pedagogy, with special regard to virtual exchange, but only as a point of departure. My main focus is post-critical pedagogy (Zamojski 2014 and later publications, Hodgson et al. 2018). I would like to replace the former critical, transformative focus with a more affirmative lens. I will look into the good things happening in contemporary education. The instances may not yet be common practice, they are the islands of educational resistance (Śliwerski), the buds of change (Nowak) or spaces of exception (Zamojski) but they are growing. In my paper I will look at the spaces of exception from the perspective of a recently completed study in which I researched modes of virtual exchange in the Polish academia.

9.45 – 10.15 “The Robot Bartender” Project
Mia Cirkveni, EFOS Faculty of Economics in Osijek, Croatia; Grażyna Duda, SUT Foreign Languages Centre, Poland, & students of both universities

In our presentation we will show how traditional ESP classroom activities can be extended into virtual exchange innovative and motivating learning environment where students are engaged in task-based interaction and collaboration. The students of Mechanical Technological Faculty of SUT and the students of EFOS (Faculty of Economics at the University of Josip Juraj Strossmayer in Osijek, Croatia) will share their experience in planning and developing interdisciplinary project working together on the tasks which were related to their study area.

10.15 – 10.45 Navigating the Pathways of Telecollaboration: Exploring Success Factors in University Student Projects between Poland and Japan
Iwona Seta-Dąbrowska, Foreign Languages Centre SUT, Poland; Daniela Caluianu, Otaru University of Commerce, Japan

Telecollaborative projects between university students from diverse cultural backgrounds offer immense potential for cross-cultural learning and collaboration. This presentation aims to explore the dynamics of telecollaboration between students from Poland and Japan, trying to uncover various factors influencing project success. While geographical and cultural disparities undoubtedly present challenges, this presentation seeks to broaden the scope by examining additional elements crucial to the effectiveness of such collaborations. Drawing from real-life experiences, we will share insights and practical recommendations to facilitate intercultural exchanges.

10.45 – 11.15 Coffee break

- 11.15 – 11.45 A Collaborative International Online Learning Project between Silesian University of Technology (SUT), Wiesbaden Business School (WBS) and Technische Universität Bergakademie Freiberg (TUBAF) – A Report
Anna Smajdor and Maria Nowicka, Foreign Languages Centre, SUT, Poland; Hubertus Weyer (WBS), Germany; Darlene Kilian and Dr. Mark Jacob (TUBAF), Germany
- This presentation will explore the main objectives of our COIL project and how the entire undertaking benefited both students and instructors, covering technical and organizational aspects. The instructors' commitment to regular weekly meetings will also be discussed. Visual aids such as screenshots, quotes, and student testimonials will illustrate the COIL's progress. The presentation will analyze the effectiveness of the COIL based on a survey conducted at the project's end, highlighting necessary changes for future iterations to achieve intended learning outcomes more efficiently. Ultimately, the presentation will argue that COILs represent an effective innovation in university education, surpassing traditional methods to equip students with critical future skills for 21st-century workplaces.*
- 11.45 – 12.30 Virtual Exchange: An Alternative Approach to Restorative Teaching During Crisis - A Ukrainian Case Study
Yuliana Lavrysh, The Faculty of Linguistics, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine
- In today's education realm, student well-being and learning take precedence. This paper explores virtual exchange (VE) programs alongside trauma-informed pedagogy, emphasizing VE's potential to restore well-being, safety, cohesion, and academic success. Stress, a significant hurdle, hampers learning processes and decision-making (Alexander, 2019). Trauma-Informed Pedagogy, rooted in trauma-informed practice theory, adapts teaching methods to acknowledge trauma's impact, fostering resilience (Murdock, 2021). It prioritizes safety, trust, peer support, empowerment, and cultural sensitivity (Abuse, 2014). This study investigates how VE can create a supportive environment, drawing on real-world examples from collaborations with universities in the USA and Japan. VE practices promote well-being, safety, and inclusivity, enabling students to thrive. Educators must be equipped with trauma-informed skills to implement these approaches effectively. The RAFT approach, developed for this purpose, equips teachers with essential competencies. By prioritizing student welfare and utilizing trauma-informed practices, VE can transform learning environments into safe, empowering spaces that nurture holistic development.*
- 12.30 – 13.00 Clearing Hurdles: The Move from Virtual Exchange to Blended Intensive Programmes
Katarzyna Radke, The Foreign Language Teaching Center, Adam Mickiewicz University in Poznań, Poland
- The COVID-19 pandemic restricted travel and reduced international student participation in on-campus programs. To adapt, higher education institutions (HEIs) turned to online internationalization methods like virtual mobility and virtual exchange (VE). As the pandemic eased, Blended Intensive Programs (BIPs) emerged in 2021 under the Erasmus+ Programme, combining virtual components with short-term physical mobility. Unlike virtual mobility, VE fosters cultural exchange through online activities supervised by educators, promoting skills development and intercultural dialogue. BIPs, akin to VE, blend innovative learning methods with a physical mobility component, enabling international collaboration. This presentation draws from experiences at four universities—L'école pratique des hautes études commerciales, Brussels (Belgium), Vytautas Magnus University (Lithuania), Adam Mickiewicz University, Poznań (Poland), and the University of Applied Sciences, Utrecht (the Netherlands)—during a 2023 BIP in Poznań focused on UN Sustainable Development*

Goals. Insights from teachers and students highlight the challenges and planning required for a successful transition from VEs to BIPs.

13.00 – 13.30 Wrap-up session
Alastair Creelman, ex-Linnaeus University, Sweden

13.45 – 18.00 International Grill Party
Silesian University of Technology Employees' Club
address: Banacha 3 , 44-100 Gliwice

15:00 – 16:00 What do you know about Poland? – short quiz and polish language mini-lesson (during the Grill Party)

THURSDAY, 6th June

venue: Library of the Silesian University of Technology

23 Kaszubska Street

Gliwice, 44-100

Theme: *Developing a reflective approach to teaching and learning in HE.*

Using English for CLIL projects, research and scientific communication in the light of critical pedagogy.

9.00 – 9.45 Into the unknown: Learning to think critically in the age of the intelligent machine
Melanie Ellis, Faculty of Organization and Management, Department of Applied Linguistics, SUT, Poland

On the edge of ancient maps lands that were still unexplored were full of pictures of creatures such as lions and dragons- a sign of places to fear. Travellers setting out into these unknown territories went prepared to meet all possible dangers. In university today we too are facing the unknown, the world of artificial intelligence. It is our task as educators to prepare the young people we work with for an unpredictable and hard to imagine future.

One set of skills which is fundamental for independence is critical thinking. Yet many of the students we meet seem to have grown up accepting without question what is presented on their screens. Unless they become critically aware they are in danger of being deceived and manipulated.

In this talk I will discuss possible ways to actively engage students in learning how to ask questions, critically “unpack” arguments, and to doubt conclusions. I will propose possible starting points for collaborative project frameworks that give students the space and the tools to explore the unknown.

9.45 – 10.15 Reflections on the Future of Writing in the 21st Century Business World
Hubertus Weyer, Wiesbaden Business School, Germany

This presentation will delve into the evolving role of writing skills in academia and the business world, examining the impact of technological advancements such as ChatGPT, Grammarly, and digital writing tools. Traditional writing implements like fountain pens and stationery have given way to digital instruments, enabling new levels of professional editing and document accessibility.

We'll discuss findings from a student survey on AI-assisted writing and explore key questions facing academia and businesses alike. Topics include the influence of technological changes on writing education, the future of writing support services, criteria for evaluating digitally enhanced writing, and the enduring significance of understanding language's impact on readers.

We'll ponder whether Elon Musk's infamous email could have been avoided with better instruction, and whether writing skills will remain crucial markers of proficiency in personal and professional contexts. The presentation will also contemplate the future of handwriting in a digital age and how virtual environments compare to traditional writing settings.

Join us as we navigate these questions and consider the future of writing in an increasingly digital world.

10.15 – 10.45 Coffee break

10.45 – 11.15 Empowering Education: Integrating Language and Content through CLIL

Iwona Seta-Dąbrowska, Janusz Sroka, Foreign Languages Centre, SUT, Poland

Małgorzata Gołaszewska, Faculty of Civil Engineering, SUT, Poland

Content and Language Integrated learning (CLIL) aims at combining language practice and specific content delivery. This task-based and active learning approach is gaining more importance in the contemporary academic environment. It encourages students to use a foreign language to interact whilst solving problems, working in groups, and collaborating. It also motivates them to think critically and to adapt a more creative mode of work and study. All these skills and the overall experience will definitely help students not only to integrate work on their content subject matter and language competences, but also to prepare them for a globalised world, in which they will have to co-operate with others across cultures as future specialists in their field. In our presentation we will show a few examples of our previous projects and share some rudimentary information about how to craft a CLIL programme, as well as tailor-made materials.

11.15 – 11.45 CLIL – workshop

Iwona Seta-Dąbrowska, Janusz Sroka, Foreign Languages Centre, SUT, Poland

11.45 – 12.15 English for research and scientific communication

Anna Gazda, Foreign Languages Centre, SUT, Poland

Communication is interaction, be it everyday life or scientific context. This presentation explores various aspects of our English course for doctoral students at the Silesian University of Technology. We designed a tailor-made program that addresses their needs as researchers operating in a multicultural context, where language is a tool for effective knowledge transfer.

12.15 – 12.45 English for research and scientific communication – workshop

Anna Gazda, Małgorzata Zyk, Iwona Terlecka-Żabińska, Janusz Sroka, Iwona Roczniak – Foreign Languages Centre, SUT, Poland

12.45 – 13.45 Lunch

13:50 TRIP TO GUIDO MINE

FRIDAY, 7th June

venue: Library of the Silesian University of Technology

23 Kaszubska Street

Gliwice, 44-100

Theme: *Let's stay connected.*

9.00 – 9.15 Activity areas at SUT Foreign Languages Centre

Iwona Roczniak, Foreign Languages Centre, SUT, Poland

A presentation of the various activity areas in the fields of research and teaching at the Foreign Languages Centre, SUT. Not only will this short talk provide the audience with some insight into our

history and development, but it will also enumerate some of the endeavours that we are especially proud of.

9.15 – 9.30 International Mobility Office – Team, Cooperation, Activities at SUT

Ludwina Żukowska, Mobility Office, SUT, Poland

International cooperation and exchange are very important aspects of academic activity. Today, it is difficult to imagine a university without international students and staff, programs in foreign languages, international projects, and research. In my short talk, I will delineate the work of the International Mobility Office, give a brief description of our team, and provide a few examples of cooperation activities at the Silesian University of Technology.

9.30 – 9.45 Poster session

*Bożena Stefanowicz, Renata Pelka, Hanna Brdys, Foreign Languages Centre, SUT, Poland
Olha Tsubova, Lviv Politechnic, Ukraine*

In our poster session, we would like to propose a quick overview of several of our projects which we have recently completed with our students.

9.45 – 10.15 Coffee break

10.15 – 11.45 Discussion panel: What have we learned? Evaluation of the week and plans of action for the future.

Alastair Creelman, ex-Linnaeus University, Sweden