AURORA

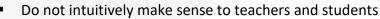
"Tangible learning outcomes through internationalisation"

Or "Most academic teachers should do better and can do better in improving students' transversal skills" and Curriculum Internationalisation is an important case in point

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1. We should do better

- Because it is important
 - Most graduates end up outside their field
 - Even for those who stay, it is the lasting impact
 - Governments increase pressure for it
 - Employers have been asking for years
- Because most academic teachers are not doing it (well) enough
 - 'not my expertise & comfort zone' never trained in it
 - Most competence frameworks are not fit for purpose
 - Are generic, unspecific, \rightarrow ticking boxes
 - Are not like <u>learning outcomes definition</u>



 Have no language for gradual improvement from very poor to excellent

Most academic teachers should do better in improving students' transversal skills – but they could do with some help.

2. Link with curriculum internationalization

- Internationalisation is all about transversal skills – it is a tool, not a goal

- But its contribution to transversal skills is suffering from the same lack of specificity Most academic teachers should do better and can do better in improving students' transversal skills and curriculum internationalisation can contribute better to this.

3. We can do better

Using Aurora's LOUIS approach¹:

In German https://aurora-universities.eu/new/wpcontent/uploads/2022/12/LOUIS deutsch ENDVERSION ohneLAYOUT 30112022.pdf

In English <u>https://aurora-universities.eu/new/wp-content/uploads/2022/12/All-rubrics-hyperlinked_Vs29_11_2022.pdf</u> or for Prezi: <u>https://prezi.com/view/ew0ju5DuwPlow5v8H759/</u>

- Generic dimensions descriptors
- o Intuitive for teachers and students
- Language for gradual improvement

Specific and tangible descriptors on transversal learning outcomes – such as LOUIS offers – help academic teachers to do better in improving students' transversal skills.



¹ Built on the AAC&U VALUE approach: <u>https://www.aacu.org/initiatives/value-initiative/value-rubrics</u>

4. How does this work

- Select 1-2 max 3 Competences you like best
- Select max 4 sub-competences you like best
- Identify the performance descriptors they **need** to reach
- Put that as <u>transversal learning outcomes</u> in your course description preferably with the lower and higher descriptors for comparison and understanding
 - Example: Veronika Tomoszková: International & European Environmental Law: <u>https://aurora-universities.eu/new/wp-</u> content/uploads/2022/12/International-and-European-Environmental-Law UP_syllabus.pdf
- Explain those transversal Learning Outcomes to your students:
 - At the start of your course
 - When giving appropriate assignments
 - Before your final assignment/ examination
- Use them:
 - To explain strengths and weaknesses in their performance
 - To explain your overall mark
 - o **<u>Do not</u>** to give a special mark for the sub-competence!!

In den Beschränkung zeigt sich die/der Meister(in): just a few transversal learning outcomes work best in improving students' transversal skills.

5. What the LOUIS toolbox offers

- Competence tool Language versions
- Webinar syllabus: <u>https://aurora-universities.eu/new/wp-content/uploads/2022/12/ACF-LOUIS-Seminar-PPT-and-Syllabus-December-13.pdf</u>
- Examples: https://aurora-universities.eu/new/wp-content/uploads/2022/12/ACF-LOUIS-Seminar-PPT-and-Syllabus-December-13.pdf
- Student questionnaire: <u>https://aurora-universities.eu/resource/aurora-louis-end-of-course-student-questionnaire/</u>
- Individual support

See our LOUIS page: <u>https://aurora-universities.eu/louis/</u>

LOUIS has several support mechanisms to help academic teachers to do better in improving students' transversal skills.

In summary

- Academics can do better in improving students' transversal skills
- LOUIS offers the tools to make this easy and rewarding
- It particularly helps in curriculum internationalization
- Do you want to know more or argue or try? Get in touch! kees.kouwenaar@vu.nl