Preparing for the Rotterdam Summer School 2016 – Ad Hofstede

- **What is the Rotterdam Summer School (RSS)?**
  - All-encompassing summer school programme for higher education in Rotterdam (e.g., Erasmus University, Hogeschool Rotterdam, Willem de Koning Academy, CODARTS)
  - A support tool. Aims to reduce workload for educational institutions by taking care of marketing, logistics, housing, websites etc...
  - **RSS does not create summer school content.** Educational institutions and faculties are free to create and maintain their own summer school programmes and content. These can also be pre-programs (e.g., English or Math).

- Programs consist of multiple building blocks. Each block is – at minimum – one week long and most summer school programmes are at most 6 weeks long.
  - Students receive ECTS credits for participation in the RSS.

- RSS helps strengthen the international classroom and components of the institutions, improves student exchange balance, and recruitment of master and PhD students but is not a major source of income.

- Average price for a summer school programme is 500 to 900 Euros p/w including housing and study materials.

- Marketing for RSS to be completed Q4 of 2015.

- Faculties to be provided with RSS checklist ASAP.

- First summer school in Q2 of 2016 (June – August) with + 250 students.

International & Intercultural Learning Outcomes – Adri Meijdam

Some insights into describing intended international and intercultural learning outcomes (ILOs)

- **What is an ILO?** Content, Skills, Attitude.
- Describe your ILO’s (extensively)
- **Identify international (content-related) and/or intercultural (behaviour and skills related) components in the three types of ILO’s**
- Re-interpret your courses and the learning objectives per course
- Highlight international / intercultural components (e.g. in bold)
- Review through e.g. a matrix where learning objectives match with ILO’s:

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Setting up a Joint Degree – Antoinette de Bont

- Joint Degree
  - Ambitious Students
  - Harmonized Curriculum
  - Diversified Student Group
  - Synergy: Every partner has strong subjects

- Establish contacts step by step:
  - Exchange
  - Double Degree
  - Joint Degree

- Lessons Learned:
  - Think strategically; quality partners + different partners
  - Partners (≥4, English, ECA Countries)
  - Examination Board

- Financing + CDAO bottleneck
  - Find subsidies
  - Find support with board / Academic Affairs

Acquiring Erasmus+ Funds – Diedrick Jansen

- Make use of established partners
- Only apply for a grant for educational developments you will tackle anyway
- Start with social challenges, which problem will the consortium tackle
- Have at least 3 partners from 3 EU countries
- Start on time, do not underestimate preparation time
- Start with modest scale, take it from there
- Summer school courses may be developed with E+ grants
- A grant application needs at least 160 hours of your time
- Work from established contacts, invest in relation with partners
- Add grants together towards exceedingly more complicated projects; first a Strategic Network, then a Joint programme within Erasmus Mundus.
- Broadening of your perspective of your initial idea is needed for a successful application

Boosting Student Exchange – Semiha Denktas

1. How to reach students
   a. Framing the message (abroad experience should be part of education)
   b. Mentality change for some students (“Make it Happen”)
   c. Channelling the message (interactive roadmap?)
   d. Take away concerns for study delay

2. How to reach staff
   a. EUR should enable exchange
   b. Skills over content – limiting students if they do not go on exchange
   c. Ensure exchange will not result in study delay
   d. Care after exchange

3. Practicalities
   a. Selection criteria (too restricting?)
   b. Academic Calendars
   c. Partner Network

Erasmus University Rotterdam
Virtual Collaboration in Education – Sarah van der Land

In the course taught by Sarah van der Land the theory that one can reach the same level of communication via virtual (computer-mediated) interaction, but that it just takes longer, is tested on a micro-level. In general, the following pointers are important when establishing a virtual collaboration:

- Careful selection for a (reliable) partner
- Align schedule, learning goals, course duration
- Medium to use is dependent on task students need to do
- Ensure the medium is accessible (and reliable) to all participants
- Important to have a (technical) support system
- Give students a collaborative group project
- Create a safe online ‘peer review community’