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**BEST PRACTICES MANUAL
for INTERNATIONALISATION
compiled by Laurea UAS
2020 (draft)**



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Foreword

Tuija Hirvikoski

Director, Laurea UAS



Introduction

Tiina Wikström

Senior Lecturer, Erasmus Coordinator, Laurea UAS

In today's world of higher education, the importance of self-evaluation and self-improvement is constantly increasing. One of the key concepts related to such process is benchmarking. In higher education such benchmarking approaches vary by their aims, objectives, structure of the groups, their methods, and the kind of data used. When practice and performance are systematically and collaboratively compared within similar organizations, it is possible to identify strengths and weaknesses, and to learn how to adapt and improve organizational processes. (Benchmarking in European Higher Education).

Even if benchmarking in higher education is still a relatively new phenomenon, it is gaining importance and becoming a commonly known and frequently used tool in higher education management. An increasingly competitive higher education environment requires reforms both at system and institutional level, and university performance has become of paramount importance to demonstrate accountability for the use of public funding, quality of education and research, and contribution to economic growth. (Benchmarking in European Higher Education)

“Effective decision-making is evidence-based. Benchmarking enables the structured sharing of ideas and good practices on institutional strengths and weaknesses. Information on institutional current performance and the quality of the internationalisation process is turned into new opportunities for strategic institutional developments.”

-EAIE, European Association for International Education

Benchmarking can be of great help when we want to reach more efficiently to different internal and external stakeholders. By raising awareness and increasing visibility, benchmarking supports the creation of institutional profile and it advances development work and reputation as well as works for a strong competitive advantage by making better decisions easier for different institutions. (EIAE)



Benchmarking “helps to make more informed strategic decisions and improve your institutional performance in the field of international higher education. It needs to be a rigorous ongoing process to improve performance.”

It helps “to self-assess your institution, to understand the processes of strategy formulation and implementation, to gain information and data about your own and other institutions to support decision-making, and to identify areas for improvement and set targets for institutional developments.”

-EAIE, European Association for International Education

Benchmarking can help higher education institutions in their self-assessment processes and in understanding strategy formulation and implementation procedures. When gaining information and data about your own and other institutions to support decision-making, it is possible to identify areas for improvement and set different and relevant development targets. (EAIE)



The EAIE is the European centre for expertise, networking and resources in the internationalisation of higher education. It is a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions.



For example, the following aspects can be benchmarked within internationalization:

- The number of international students and teachers registered
- Volume of mobility among students, teachers and staff
- International staff and human resource management
- Citations of publications with international co-authors
- The opportunities available for personal development for students (home or international), teachers and staff in a culturally diverse university community
- Quality of international support services
- Internationalization of the curriculum
- Multicultural study units
- Joint study programs, dual degrees etc.
- International research programs
- Financial management and funding opportunities
- International projects

-EAIE, European Association for International Education

Within the project framework of UNICAC (*UNiversity Cooperation Framework for Knowledge Transfer in Central Asia and China*), **The Best Practices Manual** is part of WP 3 activities. The objective of this WP is to foster internationalization in Teaching, Learning and Research (T/L/R) and to highlight the benefits of opening HEIs to cross-regional cooperation and knowledge transfer in these essential aspects of the lives of HEIs. WP 3.1. includes:

1. The creation of working groups (WG), also including interested non-beneficiary HEIs in PC and taking into account the geographical coverage
2. The realisation of virtual WG's meetings that will take place online to save costs.



3. In-depth analysis and identification of best practices in T/L/R. Benchmarking will be carried out on different approaches to international cooperation in T/L/R. Different experiences will be presented and discussed.

According to the project description, the best approach to show how to do this is through benchmarking and a set of progressive seminars in which EU partners will share their experience on the positive impact that international cooperation has had in their institutions. This then can lead to the identification of best practices, and later on to the drafting of national recommendations.

In this WP, two seminars take place in each country: one on raising standards in T/L through internationalisation and another devoted to boost research through international cooperation. EU experts will rotate between PC HEIs for the training foreseen. Students and local student representatives from PC HEIs and third party HEIs from PC interested in the project will also be involved.

Final outputs will be **the drafting of a Best Practices Manual** (knowledge base of what is possible) and the preparation of National Recommendations (a roadmap of what is needed in each country) and Regional Recommendations.

Drafting of National Recommendations will be done with the aim of introducing the necessary changes in HEIs systems in PC. Finally, the WP also foresees a pilot collaboration, in which EU HEIs will jointly coach PhD students (virtual mobilities) and HEI students and professors will complete 1-2 weeks in another HEI.

WP3	Development of Potentials for Internationalisation in Teaching/Learning/Research (T/L/R)
3.1.1.	Working groups creation
3.1.2.	Virtual working group meetings
3.1.3.	In-depth analysis and benchmarking of internationalisation and cooperation potentials in T/L/R
3.2.1.	Preparation of the seminar "Raising Standards in T/L through international cooperation"
3.2.2.	Implementation of seminars in PC HEIs
3.3.1.	Preparation of the seminar "Boosting Research Capacities through International Cooperation"
3.3.2.	Implementation of seminars in PC HEIs
3.4.	Development, publishing and distribution of the best practices book "International Cooperation in T/L/R"
3.5.	National and Cross-regional Recommendations for International Cooperation in T/L/R
3.6.	Design of Cooperation framework
3.7.1.	Coaching and PhD supervision
3.7.2.	PILOT TESTING: Mobility actions of students and professors
3.7.3.	Identification of joint collaborative projects



This **Best Practices Manual of Internationalisation** is a result of a half of year of intense collaboration with the UNICAC partners in Uzbekistan, Tajikistan, China, Spain, Italy and Finland. Additionally, it includes two additional chapters, one on seminar outcomes and one on reparations for National Recommendations and Regional Recommendations - a roadmap of what is locally needed in each country, as part of WP 3 activities.

The above-mentioned project partners include the following 11 higher education institutions and operators:

List of UNICAC partner organisations:

UNIVERSIDAD DE SEVILLA SEVILLA Spain

UNIVERSITA DEGLI STUDI DI TORINO TORINO Italy

LAUREA UNIVERSITY OF APPLIED SCIENCES VANTAA Finland

TOSHKENT AXBOROT TEXNOLOGIYALARI UNIVERSITETI TASHKENT Uzbekistan

MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTONMILLIY UNIVERSITETI TASHKENT Uzbekistan

KHOROG STATE UNIVERSITY NAMED AFTER MYONSHO NAZARSHOEV KHOROG Tajikistan

Institute of Economy and Trade of Tajik State University of Co Khujand Tajikistan

Xinjiang university Urumqi China (People's Republic of)

NORTHWESTERN POLYTECHNICAL UNIVERSITY XI AN China (People's Republic of)

NORTHWEST A&F UNIVERSITY YANGLING China (People's Republic of)

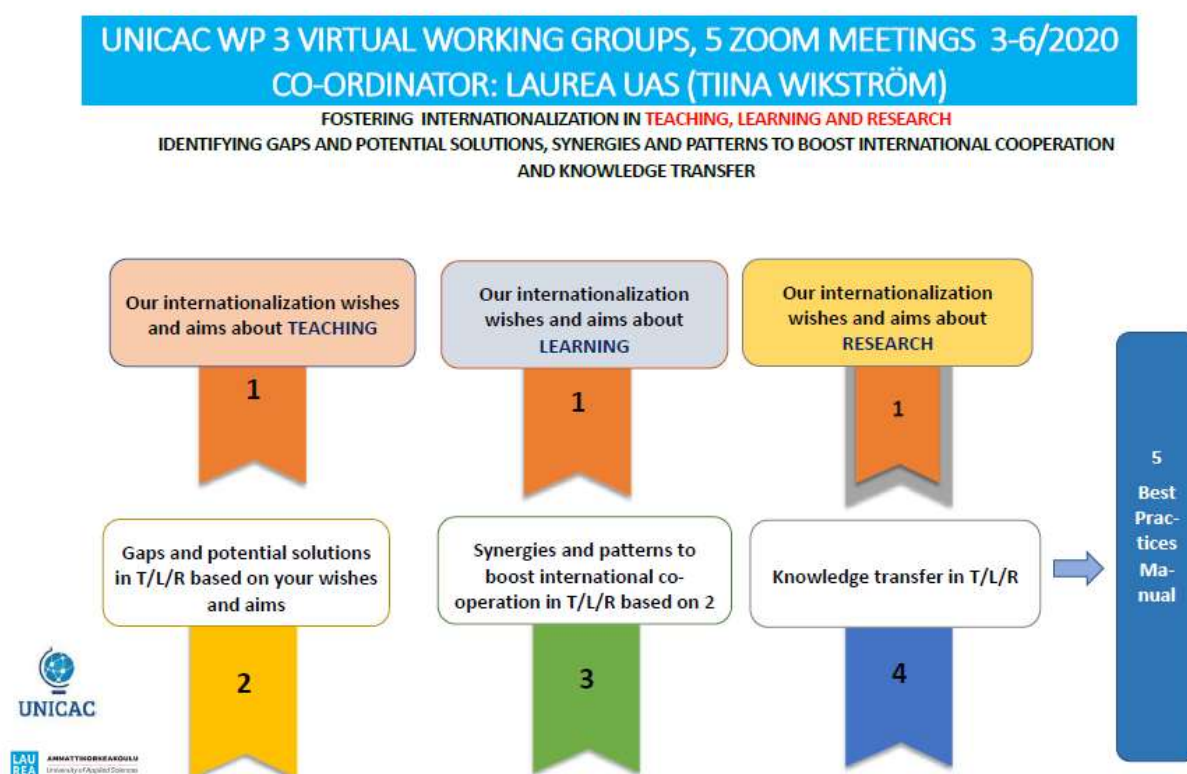
INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPO SEVILLA Spain





The co-creation process for this Manual (chapters 1-4) took place online, using different tools for interaction, such as Incoma's Teamwork workspace, Zoom meetings and Padlet sharing. This process belongs under the UNICAC project work package WP3.1, as mentioned before.

The five online meetings and collaboration phases that took place in spring and summer 2020 were built around specific themes, as shown below, at all times focusing on the internationalisation process of Teaching, Learning and Research (T/L/R):



The four online meetings between March and June 2020 focused on material production and progressive sharing and the last meeting, in autumn 2020, was reserved for the preliminary feedback on the Manual draft. The themes for the first four meetings included:



- 1) Wishes and aims of internationalisation in Teaching, Learning and Research (T/L/R)
- 2) Gaps and potential solutions in T/L/R
- 3) Synergies and patterns to boost international co-operation in T/L/R and
- 4) Knowledge transfer in T/L/R

Hence, this Manual is structured in six main chapters, each focusing on the results of the WP 3 activities. Hence, **the first chapter** looks at the topic of UNICAC Central-Asian and Chinese partners' wishes and aims of internationalisation in Teaching, Learning and Research (T/L/R), **the second chapter** focuses on gaps and potential solutions in T/L/R, **the third chapter** is dedicated to synergies and patterns to boost international co-operation in T/L/R and **the fourth chapter** has its focus on knowledge transfer in T/L/R. These four chapters are compiled by Senior Lecturer and Erasmus Co-ordinator Tiina Wikström from Laurea UAS. However, it is worth noticing that all these chapters are interlinked and any kind of categorizations are partly artificial and limiting – all the themes discussed resonate with one another and over any categories. **The fifth chapter** includes Seminar Outcomes by Director Tuija Hirvikoski, Senior Lecturer and Erasmus Co-ordinator Elina Wainio and Senior Lecturer Jyrki Innanen, all from Laurea UAS, and **the sixth chapter** focuses on a roadmap of local needs: Preparations for National and Regional Recommendations. Additionally, there is a final **summary** where Laurea UAS Project Manager and Senior Lecturer Minttu Rätty draws a conclusion on the UNICAC activities in WP 3.

Hopefully, this Manual will serve the interests of all Central Asian and Chinese UNICAC partners and their partners, by giving insights and ideas on how to further use this co-created knowledge and how to apply it in a suitable manner for each partner institution. This is just the beginning.





CHAPTER ONE

What: Wishes and aims of internationalisation in Teaching, Learning and Research (T/L/R)

When: 5.3.2020

Where: 1st zoom meeting with Central Asian and Chinese partners, hosted by LAUREA UAS, Tiina Wikström and Minttu Rätty

In this first chapter, those teaching, learning and research related **wishes and aims of internationalisation** that were expressed by UNICAC partners from Central Asia and China are analysed.

First, as in all the chapters 1-4, the background materials are shortly listed below, such as the shortened template used as support material for working groups at the Universities as well as additional questions for discussions amongst the partners.

WORKING GROUP TEMPLATE AND ADDITIONAL QUESTIONS PROVIDED FOR PROPARATORY WORK for 1st ZOOM MEETING:

Our internationalization wishes and aims about TEACHING	Our internationalization wishes and aims about LEARNING	Our internationalization wishes and aims about RESEARCH

Some examples of relevant points to consider:

- List your 5 key wishes and aims about internationalization of teaching
- List your 5 key wishes and aims about internationalization of learning
- List your 5 key wishes and aims about internationalization of research
- Motivate your choices, why these?
- How to attain these?
- List these 5 in terms of time – what can be reached soon, what later
- List these 5 in terms of difficulty – what is harder to achieve and what can be reached relatively easily
- List these 5 in terms of help and support – what type of help and support is needed in terms of these 5



- With a scale of 1-10, where are you now in terms of internationalization of T/L/R?
- What is your personal vision for the next five years of development in T/L/R?
- With a scale of 1-10, where will you be in 5 years in terms of internationalization of T/L/R?

Below are the results, concerning **wishes and aims in teaching, learning and research**, presented as 4-field analyses.

WISHES AND AIMS IN TEACHING

<p>INTERNATIONALISATION OF CURRICULUM AND TEACHING POLICIES</p> <p>Internationalization of teaching policy and planning curriculums across countries</p> <p>Professional development</p> <p>International internships/fellowships, courses and trainings for teaching staff</p>	<p>MOBILITY</p> <p>Staff mobility across countries</p> <p>Professional development</p> <p>Intercultural interaction</p> <p>International internships/fellowships, courses and trainings for teaching staff</p> <p>Recruit teaching staff from abroad to teach (long term and short term)</p> <p>Networking for teaching</p>
<p>DEVELOPING LANGUAGE AND INTERNATIONALISATION RELATED SKILLS</p> <p>Conducting more academic English language courses</p> <p>International programs in English</p> <p>Intercultural interaction</p> <p>Creating training centers for teachers</p>	<p>MODERNIZATION AND INTERNATIONALISATION OF TECHNOLOGIES AND METHODS</p> <p>Introduction of modern technologies in teaching</p> <p>Worldwide/border-crossing knowledge transfer (books, other media)</p> <p>Implementation of new methodologies at HEIs by acquiring experience from European universities</p> <p>Innovative ways of teaching (e.g. project- and research-based teaching, case-based teaching, flipped classrooms)</p> <p>International internships/fellowships, courses and trainings for teaching staff</p> <p>Teaching based on labour market needs</p>



WISHES AND AIMS IN LEARNING

<p>INTERNATIONALISATION OF CURRICULUM AND LEARNING POLICIES</p> <p>Inviting foreign teachers and international guest lecturers</p> <p>Mobility assessment</p> <p>Attracting and retaining international talent</p> <p>Internationalization of learning policy and planning</p> <p>International accreditation of degree programmes</p> <p>Developing joint programs, dual degree programs on Master- and Bachelor-level</p> <p>Adopting best international practices for designing syllabus</p> <p>Organising summer schools</p> <p>Strengthening collaboration with partners for learning</p>	<p>MOBILITY</p> <p>Exchange programs, student mobility programs (Erasmus and bilateral agreements)</p> <p>Inviting foreign teachers and international guest lecturers</p> <p>Mobility assessment</p> <p>Attracting and retaining international talent</p> <p>Organising summer schools</p> <p>Strengthen collaboration with partners for learning</p>
<p>DEVELOPING LANGUAGE AND INTERNATIONALISATION RELATED SKILLS</p> <p>Intercultural competence</p> <p>Attracting and retaining international talent</p> <p>Creating modern learning center for students</p> <p>Organising summer schools</p> <p>Strengthening collaboration with partners for learning</p>	<p>MODERNIZATION AND INTERNATIONALISATION OF TECHNOLOGIES AND METHODS</p> <p>New trends in learning in developed countries (e.g. lifelong learning, e-learning, blended learning, project-based learning), access to modern real-life textbook sources</p> <p>Organising summer schools</p> <p>Improving and developing the capacity of university library</p> <p>Factory visits and practical learning</p>



WISHES AND AIMS IN RESEARCH

<p>INTERNATIONALISATION OF CURRICULUM AND RESEARCH POLICIES</p> <ul style="list-style-type: none"> Create joint research Find foreign scientific advisors for undeveloped areas (e.g. gender areas) Sharing research findings and best practices internationalisation of research policy and planning, internationalisation of internal research International conferences and joint publishing International joint research projects in Economics, Business, Linguistics and Social Sciences, joint programs for joint research Creating research center Joint research work with leading universities in Europe and the world Dissemination of research papers Networking for research 	<p>MOBILITY</p> <ul style="list-style-type: none"> Internship for researchers Invite foreign researchers to our country International conferences Joint research work with leading universities in Europe and world Networking for research Document the experienced staff's knowledge and skills
<p>DEVELOPING LANGUAGE AND INTERNATIONALISATION RELATED SKILLS</p> <ul style="list-style-type: none"> Find foreign scientific advisors for undeveloped areas (gender areas) Sharing research findings and best practices International conferences and joint publishing Creating research center Dissemination of research papers Inclusion of research in well-known world publishing magazines Networking for research Document the experienced staff's knowledge and skills 	<p>MODERNIZATION AND INTERNATIONALISATION OF TECHNOLOGIES AND METHODS</p> <ul style="list-style-type: none"> Find foreign scientific advisors for undeveloped areas (gender areas) Sharing research findings and best practices International joint research projects in Economics, Business, Linguistics and Social Sciences, joint programs for joint research How to get access to online research databases Research commercialization, Academia - Business partnership (e.g. IT parks, technoparks, laboratories etc.) Creating research center Introducing teaching research methodology and practice Networking for research Integrating e-literature resources across the regions



For the reader: How do these wishes and aims resonate with you?

Is something missing, what more could be relevant for you, your team and your University? You can add here your thoughts.



CHAPTER TWO

What: Gaps and Potential Solutions in Teaching, Learning and Research (T/L/R)

When: 8.4.2020

Where: 2nd zoom meeting with Central Asian and Chinese partners, hosted by LAUREA UAS, Tiina Wikström and Minttu Rätty

After expressing the main aims and wishes in terms of teaching, learning and research, the second zoom meeting focused on **gaps and possible solutions that might already exist in these fields of teaching, learning and research**. Below are first again a short version of the template and additional questions that were provided for the partners for their group work.

PREPARATION FOR VIRTUAL MEETING 2 / Based on VM 1

Aims and wishes by UNICAC partners of TEACHING / LEARNING / RESEARCH	Gaps	Solutions
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GAPS

- What types of gaps or grey areas are there in T/L/R that need to be addressed from the viewpoint of internationalization? Areas that are not developed or enough cared for?
- What kind of blocks are there and how to deal with them?
- What type of knowledge is lacking? What type of resources are still lacking?

SOLUTIONS

- What type of knowledge is available?
- Where can the potential answers to possible problems be found?
- Who else or what else could provide new solutions?
- What could be the first steps in finding relevant solutions?
- What has been done before to solve such or similar issues?
- Do we have some previous success stories? Describe them.
- How our wishes and aims can support finding potential solutions?
- What other projects or programs can offer potential solutions that can be adapted for internationalization purposes?



The following potential solutions in T/L/R were found:

<p>INTERNATIONALISATION OF CURRICULUM AND RESEARCH POLICIES</p> <p>Including internationalization of teaching policy and planning in the Strategic planning of Internationalization and Strategic Development Plan of the Institute</p> <p>Increasing funding opportunities within international programs, learning best practices on international curriculum development</p> <p>Implementation of new methodologies at HEIs by acquiring experience from European universities</p> <p>Minimizing workload of teaching staff by maintaining salary, the discounted time to be used for self-development of teaching staff, giving more flexibility and autonomy for HEIs</p>	<p>MOBILITY (also online mobility)</p> <p>English courses for academic staff, attending classes in best EU universities, using online resources, support from embassies and international organizations</p> <p>Attracting teaching staff from businesses and organizations, offering special educational support for best students, attracting graduates with good level of English, promoting more the international mobility of students</p> <p>Training professionals in EU universities in creating and leading TRAINING CENTERS FOR TEACHERS</p> <p>Participating in international events, conferences, seminars and trainings. To train how to create a network, benefit from the network and how to maintain a network</p> <p>Cooperation with companies, short-term frequent internships by teaching staff in companies (preferably in EU companies), attending classes of EU universities</p> <p>Summer schools</p>
<p>DEVELOPING LANGUAGE AND INTERNATIONALISATION RELATED SKILLS</p> <p>Adding courses on cultures and nations (In English), promoting international programs abroad, recruiting international students</p> <p>Competitive teacher selection, comparative courses, teachers attending colleagues' classes, external auditing and evaluation of teaching</p>	<p>MODERNIZATION AND INTERNATIONALISATION OF TECHNOLOGIES AND METHODS</p> <p>Modernization of institute infrastructure, courses on digitalization of education for academic staff</p> <p>Attending classes in best EU universities, finding partners with mutual needs, offering knowledge transfer opportunities</p>



English courses for academic staff

Increasing the number of internationally granted projects

Attracting teaching staff from businesses and organizations, offering special educational support for best students, attracting graduates with good level of English, promoting more International mobility of students

Organizing a common course about the intercultural communication through Zoom for students as part of the UNICAC project

Meeting online our students and sharing some ideas and some common tasks

Using online resources

Attracting teaching staff from businesses and organizations, offering special educational support for best students, attracting graduates with good level of English, promoting more international mobility of students, training professionals in EU universities in creating and leading TRAINING CENTERS FOR TEACHERS

Cooperation with companies, short-term frequent internships by teaching staff in companies (preferably in EU companies), attending classes of EU universities

Sharing different distance learning tools

“We at IET TSUC offer 40% additional salary for those who teach in English, to train own potential staff, with the passion for teaching, sharing and learning.”

“In my university, currently, we have one joint degree programme with the US, students study in my university for 3 years and 1 year in the US. (Northwest)”

SUCCESS STORIES

“In NUUZ, we have 4 joint degree programs, 2 joint faculties, IET TSUC is also interested in to collaborate”

Your success story here?



CHAPTER THREE

What: Synergies and Patterns to Boost Internationalisation in Teaching, Learning and Research (T/L/R)

When: 4.5.2020

Where: 3rd zoom meeting with Central Asian and Chinese partners, hosted by LAUREA UAS, Tiina Wikström and Minttu Rätty

The third zoom meeting focused on **synergies and patterns** that can boost internationalisation in teaching, learning and research, and as before, here a short version of the template is presented as well as some additional questions for the partners to support their group work.

PREPARATION FOR VIRTUAL MEETING 3 / Based on VM 2

Hopes and wishes and potential solutions by UNICAC partners	Synergies and patterns to boost international co-operation in Teaching based on potential solutions in Teaching	Synergies and patterns to boost international co-operation in Learning based on potential solutions in Learning	Synergies and patterns to boost international co-operation in research based on potential solutions in Research
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- What is already working?
- What type of successful internationalization patterns and good practices are there already in your T/L/R?
- What type of developments or cases etc. have been successful?
- How T/L/R can support each other in international co-operation, what synergies and good practices can be developed?
- What are the next, most important steps for you in boosting international co-operation?
- What is needed for you to success in international co-operation?
- Where do you see your international co-operation in Teaching / Learning / Research in 5 years? What has happened?



THESE SYNERGIES AND PATTERNS TO BOOST INTERNATIONALISATION IN T/L/R WERE FOUND:

INTERNATIONALISATION OF CURRICULUM AND T/L/R POLICIES	MOBILITY (also online mobility)
<p>Introducing a new curriculum in the learning process that is based on the labour market needs; International accreditation of degree programmes; development of curricula within EU projects; Exchange programs for teaching; Distance/blended learning</p> <p>Joint programs / Double Degrees / Joint research programs / summer schools/Doctoral programs /2+2 program for Bachelor degree, 1+1 program for Master degree</p> <p>Creating single platform between project and non-project partners for sharing and conducting and other activities</p> <p>Creation of a centre at the university to analyse the needs of the labour market and the employment of graduates, arrangement with companies in conducting conferences based on labour market needs, creating (re)training centres (EU project partners and local partners)</p> <p>Development of Strategic Plan of Internationalization Strategies at each Partner HEIs</p> <p>Opening more borders, in close co-operation with Canada, US, EU, East Asia and Oceania</p> <p>Development of recommendations for introduction of effective teaching techniques in educational processes, based on the observation of European practices in HEIs; development of recommendations for optimization of teaching workload (less teaching hours, more salary)</p> <p>Establishing courses with overseas universities whose credits can be recognised by both universities</p> <p>Training staff to design new curriculums</p>	<p>Inviting foreign professors; short-term internship for teachers engaged in research</p> <p>Retraining teacher at the universities with the best practices in teaching, organizing virtual teachers' webinars designed for innovative ways of teaching, training staff to design new curriculums</p> <p>Exchange programs for teaching</p> <p>International Credit Mobility by Erasmus+</p> <p>Publishing co-papers with partners</p> <p>Opening more borders, in close co-operation with Canada, US, EU, East Asia and Oceania</p> <p>Teachers are encouraged to participate in international conferences and speak as keynote speakers</p>



DEVELOPING LANGUAGE AND INTERNATIONALISATION RELATED SKILLS

Creating special platforms for sharing knowledge: by articles books and other tools of information transfer

Opening English courses for staff with specific direction of study

More courses taught with English language, creating courses taught in English in every discipline
Short term (English) courses for staff from best experts (EU projects), Online courses, Master and PhD courses and research courses abroad; International Online courses on teaching methodologies (Coursera)

Creating a free zone for teachers to conduct activities in English

Creation of a centre at the university to analyse the needs of the labour market and the employment of graduates, arrangement with companies conduct conferences based on labour market needs, Creating (re)training centres with EU project partners and local partners

Adding courses on intercultural communication and country-studies as well as regional studies, preparing and publishing guidebooks for foreigners about culture, cuisine, customs

Development of self-study education for students and increase of learners' autonomy,
Independent education for students, team working on the project tasks

Preparing specialists for enterprises, companies, schools and HEIs, make a project within IC "Preparing HEIs teaching staff and researchers in the EU"

Publishing co-papers with partners

Teachers attending colleagues' classes

Example: about 35 courses (either taught in English or Chinese with English subtitles) have been developed and offered on Icourses (international) in order to reach out to more students

MODERNIZATION AND INTERNATIONALISATION OF TECHNOLOGIES AND METHODS

Retraining teacher at the universities with the best practices in teaching, organized virtual teachers' webinars designed innovative ways of teaching, training staff to design new curriculum

Creating training centres for teachers with the modern technologies, creating research centres for teachers and students with the modern technologies

Creating special platforms for sharing knowledge: by articles, books and other tools of information transfer
Introduction of the newest methodology in teaching process with the support of different projects and partners

Organization of trainings for teachers for the development of their digital skills in teaching
Distance/blended learning

Creating single platform between project and non-project partners for sharing and conducting and other activities

Introduction of new methodologies and disciplines needed for labour market

Conducting research on labour market needs

Creating library network, co-operation for publishing books, exchange video courses between universities; Mutual books and manuals are good to be published by partners

Knowledge transfer in the field of modern teaching technology; cross-cultural communication and development of internationalization strategies of the participating HEIs.

Development of recommendations for introduction of effective teaching techniques in educational process basing on the observation of European practices in HEIs

Developing flipped classrooms for students to be able to improve their self-study skills
Feedback for students' microteaching



	<p>Preparing specialists for enterprises, companies, schools and HEIs</p> <p>Creating branches of faculties in research institutions, enterprises and companies for internship of students</p> <p>Branch laboratories in industry and companies</p> <p>Women's association</p> <p>Independent education for students, team working on the project tasks</p> <p>Implementation of the multimedia technologies in education</p>
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Success story of Tashkent University of Information Technologies

Tashkent University of Information Technologies has partnership with more than 70 universities and research institutions in 26 countries.

Every year 15 foreign professors are involved in educational process of TUIT and 50 professors and teachers of the university visit abroad to exchange experience. And also, there is a student mobility program, every year 30 students of TUIT travel abroad according to exchange programs.

JICA donated TUIT's project in the amount of 1.6 million US dollars to create "Educational Media-Center" in Central Asia which will be designed to set up laboratory to conduct research and practice for students in the field of television technologies.

KOICA donated to the project in the amount of 3 million US dollars for "Establishment and Dissemination of Integrated Educational Information System for Tashkent University of Information Technologies" during 2018-2021 years.

At the moment, TUIT is implementing 12 Erasmus+ CBHE projects funded by the European Commission. First time in Uzbekistan, TUIT is grant holder of Erasmus+ CBHE project in 2019, project title is SPACECOM.

TUIT and Belarusian State University of Informatics and Radio Electronics signed an agreement on establishment of a joint faculty and joint training of specialists with higher education. In accordance with this agreement, starting from the 2019-2020 academic year, students enrolled at TUIT to the joint faculty of TUIT-BSUIR for training in the following areas: Information Technology Software; Programmable mobile systems; Artificial Intelligence.



Our international success story in NPU, China

Our laboratory is an union laboratory in Northwestern Polytechnical University. The lab is based on three countries: China, Australia and New Zealand. We do research in the field of cyber-physical interaction. We try to figure out some new methods using virtual reality and augment reality to solve some problems because of the information which we can't see in the real operating zone. The laboratory chief Professor Weiping has a strong connection with Professor Mark Billingham in New Zealand. We sign documents in tutor PhD students together and have some corporation in projects. We have got together to publish tens of academic papers and finished some projects. Until now, three students have visited their lab in New Zealand and Australia. One PhD student is tutored by three labs in corporation. Teams from Australia and New Zealand come to visit our lab every year. They give some speeches and have communication with students. In the meantime, Professor Shuxia Wang and Professor Weiping He go to their lab to exchange some new ideas about the research. The picture is the day our union was established.

All teachers and students were in this photo.





Internationalisation restarts at the IET TSUC

My name is Saidqosim Mukhtorov, and I am a 29 years old alumna of the Institute of Economy and Trade of Tajik State University of Commerce. Past 12 years, I have worked closely with this university. This is a short story about rebuilding International relations of a relatively young HEI (established 2001) in the North of Tajikistan, the IET TSUC.

In 2008-2009, as an enthusiastic student I wanted to experience international education. That time no opportunities were available at my university for studying abroad, and competitive international contests were difficult to pass. Later on, in 2011, the IET TSUC finally got its first ERASMUS MUNDUS project TARGET and TARGET II. I was one of the lucky students who got an opportunity for mobility within TARGET (in 2011-2012) at Polytechnic University of Valencia, Spain. Over 10-12 teaching staff but only 2 students have benefited from TARGET and TARGET II in about 3 years. From 2013 to 2015 there were no more such opportunities, and I remember how my colleagues wanted to share my experience due to my inspiring stories. In 2015, there was one more project for teaching staff mostly within TEMPUS Programme but no other opportunities till 2018.

Today, I am the head of International Relations Office at IET TSUC, and I was appointed to this position in 2017. The first analysis and conclusion I came up with was this: in 2011-2017, in 6 years, 2 Erasmus Mundus projects and 1 TEMPUS with approximately 15-20 staff beneficiaries and only 2 students. In comparison with the other regional universities, our internationalisation and international relations development were slower. However, we had adequate resources, including teaching staff and students who were able to put efforts in internationalisation. It is due to the very smart decision and initiative of the director and current deputy-director of International affairs, professor Inomjon Aminov, that we decided to develop an undergraduate program fully delivered in English.

In 2015 I again received a scholarship within ERASMUS MUNDUS, Silkroute projects, to study Master's degree at University of Cantabria, Spain. Indeed, having international experience and a broad vision is helping both individuals and Universities to achieve success.

In a very short time with the management of prof. Inomjon Aminov we prioritized our Internationalisation strategy, at first based on annual action plans. Just in one academic year by the 2018, we could restart Internationalization and had 3 International credit mobility projects and one capacity building project of the Ministry of Education and Science of the Republic of Tajikistan. At the moment we are running 4 International Credit Mobility projects, 4 capacity building projects (1 in the framework of ERASMUS, 3 Higher Education Project in Tajikistan for the approximate 640,000USD), involving more than hundreds of direct beneficiaries. What we are proud of is that we could create opportunities for our talented students to experience international mobility, just this semester we have sent 9 best students to Spain and Turkey. Upcoming year we are expecting to increase the number of mobilities and widen the geography of our partnerships.



SUCCESS STORY OF NATIONAL UNIVERSITY OF UZBEKISTAN

National University of Uzbekistan has signed more than 30 agreements with foreign universities and research centers in academic year 2019-2020 only. As of now, the total amount of active memorandums and agreements is 200.

In 2019, NUUz has been ranked at 374th place in UI GreenMetric World University Ranking and in 2020 has gotten on 601th place of Times Higher Education Impact Ranking (+ other ranks in 5 other indicators, such as Climate Change, No Poverty etc).

74 foreign specialists were involved in the educational process at NUUz this year, among them 7 are working at the university on full-time basis. 15 professors of NUUz conducted training (lectures, classes, seminars) in the top 100 universities of world.

In the 2019-2020 academic year, 33 foreign students were admitted to study at the university, the total number of students is 73. We have students from Russia, China, Korea, Turkey and others. In the international student exchange, 30 foreign students studied at the university, and 16 students of the National University of Uzbekistan were sent to study and practice abroad.

In 2019, 10 international scientific-practical conferences, training courses and events were held. Also, within the framework of international symposiums and conferences, about 180 high-ranking international experts from the United States, Japan, Great Britain, South Korea, Germany, Poland, Turkey, Mongolia, Russia, Georgia, Kazakhstan and Kyrgyzstan took part in the symposium. master classes and seminars were organized.

In December 2019, 200 professors, teachers, staff, 26 doctoral students, 21 masters and 24 bachelors participated in conferences and seminars at foreign universities. Within the framework of the "El-Yurt Umid" Fund under the Cabinet of Ministers of the Republic of Uzbekistan, 26 professors, teachers, staff, doctoral and master students and have won a scholarship and were sent for internships at foreign universities. The number of foreign grants is 16 and 6 of them were obtained in 2019. Within the framework of the European Union's Erasmus + program, 26 grant projects were prepared and submitted to the Erasmus + Commission in cooperation with partner universities. On October 29, 2019, an e-learning center was established at the Faculty of Geography and Natural Resources in the framework of the Erasmus + project "DSinGIS: Doctoral Studies in GeoInformation Sciences".



CHAPTER FOUR

What: Knowledge Transfer in Teaching, Learning and Research (T/L/R)

When: 8.6.2020

Where: 4th zoom meeting with Central Asian and Chinese partners, hosted by LAUREA UAS, Tiina Wikström and Minttu Räty

PREPARATION FOR VIRTUAL MEETING 4

KNOWLEDGE TRANSFER IN TEACHING & LEARNING & RESEARCH

Based on VM 3

Synergies and patterns by UNICAC partners	Knowledge transfer in Teaching (based on synergies and patterns in Teaching)	Knowledge transfer in Learning (based on synergies and patterns in Learning)	Knowledge transfer in Research (based on synergies and patterns in Research)
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Some examples of relevant points to consider:

- What does knowledge transfer mean in teaching, learning and research?
- Why such knowledge transfer might be important?
- How to accomplish such knowledge transfer?
- When should knowledge transfer happen?
- Who would benefit from such knowledge transfer?
- What type of knowledge transfer system would need to be developed?
- How to store the key knowledge for the future?
- Who is responsible for knowledge transfer?
- How to guarantee knowledge transfer from older experts to younger colleagues, when retiring etc.?
- How to guarantee knowledge transfer when team members change and employees exit?
- How to guarantee knowledge transfer between teams, faculties, departments, Universities, working life partners, countries?



SOME OF THE KEY IDEAS OF KNOWLEDGE TRANSFER

Sharing experiences in using English resources and the experiences of (Central) Asian countries in offering courses in English

Sharing data and report analysis of labour market needs

Sharing research papers, joint research projects, learning and teaching materials, staff co-operation

High ranking and smaller Universities both benefitting and complementing each other, between older and younger colleagues

Using accessible methods such as social media, social networks and Internet sites

Shared research centers with shared online libraries, new IT tools and E-resources

KNOWLEDGE TRANSFER

Creating a local shared online platform for knowledge transfer and a repository as well

Creating special journals with partners

Knowledge transfer in new research methodologies and curriculums

Creating special offices inside the university for international knowledge transfer, such as accreditation

Creating a state-level special platform with local companies and universities



KNOWLEDGE TRANSFER IN TEACHING & LEARNING & RESEARCH IN YOUR OWN WORDS

- **What does knowledge transfer mean in teaching, learning and research?**

It means that partners with different cultures, knowledges, methodologies and different level of success are sharing their experiences. Knowledge transfer in teaching, learning and research can promote development and growth of science, technology and the whole economy, building a strong knowledge for the HEIs from partner countries. At a micro level, knowledge transfer is reflecting sustainability and impact. It is the key for the strengthening international cooperation between HEIs.

- **Why such knowledge transfer might be important?**

Access to relevant and updated knowledge is very important for the equality and promoting equal rights. Transferring knowledge between countries supports stable development and reduces the gap between science and technology in developing countries. It is important for HEIs to use both knowledge and best practices for maintaining and widening partnership activities. This process satisfies not only universities with the least success in training, but also universities with extensive experience and high rank because all the partners complement each other and at the same time each university finds what it needs

- **How to accomplish such knowledge transfer?**

The English language has become the medium for knowledge transfer. It might be accomplished through different activities or resources such as mobility, joint projects, joint research and common library, databases etc. It is important to join projects and create special platform where universities can transfer their knowledge.

- **When should knowledge transfer happen?**

Knowledge transfer could happen in a conclusion or closure of the project or an activity to sustain results and increase an impact. But also, when a project begins, before it ends and after the project.

- **Who would benefit from such knowledge transfer?**

Students, teachers, businesses and society will benefit from knowledge transfer. It benefits all partners.

- **What type of knowledge transfer system would need to be developed?**

Well-known informative database or portal to knowledge transfer. Creating online platform for transferring knowledge.



- **How to store the key knowledge for the future?**

Create a special catalogue in e-library to store specific knowledge by different fields.

Create a special repository for knowledge where it will be stored and used, such as J-store and others, it is unnecessary to hide knowledge, but you can use it respectfully so that when you use it, there must be a link added.

- **Who is responsible for knowledge transfer?**

For example, innovation and science unit of a university. Administration and scientists, professors and vice-rectors for academic affairs and learning.

- **How to guarantee knowledge transfer from older experts to younger colleagues, when retiring etc.?**

All the rights for the materials developed while being a full staff member are given to the university as well. When retiring, older experts could give their developed materials for the general use. All professors and staff responsible for something must have a partner among the teachers or, in extreme cases, from highly trained students, so that is one of form of sharing knowledge.

- **How to guarantee knowledge transfer when team members change and employees exit?**

For example, according to a certificate of honour, all the staff benefiting from university mobility and other internationalisation opportunities that enrich their knowledge are obliged to organize dissemination and knowledge sharing activities. In addition, they need to work at university at least one academic year, in case of exiting and working in other HEI within a year they need to reimburse part of the expenses to the university. Since this is a difficult item, therefore, we always work in pairs or in teams.

- **How to guarantee knowledge transfer between teams, faculties, departments, Universities, working life partners, countries?**

Promoting and disseminating informative database or portal for knowledge transfer and appropriate use of the resources can guarantee effective knowledge transfer between teams, faculties, departments, Universities, working life partners, and different countries. Using accessible methods such as social media, social networks and Internet sites, as well as involving more people from outside and non-partner universities.



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Chapter Five: Seminar Outcomes

Director Tuija Hirvikoski

Senior Lecturer and Erasmus Co-ordinator Elina Wainio

Senior Lecturer Jyrki Innanen

Laurea UAS



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Chapter Six

A Roadmap of Local Needs: Preparations for National and Regional Recommendations



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Summary

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