Title: **Measuring student experience of digital platforms for online international learning**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the drivers behind the use of online-international learning (OIL) in two disciplines within a UK Geography Department
- Identify and evaluate appropriate digital platforms to facilitate OIL discussions.
- Identify barriers to learning & their solutions within OIL projects
- Evaluate the success of OIL projects using a variety of metrics

Session Outline

In training and educating today's students we need to ensure that both intercultural awareness (Diamond et al. 2011) and digital skills such as communication and data/information analysis are developed (NERC, 2012 and Goodwin-Jones 2003, 2005). International experience has always been a key part of teaching & learning in geography, but this does not always extend to other related disciplines (Leask 2013).

At Coventry University we have implemented two OIL collaborations within the Department of Geography, Environment & Disaster Management. One within the Disaster Management BSc, partnered with a University in The Netherlands and the other in the Oil, Gas & Energy Management BSc partnered with a Community College in the USA.

In this session we want to share our experience of setting up and running OIL projects from our perspective as teachers and of our students. We will discuss the drivers behind implementation (top down and bottom up), assumptions about internationalisation and geography and assumptions about cohorts that are already "internationalised". We will also showcase the digital platforms, such as blogging, we used to enhance learning and facilitate discussion.

Using data gathered from the two collaborations on perceptions of one another's cultures on issues such as energy, climate change and disaster management we will showcase feedback from students and evidence of deep learning. Metrics and evidence of success must go beyond purely numbers of students involved in the projects (Stone, 2006). Our data have therefore been collected to try to ascertain student experience, their digital literacy and how

their inter-cultural understanding and competencies have evolved over the period of the collaboration.

Whilst projects will differ in their objectives and therefore their approaches and the metrics used to assess their success we hope that by sharing our experiences, both positive and negative, you can adapt OIL to meet your own needs.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

25min presentation
- Drivers for "internationalisation" at Coventry University
- Two approaches to on-line international learning
- Challenges of running these two projects
- Digital platforms used: benefits and pitfalls
- Summary of student experience and learning
- Measuring learning and "success": approach taken and results.
- What next?

20 min discussion – Key questions
1. What experiences do delegates have of OIL projects?
2. What were the drivers behind this?
3. How do others evaluate success – beyond numbers of participants?
4. What platforms do delegates use for discussion, are they effective and why?
5. Barriers and solutions
6. Integration into the curriculum: top down or bottom up?

References

Key texts mentioned in the outline, please use the Harvard referencing system.
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