Title: **Internationalising the Curriculum through interactive Webinars**

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Session Learning Outcomes

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

- Understand the use of a constructivist pedagogy in the design of webinars
- Identify an e-learning process that may help engage international students
- Identify e-learning solutions that complement the curriculum

Session Outline

International students are seeking more flexible opportunities, to fit work and learning into their lives. This means going to university may take on many guises over the next ten years. At Edinburgh Napier University the Confident Futures team provides professional development courses based on active engagement and participatory learning which develop graduates who are confident, enquiring and possess the skills for employment and enterprise that are valued internationally. A challenge for the team has been to identify a way of providing an equitable and comparable educational experience for overseas on-line learners. This has been done using a variety of e-learning solutions.

C.J. Bonk (2009) refers to ten learning technologies that are transforming education and life in the 21st century and providing opportunities on-line to billions of people. Selwyn (2011) in addition states that "the primary focus should not be on the actual technological devices, tools and applications per se, but the practices and activities that surround them, the meanings that people attach to them, and the social relations and structures that these technologies are linked to". In support of this the Confident Futures team utilises a constructivist pedagogy in the design of on-line interventions.

The workshop will focus on the design components of a one and half hour webinar aimed at students based locally and overseas utilising a constructivist pedagogy, promoting cohesion, a sense of belonging and participation through the use of collaborative, social and active learning approaches.

To demonstrate impact results of pre and post evaluation questionnaires which students completed will be referred to.

Turner & Robson (2010) research refers to the importance of encouraging cultural diversity by providing learning environments in which students can co-create and knowledge share. Pesch & Kemp (2010) provide a framework for managing diversity that encourages the use of 1) culturally sensitive materials 2) diverse students 3) different learning styles and 4) educators as facilitators. The importance of the role of teacher as facilitator will also be discussed.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

45 minutes includes facilitated interactive activities, group work, discussion, reflection, action planning, plenary and Q&A.

References

Bonk, C.J (2009) The world is open: how Web technology is revolutionizing education
Pesch & Kemp (2010) *Managing Diversity – An American Perspective The Enhancing Series Case Studies: International Learning Experience*
Robson, S. & Turner, Y. (2010) *Internationalising the University*
Selwyn, N. (2011) Education and technology: key issues and debates. London: Continuum.