EVALUATION REPORT

International Classroom Benchmarking:

(BSc) Lecturer inventory & (BSc) Student focus groups

university of groningen

faculty of science and engineering

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Executive Summary

The International Classroom (IC) programme - which consists of several subprojects (such as IC Benchmarking, Graduate Attributes (GA) and Internationalizing the Programme Learning Outcomes (IPLO) - was initiated at FSE in a clear context of further internationalization (at home) from the faculty. In that context, the IC programme was deemed important by FSE and therefore mentioned explicitly in the Strategic Plan 2021-2026. This is also the context in which DEI ran this first IC subproject, called IC Benchmarking, for the whole faculty from 2019 to this day.

Based on this report, here are the main points worth highlighting:

1. **The goals of the IC Benchmarking project**, as stated in the project proposal and outlined in the table below, **were all achieved**. Find where to get more information about each aim and which chapter addresses them hereunder.

Purpose IC Benchmarking project	**Related information in the report**
serve as a benchmark to assess the degree of internationalization in the curriculum	Chapter 4: Results
provide insights about the needs of the FSE community to implement International Classroom	Chapter 4: Results Chapter 5: Recommendations and Conclusion
shape the future direction of the International Classroom at FSE	Chapter 5: Recommendations and Conclusion

2. **The IC Benchmarking project was run efficiently by a capable and dedicated project team** who managed to:
    - *collect valuable data from students and staff of all BSc programmes* regardless of the challenges that this (and the former PIE situation) formed
    - *run this faculty-wide project with the allotted budget, lower the project risks and finalize it relatively 'on schedule'* (with a delay of 6 months only) which is very reasonable given:
        - the scope of this project
        - the delay in decision-making processes from the organization
        - the challenges with the PIE team between 2020 and 2022
        - the problems related to data collection for all programmes
        - a long- term sick leave in the project team

3. **The results** stemming from the IC Benchmarking project are a useful, realistic, evidence-based and essential resource for FSE to **estimate the current degree of internationalization and inclusion in its bachelor curricula.**

4. The data collected and identified results enabled the project team to come up with a **number of recommendations for the faculty**. The main important ones being:
    - the implementation of a follow-up pilot project within a few programmes so the awareness levels can really get enhanced
    - (due to the current national developments in the field of internationalization in higher education): change the name of International Classroom for another umbrella term referring to overall inclusion instead
        - assess and revise the Dashboard and IPLO (Internationalizing Programme Learning Outcomes) follow-up IC projects
    - (in the light of the findings related to career and graduate attributes): see the Graduate Attributes project advance and make progress
        - involve MIC, DEI and PIE in the project team group
    - grant teaching staff some professionalization time to develop their inclusive education skills and to redesign their course(s)
    - internalize and own GIED at FSE in terms of project management and teaching duties once the pilot ends in June 2025

The above-mentioned recommendations are based on the context of further internationalization sketched earlier *and* on anticipations related to the national developments regarding internationalization in higher education. However, with these conversations about internationalization at the national level still ongoing, the IC Benchmarking project team cannot foresee the many consequences this debate might have on the UG and on FSE's programmes in the future. The project team therefore deems it crucial to keep an eye on the current developments and to consult the steering group before it implements any follow-up internationalization oriented projects or steps.

Upon approval from the steering group, the DEI will, from 2023-24 onwards:
- offer suggestions and suggest collaborations (MIC, PIE) to see the Graduate Attributes project advance
- start revising the Dashboard and IPLO (Internationalizing Programme Learning Outcomes) projects *and* work towards designing a follow-up pilot project within 1 or 2 programmes
- work towards internalizing the GIED pilot into a structural programme at FSE

Chapter 1: Introduction

As for most higher education institutions worldwide, internationalization has been a key priority for both the University of Groningen (UG) and the Faculty of Science and Engineering (FSE). Between 2013 and 2019, the UG ran the International Classroom (IC) project, whose aim was to “enhance the quality of teaching and learning and improve global employability and citizenship for all students.”[1] In earlier stages of the IC project, FSE participated with a few small scale projects on programme level.

Though these initiatives were praiseworthy, FSE has also been aware that internationalization is a ‘marathon’ that goes beyond global attractiveness and that requires structured, sustained and internal efforts. For that reason, FSE has committed to this by clearly situating the International Classroom in their strategic plan 2021-2026. Several projects were initiated as part of the International Classroom programme: Benchmarking project, Graduate Attributes, Dashboard and Internationalizing Programme Learning Outcomes.

It is in this context that DEI ran the Benchmarking as the first subproject. It started in 2019 with a request from the UG-IC project team to each faculty to take an inventory among all programme stakeholders to take note of what activities are already happening, what ambitions programmes have related to the international classroom and what actions can be taken to achieve these goals. Because of the size of FSE, DEI narrowed down the assignment by only selecting BSc- programmes, and by choosing more appropriate methods for the target groups involved. This is why the team opted for a survey among lecturers to reach as many staff members as possible, reduce their time investment and to obtain statistical data. Regarding students, we aimed to gather their experiences rather than quantitative data. To do so, we opted for focus groups at programme level.

Overall, the project intended to:

- serve as a benchmark to assess the degree of internationalization in the curriculum
- provide insights about the needs of the FSE community to implement International Classroom
- and shape the future direction of the International Classroom at FSE

Anno 2023, internationalization of higher education is under debate in Dutch society. It is unclear where the current debate will take either the UG or FSE and how this will impact their future endeavors regarding internationalization (at home).

With this report, we intend to inform the steering group of the outcomes of this project. In chapter 2 we report on the different stages of this project, how we tackled the identified risks and we justify the expenses. The methodology is described in chapter 3 as well as the sample size. In chapter 4 we present the analysis of both the lecturer’s survey as

[1] https://myuniversity.rug.nl/infonet/medewerkers/beleid-en-strategie/onderwijsbeleid/international-classroom/

well as the student focus groups. Chapter 5 summarizes the most important findings and further recommendations.

Chapter 2: Project management

In this chapter, we describe the different aspects of this project, i.e. the team composition, timeline, milestones, challenges and the budget.

2.1 Team

The International Classroom Benchmarking project team consisted of the project leader, Wenwen Diao (0.2fte), along with two staff members: Hanneke Boode (0.1fte) and Swati Vartak (0.1fte). Additionally, two student assistants were part of the team: Verona Colaco (0.1fte) from 1 March 2022 to 31 August 2022, and Simon Hermann (0.1fte) from 1 September 2022 to 28 February 2023.

2.2 Timeline

In the table below, we briefly describe the activities of this project.

The official starting date of this project was 1 January 2022 and expected end date was 31 December 2022.

Preparatory Steps

Activity	**Timing**	**Description of activity**
Preparation lecture survey	2019-2022	Initially, the lecturer survey was prepared as part of the university-wide IC project. Each faculty was asked to make an inventory of the status of the International Classroom. The team decided to narrow this down to only BSc-programmes and to make the questions specific for FSE context. Additionally, we researched similar initiatives both inside and outside the UG. The survey went through multiple rounds of feedback by different stakeholders.
Preparation student focus groups	2021-2022	We prepared questions for the focus groups in alignment with the themes of the lecturer survey. We also defined the criteria for student group selection.

Milestones

The following table presents the milestones as identified in the project scope, along with a comparison of how we managed in relation to the initial plan.

Milestones	**Activities**	**Intended realization**	**Actual realization**
Milestone #1	Lecture inventory sent	January 2022	March 2022
Milestone #2	Lecture inventory results analyzed	March 2022	June 2023
Milestone #3	Focus groups conducted	April 2022	May 2022-February 2023
Milestone #4	Students focus groups analyzed	October 2022	June 2023
Milestone #5	lecturer and students results combined and published	December 2022	June 2023

All the project milestones were achieved, albeit with a delay of approximately 6-8 months. Several factors contributed to this delay, including long-term sick leave within the team. Furthermore, in 2019-20, the head of the PIE Team adopted a feedback-intensive approach, seeking multiple rounds of input from various stakeholders (such as the PIE team, lecturers, steering group, vice dean, and communication department) before finalizing and disseminating the survey.

Another factor impacting the timeline was the team's reliance on an external party to import survey questions into *Blue*. This external dependency caused some unforeseen delays.

Promoting the student focus groups proved to be a challenge as well. The team reached out to the academic advisors and study associations to help recruit participants. Initially, due to the pandemic, student interviews were conducted online. However, after the summer (2022), the team switched to in-person meetings in order to attract a greater number of participants.

Evaluation

In June 2023, we handed in an evaluation report (see Appendix 1) to the steering group, in which we reflected on the steps taken so far.

2.3 Identified risks and their management

In the project plan, we identified the participation numbers as a potential risk to the successful completion of this project.

To counter this risk, we took the following actions:
For lecturers:

- an email was sent out by the vice dean to encourage all lecturers to take the survey one week before the launch of the survey
- a 'need to know' message was published by the communication department
- a reminder was sent through *Blue*

As a result of these actions, we got a response rate of 16% to the lecturer's survey.

For students:

- emails were sent out to study associations and programme committees to recruit students
- emails to academic advisors to recruit students
- poster on campus and in the 'information market' to advertise the event
- message in 'need to know'
- community was created on Brightspace
- even if the number of participants is low, we wanted to make sure that the student group was diverse. to do that we used a following criteria for group selection:
    - mix of international and domestic students
    - male and female students
    - students from all three years of bachelor programs

In conclusion, we were successful in managing the risks.

2.4 Budget

Budget allocated to IC	**Actual expenditures**
flyer, coffee/tea, etc. €1000	- one poster - €964.85: student focus groups (Pizza during the interviews)
TA support: 0.1fte for one year	- 0.1fte for one TA (6 months) - 0.1fte for the other TA (7 months)

To summarize, the project was run successfully but with a 6 month delay and within the appointed budget.

Chapter 3: Methodology

This chapter outlines the methodology used for both the lecturer inventory and student focus groups.

3.1 Data collection approach

As mentioned above, our team collected information from both BSc lecturers and students. Lecturers were invited to fill an inventory in March 2022, while we interviewed students from specific programmes by means of focus groups between March 2022 and February 2023.

Lecturer inventory

A lecturer inventory was shared with all the teaching staff teaching course(s) in all BSc programmes of FSE. The inventory consisted of 34 questions - a combination of open questions and likert scale questions (see Appendix 2). The questions asked covered the following topics covered in 8 sections:

- lecturers' background: their field of expertise, teaching experience, international experience etc
- graduate attributes of bachelor's students: the knowledge, skills and attitudes that FSE graduates should acquire during their bachelor studies
- cultural diversity in the classroom: recognition of diversity and the challenges, benefits it brings with it, how it is addressed etc
- course learning outcomes: how explicit are the learning outcomes, are they internationalized etc
- assessment methods: types of assessment methods, support for different methods etc
- teaching and learning activities: activities for diverse classrooms, creating inclusive environment etc
- English language: challenges of learning and teaching in a non-native language
- future directions: kind of support for lecturers

The respondents' anonymity was maintained during the data collection process.

Student focus groups

Students' impressions about the internationalization of education at FSE were gathered through student focus group interviews. Different methods were used to recruit as many students as possible. The interviews were either conducted online (during Covid time) or in person (after the pandemic time). Students from all bachelor programmes of FSE were interviewed in programme-specific groups. The interviews consisted of questions regarding students' sense of belonging, the level of internationalization of their program, their learning experience, the support available for them in order to make the most of their experience at FSE and the assessment methods used in their programmes (see Appendix 3). The interviews lasted 2 hours. The collected data was then transcribed and analyzed. In this process, we ensured that the specific comments and opinions shared could not be traced back to students or programmes they are from.

Limitations

It is necessary to acknowledge the following limitations in both the gathering of the data as well as the analysis of it.

- With regards to the lecturer inventory, we cannot know whether a lecturer was answering the survey with only one or all their courses in mind.
- Since the data was collected through interviews of student volunteers, we feel it is important to acknowledge the bias that is likely to exist in this data.
    - It is highly probable that only students who had extreme experiences (good or bad), who are outspoken enough to participate and/or who are part of various student bodies that exist in the faculty participated in these interviews.
    - The timing of the interviews should also be taken into account. Most of the students who participated in the interviews started their studies at FSE during the COVID years. As a result, their experiences were also strongly influenced by the pandemic circumstances.

3.2 Data analysis methods

Lecturer inventory

The data collected from the lecturers was analyzed using NVIVO software. NVIVO was used to organize and structure qualitative data as well as to identify the main themes in it. With the identified themes, we then proceeded to structure the result chapter of this report.

The data was analyzed as a whole and not separated per programme or year or course.

Student focus groups

The data collected through the programme-specific interviews was transcribed and combined before the analysis. Using a line by line coding method, the data was categorized into themes and included in the report.

3.3. Sample size

Lecturer inventory

The lecturer survey was sent to all BSc Lecturers. 156 questionnaires (out of 932) were submitted with a 16.74% response rate. The responses covered all the BSc programmes from FSE with varying percentages of respondents (see section 1 of Appendix 2).

The distribution of lecturers teaching in different years of the bachelor program was quite even. In terms of experience, ~33% of the respondents had up to 5 years of overall teaching experience, ~35% had from 6-15 years of experience and about 32% had more than 15 years of teaching experience. As for the teaching experience at UG, ~52% have spent less than 5 years at UG, ~26% have spent between 6-15 years and ~24% have been teaching at UG for more than 15 years.

About 24% of the respondents have spent less than 1 year working or studying outside of their home country and ~50% have spent more than 5 years working or studying

outside of their home country. Irrespective of whether the respondents have study/work abroad experience, ~85% of the respondents frequently collaborate with people from other cultures.

Although all BSc programs are taught in English, over 90% of the respondents said that English is not their first language.

Student focus groups

We conducted focus group interviews with students from all BSc programmes (see Appendix 4). Some of the interviews were conducted online due to covid restrictions at the time and later on on-site. In total, 46 students were interviewed out of which 80%were international and 61% identified as female. The interviewees were a mix of first-, second- and third-year students.

Chapter 4: Results

In this chapter, we first discuss the results of both the lecturer survey as well as the student focus group interviews separately. Then we will summarize our findings.

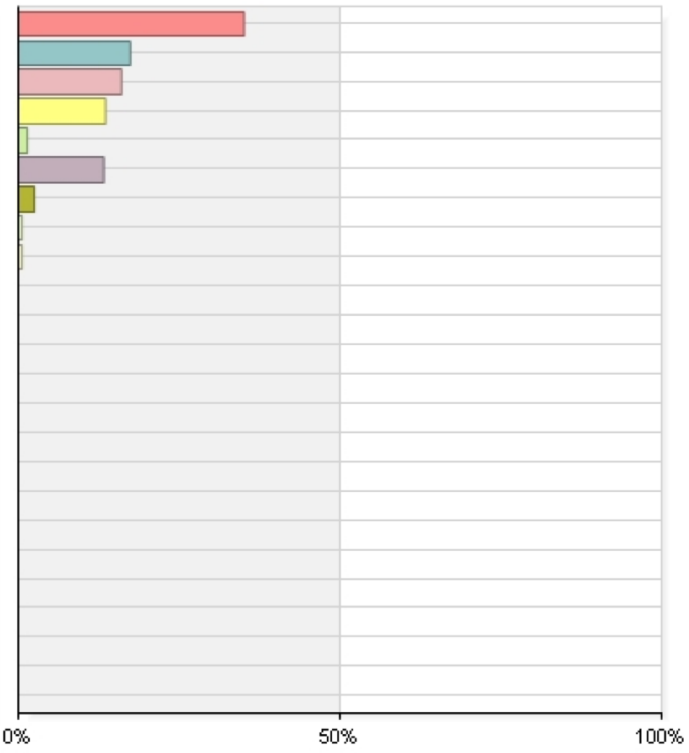
4.1 Lecturer inventory

In this paragraph, we present the analysis of the inventory survey. The analysis is separated into sections corresponding to the sections in the survey.

Section 1: Lecturers' background
This is already discussed in the sample size above (see 3.3).

Section 2: Graduate Attributes
Even though education at FSE mainly focuses on (inter)disciplinary expertise, our students need additional skills to succeed in a rapidly changing, multicultural, 21st century labor market. In this section, we first asked respondents to identify the top 3 sectors in which their graduates are likely to be employed.

research	127	35.08%
service (for example: healthcare)	63	17.40%
manufacturing	58	16.02%
government	49	13.54%
don't know	5	1.38%
education	48	13.26%
consultancy	9	2.49%
business	2	0.55%
it	2	0.55%
programming	1	0.28%
software development	1	0.28%
software industry	1	0.28%
x	1	0.28%
chemical industry	1	0.28%
companies	1	0.28%
banking	1	0.28%
banking, insurance	1	0.28%
banks, consultancy	1	0.28%
Consulting	1	0.28%
data science	1	0.28%
Health	1	0.28%
high tech	1	0.28%
industrial research and development	1	0.28%
industry	1	0.28%



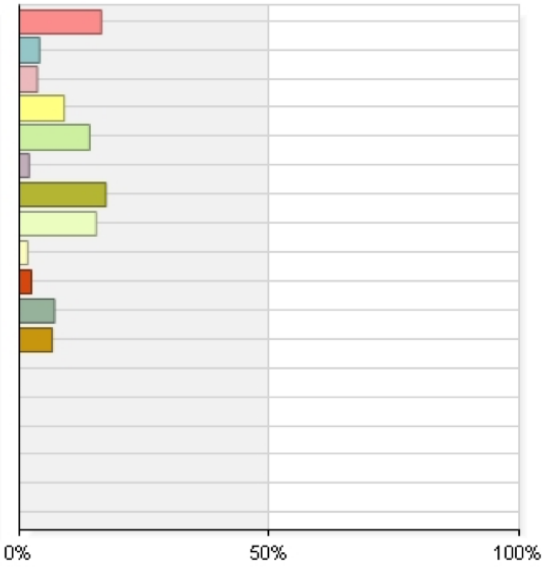
With 35.08%, research was by far the most selected, followed by the service sector with 17.40%. First of all, it shows a significant difference and second, it shows how FSE's lecturers clearly identify research as the preferred career path. However, it is questionable how realistic this assumption is.

As one of the respondents admitted in the comment section, and as 1.38% also indicates in the survey: they know very little about where their graduates end up.

Although it is a small percentage, we believe it is rather indicative of the unawareness among teaching staff as to where their students end up after graduation.

Secondly, we asked the respondents which 21st century skills, in addition to the disciplinary skills, are relevant for the employability of their graduates. Problem solving, collaboration and critical thinking were the top 3.

collaboration	110	16.39%
adaptability	27	4.02%
flexibility	24	3.58%
creativity	60	8.94%
communication	94	14.01%
empathy	13	1.94%
problem solving	116	17.29%
critical thinking	103	15.35%
cultural awareness	11	1.64%
social responsibility	16	2.38%
presenting	47	7.00%
writing	44	6.56%
accustomed to interdsiciplinarity	1	0.15%
all of them	1	0.15%
all these skills are important	1	0.15%
any may be relevant, depending on where they work	1	0.15%
leadership	1	0.15%
speak fluently Dutch	1	0.15%



Based on the comments of the respondents we can conclude that some lecturers find all skills important. Others state these skills are already part of the curriculum (however, as we will see below they are not assessed explicitly).

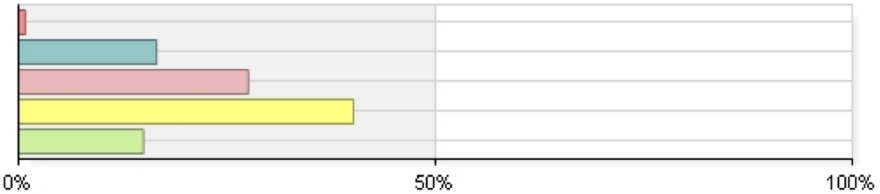
Only a small percentage of the respondents selected writing and presenting skills as relevant for employability.

Neither cultural awareness nor empathy are considered relevant. One of the respondents even commented that empathy is not a skill that can be trained (i.e. you either have empathy or you do not). Nevertheless, in an international faculty as FSE, cultural awareness and empathy are necessary for putting other skills, such as collaboration, into practice.

Section 3: Cultural Diversity in the classroom

In section 3, we asked how culturally diverse the respondents perceive their classroom.

not at all	1	0.79%
slightly	21	16.54%
moderately	35	27.56%
considerably	51	40.16%
very	19	14.96%
Total	127	



Approximately 17% of the respondents do not or hardly see cultural diversity in their classroom. There may be multiple explanations for this:

- some lecturers might only recognize diversity based on appearances - if students look similar, the more subtle forms of diversity are likely to be overlooked

- the bigger the group the less likely lecturers actively spot and engage with the diversity
- diversity is considered irrelevant in a science classroom
- lecturers do not know how to deal with it, so they prefer not to see it

In an open question about the benefits of cultural diversity in the classroom, most respondents state that diversity offers a great learning experience for both students and teachers. Lecturers consider the diversity in the classroom as a realistic reflection of society in general and the working environment their students will end up in more specifically.

The most mentioned benefits to diversity were:

- it brings in more different perspectives and different examples
- it increases creativity
- it is a natural way to practice soft skills and encounter different approaches in those skills, such as collaboration skills, communication styles, and problem solving strategies

5 respondents stated they do not see any benefits of the diversity in the classroom: either because the focus should be on the differences in personality, not on culture, or because the focus should be on teaching itself.
Not being able to see cultural differences in the classroom, or the preference to focus on personality can be explained from the level of intercultural sensitivity the respondents have. When seeing the world from a minimization mindset, cultural differences tend to be overlooked, which can be problematic to create a truly inclusive environment.

We continued to ask about challenges lecturers experience when teaching a diverse classroom. Challenges mentioned:

- language barriers and different communication styles
- different expectations in the classroom (towards peers, teachers, grades, content, participation) - academic culture shock: getting used to the Dutch academic system
- students sticking to groups/ people they know. It's especially difficult to bring out different perspectives if the majority of the students belong to one cultural group, they might dominate the conversation
- how to cater for all the different needs in the classroom and ensure learning
- lack of time to redesign their course, to implement more inclusive activities, to support their students. Also, there is not enough time in the course to support students in getting them familiarized with the system
- lack of awareness of what is needed to create a culturally inclusive classroom

An interesting point was raised by one lecturer: some Dutch students feel threatened by the diversity.

Some of the comments stating that they have not experienced any challenges related to the intercultural classroom, raise the question whether there really have not been any difficulties or whether the challenges were not heard or seen as cultural because of the level of the lecturers intercultural competences.

How do you work with diversity in the classroom?

The majority of the respondents (62.7%) say they deal with the diversity in the classroom. In the following open question, we asked how they do this. Lecturers do so by:

- creating clear expectations
- putting students in culturally diverse groups
- including diverse examples
- using inclusive language and being aware of different communication styles
- ensuring that everyone speaks English
- making sure everyone can participate/ encourage conversations and discussions
- getting to know the crowd and share personal stories
- appointing TA's with different backgrounds, so they can relate to the experiences of the students and provide feedback to the lecturer

It still means that 37.3% of the lecturers in this survey do not actively use or work with the diversity in the classroom. Some of the reasons they give:

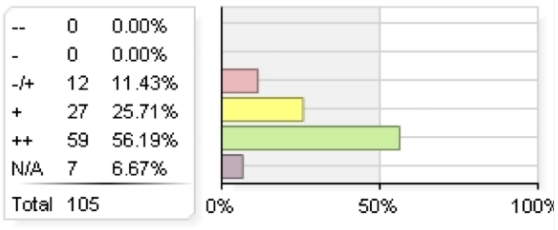
- "honest [sic] I pay more attention to my students' attitudes than their background."
- "I teach mathematics, which is very universal [...]. In case this question is about problems with cultural diversity: In my experience, clear communication with students solves most problems, be they related to cultural diversity, or otherwise."

Section 4: Course learning outcomes

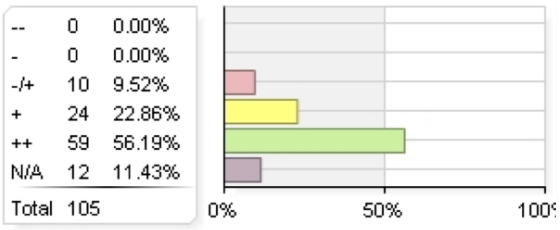
In this section, we investigated to what extent the LO's of the respondents' course are already internationalized.

First we asked whether the graduate skills respondents identified earlier as important are trained and/ or assessed in their course. Below you will find the graphics of the top 3 skills identified in section 2:

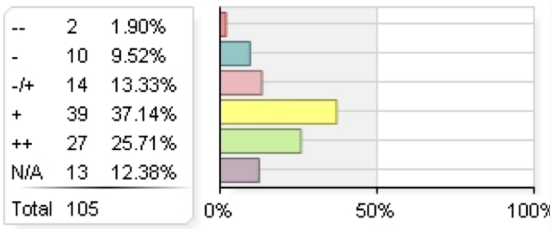
Problem solving



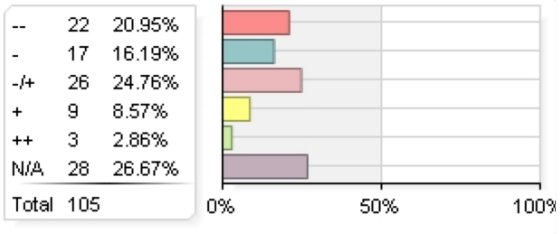
Critical thinking



Collaboration



Cultural awareness

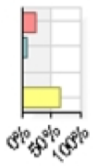


Based on these graphics:

- Teachers are working with/ on these skills in their classes and the skills are deemed important in the course. However, whether the LO's mention these skills explicitly is not clear due to phrasing of the question.
- However, cultural awareness is low - so this potentially could indicate that problem solving is approached from an ethnocentric perspective (not allowing/ seeing other approaches as appropriate/ suited/ acceptable).

In the next question we gave examples of internationalized learning outcomes and asked lecturers whether any of these are explicitly stated as learning outcomes in their course.

the students are able to work effectively in a diverse group/team	27	22.88%
the students are able to express themselves adequately to colleagues of different cultural and/or disciplinary backgrounds	9	7.63%
the students are able to apply theories learned in this course to different (cultural) contexts	6	5.08%
the above are not applicable to my course	76	64.41%



64.41% replied none of these LO's are applicable to their course.
We asked respondents to give their own examples. Here are a few:

- Learning outcome: the student has a basic awareness of intercultural issues in communication and collaboration.
- In the course 'Introduction to logic' students are required to work in pairs. The lecturer provides the student with very detailed explanations and suggestions how to go about this, especially when cultural differences may play a role. A detailed description can be found in section 4 of Appendix 2.

Respondents could also share their thoughts on internationalizing learning outcomes. Some comments reflect the idea that science is universal and that the facts shared during the courses are the truth, which is the same everywhere.

Section 5: Assessment methods

In this section, we first asked whether lecturers use formative assessment in their course. 85% of the respondents indicated they use formative assessment in their course. Because of the ongoing feedback students receive on their assignments and performance, students will be able to implement the feedback and develop throughout the course, which will enhance their learning.

Among the most commonly used assessment methods are:

- 18.48% open questions
- 17.60% group work
- 11.73% multiple choice

62.75% of the respondents provide a rubric to their students.

The majority of the respondents (62.75%) indicate they have not experienced any challenges in assessment due to the different cultural (academic?) backgrounds of their students. However, lecturers have encountered the following problems:

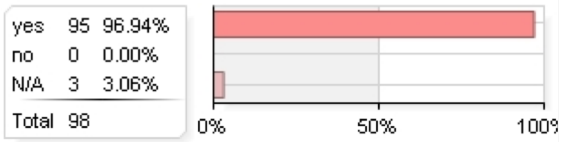
- different starting levels of knowledge

- different ways of participation (more active versus more silent/ introvert); especially in group work and group presentations it is difficult to assess their different roles
- different ways of thinking (building arguments) trained in high school versus university. According to one respondent, this is more apparent with Dutch students than internationals.
- the grading system is different across cultures
    - what is considered a good grade differs
    - in the Dutch system, a 10 is almost never given
- international students may not be familiar with certain assessment methods used at FSE. Some respondents specifically mentioned open questions exams, where students do not provide enough detail in their answers to get a sufficient grade.
- academic writing and rules: what is good referencing, what is good paraphrasing and when is it considered plagiarism
- insufficient English language skills are reported to cause difficulties in assessing the content of the answer

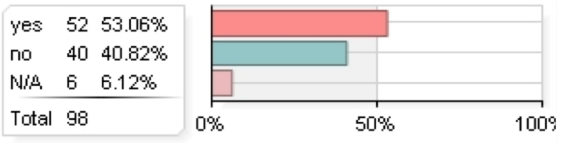
Section 6: Teaching and Learning Activities

In this part, we asked lecturers which teaching activities they employ to support diverse learners.

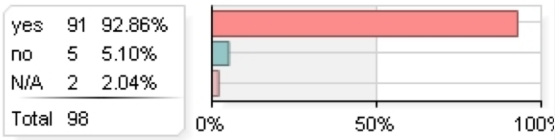
1. Do you make the structure and the goals of the course explicit?



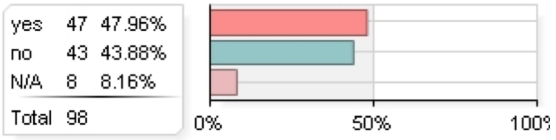
2. Do you explicitly discuss desired classroom behavior?



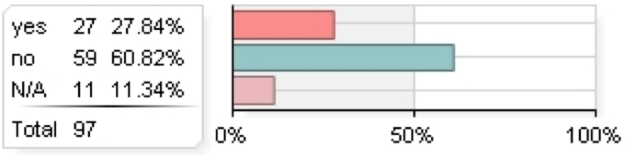
3. Do you announce your availability to your students (e.g., office hour, email)?



4. Do you do a prior knowledge check?



5. Do you offer remedial teaching?



Responses to questions 2, 4 and 5 above stand out because there is about 40-60% of the lecturers who indicated they do not do any of these activities. Nevertheless, these are proven to be a helpful strategy in a diverse classroom.

In the next question we gave several examples of teaching and learning activities that could be helpful to engage a diverse crowd. It is good to see that each of these learning activities are used at FSE. All of these activities are known to be good practices in international classrooms.

69.48% of the respondents state they provide mock exams to their students. However, 53.69% also provide their students with answer models to these exams to clarify the expectations towards the actual exam.

We continued to ask about group work in the respondents' courses. Group work is clearly a recurring activity in FSE's teaching.

In about 50% of the cases students are allowed to choose their own group. In the remaining 50% of the cases where groups are created by the lecturers, only about 32% of the assignments are made to intentionally create a diverse group. Having said this, it is important to keep in mind that some group work activities may be of short duration.

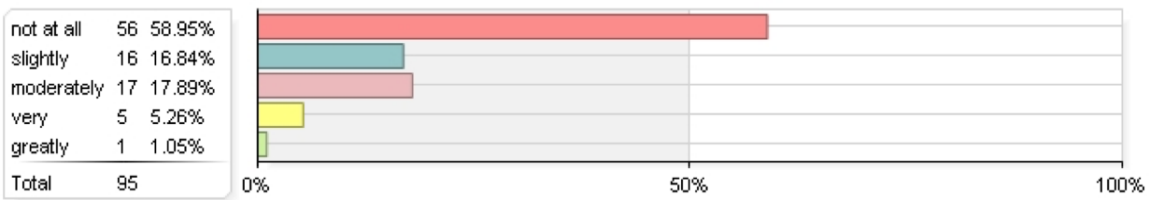
57.95% provide (a lot of / extensive) support during the group work process of their students. This is beneficial for students as group work can at times be experienced as challenging.

We also inquired whether respondents believe culture influences teaching styles and students' learning styles.

Over 50% of the lecturers believe their teaching style is significantly influenced by their cultural background. Regarding learning styles the results are similar. Close to half of the teaching community does not see the cultural influence.
In an open question we also asked which other tools use or activities lecturers do to engage with their diverse student community. A few answers:

- use of Kahoot
- use of a discussion board
- field trip
- presentations
- discussions and case studies

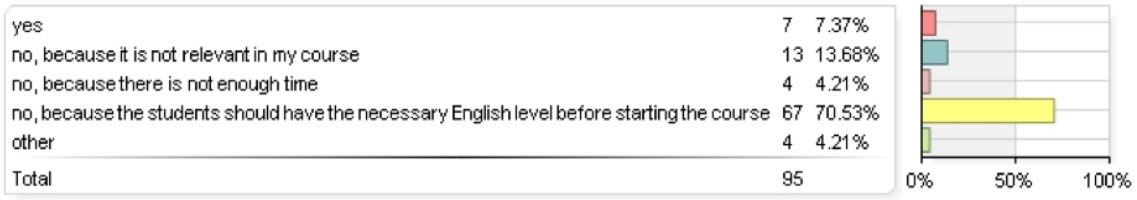
Some respondents were puzzled by the question about non-western perspectives. Including non-western perspectives in a course could mean using references, text books and examples from non-Western contexts. The figure below clearly shows that lecturers are not implementing such perspectives in their course materials.



Section 7: English language

In the past years, all programmes at FSE have switched to English as their working language. For many members of the community, English is their second or third language to work in.

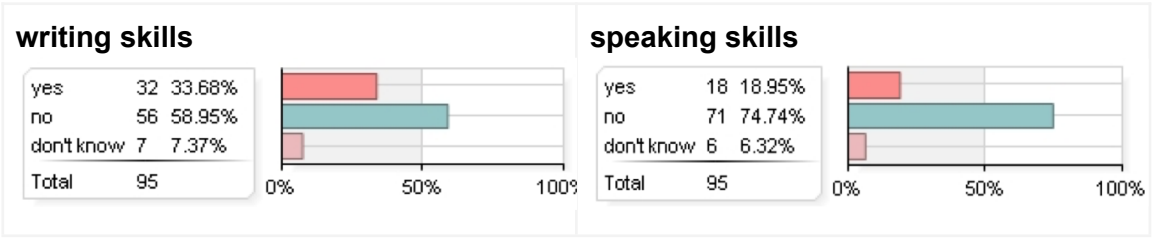
In the survey, we first asked to what extent English is assessed in the respondents' courses.



70.53% does not include any learning outcomes connected to English language skills as part of their course.

The majority of the respondents do not adjust their language to their diverse crowd nor do they provide a glossary of terms. Some respondents did point out that the text book they use already contains a glossary. Some of the lecturers commented that the language of mathematics, physics and equations is universal. Even so, the terms used need to be learned in English as well.

We asked respondents whether the grades of their course are affected by students' English writing skills and speaking skills.



Although the majority indicates language skills do not influence their students' grades, for approximately 33% and 19% respectively it does.

Based on the comments received in this section, a question arises regarding the integration of English into the learning outcomes (LOs) and the qualifications of lecturers, particularly non-native speakers, in assessing the work of their students.

Section 8: Future Directions

In this section, we asked respondents what kind of support they would need in order to further develop their skills in teaching in an international classroom.
Based on the responses we can say that except for language support, all topics seem to be found relevant. However, in the comment section, some respondents did point out that 'none' was not an option in the question. Hence, the responses may not be entirely accurate and corresponding to the actual perceived needs of the academic community.

One lecturer indicated in the comment section that the success of an international classroom is not only the responsibility of the teacher. Also students need to be prepared for and trained to be able to maneuver appropriately in an international environment. One respondent also said they have heard from students that the high level of diversity has pushed students to seek peers from their own cultural groups, stick together and as a result not actively search for diversity.

The topic of language also came up in the comment section. Some lecturers do see the struggle among their students, so they recommend students getting sufficient support. Students should be tested on their skills at the beginning of the program and should be obliged to go through an additional language training if they do not pass. This will ensure that towards the end of their degree, they are able to write their thesis. And then the teacher can focus completely on the scientific/ disciplinary content of the course.

In addition to the topics we also inquired which format lecturers would likely use to learn more about the principles of an inclusive classroom.

Some respondents are hesitant about attending IC- workshops, as their work load is already high and time is limited. Also, one respondent stated that the workshops are too general, and therefore not easily applicable to their own teaching situation.

4.2 Student focus groups

Section 1: Sense of belonging

Introduction activities

The pandemic has influenced how students perceived the introduction activities. Most of these events - especially plenary sessions for large groups - took place online. That is why some students stated they do not really remember which events took place or whether they attended. Also, the promotion of these events primarily took place via the student portal. This could be another reason why students did not feel well informed, or they missed out on information.

Mentor meetings

Most students enjoyed their mentor meetings. They are considered a helpful means to get to know peers, the programme and the faculty. The duration of the mentor programme (1 semester) is deemed sufficient for most. However, some students stated their mentor groups were not really diverse, either in terms of gender or cultural backgrounds.

Study associations

Generally speaking, students join their study association, and enjoy the activities organized by them. Students mentioned they particularly appreciate the mix of both social and more study related activities. The study association is a place to meet peers and to make friends. Some students reported they do not like joining activities, because

- it is still a very Dutch environment (in ways of doing, language use etc)
- activities are not at all times experienced as inclusive: for some students it means that there is an emphasis on drinking alcohol during activities which they do not feel comfortable with, for others this means that activities are organized

from a Dutch frame of reference. For instance, students are expected to bike 40km to arrive at the venue of the introduction camp.

Section 2: Internationalization of programme

All students perceive their programme as very international because all is in English and because of the number of international students.

When asked to give examples of international activities in the programme, some students refer to international dinners organized by the study association. Except for the language of instruction and its demographics, programmes are not considered international. Some students suggested adding study abroad options, or field trips into the curriculum.

Section 3: Learning experiences

Language

In general, students did not report problems with studying in a different language than their mother tongue. For some, it was an adjustment and they took extra classes to acquire the right level. Students said they do not receive feedback on their English, and if they have language questions they would turn to their peers. Some students suggested they would like a course in academic writing.

However, language is still rather considered as a barrier instead of a means to connect with peers. Non-native Dutch students reported that Dutch is still frequently used in the classroom, both among students as well as TA's and even lecturers. Some participants of the focus groups also pointed out that in the canteen not all labels/ explanations are translated into English.

The language issue is also true in reverse. Dutch students tend to complain that international students stick together and communicate in another language than Dutch.

Experiences working with other cultures

Some students reported they can choose their own group for group assignments/ projects, and then students tend to collaborate with the people they know. Other students also mentioned that they are put into groups.

Some students like group assignments because

- you meet new/ different people and learn from them
- new ideas and perspectives may come that one would not think of in a homogeneous group

Negative experiences shared

- different expectations on how to work, meeting deadlines, and grades makes it challenging to work together
- communication problems between members of the group
- if the work was not done equally, students find it unfair if their grade is rewarding the group effort and not their personal efforts

Not surprisingly, also students tended to attribute problems to the personality of their peers and not to cultural differences.

Support available to students

- Academic advisors
  The experiences with academic advisors are mixed. Some students reported they are very satisfied with the support by the academic advisors. They receive a speedy and accurate response to their questions. Students also appreciate it when the academic advisor is easily approachable. Some also stated they appreciated it when the academic advisor checked in with the student proactively.

  Others reported that it takes a very long time to get a response, and that at times students do not perceive the response as helpful. When there are a lot of staff changes among the academic advisors, students tend to feel lost and do not know who to approach anymore.

- Lecturers
  For some students it is not always clear what is expected of them in class. Lecturers should be clearer on this. Some students were also surprised to hear about open office hours or that they are entitled to view their exams or request such a meeting.

  In some programmes the TAs are more approachable than lecturers.

- Career advice
  Most students observe there is the general expectation they will continue with a MSc. That is why they do not know much yet, or not feel informed about future employability opportunities. Students receive most information about future career possibilities via the study associations, who will invite alumni to talk about their experiences. Students say that academic advisors and lecturers do not give much advice.

  Sometimes, lecturers talk about career perspectives in the break, but it is rather rare, at the initiative of the student and a limited perspective is offered (as the lecturer only talks about personal experiences).

  At the time we conducted the focus groups, the office Career Services was not known to students.

Section 4: Course assessment

Most students have not experienced difficulties adapting to different or new assessment methods. Students say the assessment methods are explained sufficiently at the beginning of the course.

However, the majority did indicate they made use of the support offered to prepare for the exams. Many mentioned study support offered by the study association.

Students also appreciate mock exams, yet some participants reported that a mock exam without a grading scheme is not effective. Without indication of what is important or not, they feel they cannot prepare appropriately.

Most lecturers give the opportunity to inspect the exam and to receive feedback. Most students make use of this. Sometimes an exam inspection is at the students' request.

Students did comment on TA's grading their work. There is a lot of difference in how TA's grade, some give a lot of feedback others barely. Some comments are perceived as very harsh, or it is very brief and general, and for that reason not perceived as very useful to improve.

Chapter 5: Recommendations & Conclusion

The survey and focus groups aimed to understand how students and staff perceive internationalization as well as teaching and learning in an international environment. In this chapter, we will highlight the key topics discussed and present the conclusions. Furthermore, we have developed recommendations based on the data and the context in which it was gathered (see 5.1). However, given the ongoing national discourse surrounding the internationalization of higher education, we also contextualized these recommendations (see 5.2).

5.1 Recommendations based on data

What is an international programme?

It is evident that there is no clear or shared understanding regarding the definition of an international classroom and what the faculty board aspires to. Students tend to label a program as international when it is taught in English and has a significant number of international students. On the other hand, many lecturers struggle to articulate what makes their curriculum international. The prevailing belief among the majority of lecturers is that science is universal, which suggests that they may not incorporate other, non-Western, perspectives into their courses. Additionally, the skills developed throughout the program are not explicitly taught from an international or intercultural perspective.

Recommendations:

- Despite the degree of internationalization of programmes (in terms of numbers and language use), both lecturers and students of FSE are not familiar with the concepts and principles related to IC, internationalization at home and/ or internationalization of the curriculum. This shows the need there is at FSE to inform the community about it. Similarly, this also reveals how challenging it is to do this work for the whole faculty at once- especially for a team as small as the project team/ DEI. For this reason, DEI recommends to run pilot projects as a follow-up step within a few programmes so the awareness levels can really get enhanced. Additionally, given the current national developments in the field of internationalization in higher education, the project team recommends changing the name ‘international classroom’ to ‘inclusive classroom’.
- We recommend continuing collecting data on retention rates, performance, and sense of belonging (etc.) to keep track of the performance of underrepresented student groups.

Career perspectives and graduate attributes

In a faculty where research is highly prioritized, it is questionable to what extent programs possess a clear understanding of their students' career prospects and the essential skills needed to succeed in those positions. Students point out that the predominant advice they receive tends to steer them towards pursuing a career in academia. While there is no doubt about the quality of disciplinary content and skills offered in our programs, the lack of comprehensive insights may suggest that students are not being adequately prepared for the job market.

Students express a desire for more information about their future employability. Currently, it appears that only the study associations are fulfilling this need by organizing events where alumni are invited to share their experiences. This initiative serves as a valuable source of information for students seeking guidance in navigating their career paths.

Recommendations:

- Collect data about FSE's alumni career and if alumni are experiencing gaps between what FSE provides and what the industry is expecting from junior employees.
- Share the collected data with:
    - programmes for them to assess their curriculum in line with industry requirements
    - the MIC office to organize workshops (inclusion, intercultural skills)
    - the Graduate Attributes project group so they can identify which skills are indispensable for an FSE graduate
- In the light of these findings, the relevance and importance of the Graduate Attribute project seems highlighted. It would be crucial to see that project run and make progress. Involving MIC and PIE in the team group and demanding output from the GA project team would seem beneficial- to FSE students and teachers.

<u>How the community looks at and deals with cultural diversity?</u>

The response rate of over 16% in the lecturers' inventory indicates a keen interest in learning and discussing topics related to internationalization of education and the impact of cultural diversity on education. It is encouraging to see that lecturers acknowledge the cultural diversity among students and recognize the advantages it offers. Some lecturers have even adopted various teaching and learning methods to accommodate the needs of diverse learners- which definitely is a great practice to teach diverse groups of students.

However, for the majority of lecturers, their awareness seems to be limited to the visible aspects of diversity and not extended to the less obvious aspects such as different learning styles, ways of thinking, and behaviors. This lack of awareness leaves lecturers ill-equipped to effectively address challenges arising from diversity. In such cases, teachers tend to adopt a deficit approach, placing the blame on students if they are unable to meet the expected standards, rather than reflecting on their own teaching methods and how these (fail to) facilitate their students' learning.

Similarly, students also struggle to identify cultural differences and often attribute them to personal characteristics. Furthermore, students who have not previously interacted with a diverse group may feel threatened by the differences they encounter. Consequently, they tend to withdraw from engaging with diversity and seek interaction with peers who are similar to them. When lecturers fail to notice this tendency in the classroom or lack the skills to support students during these critical moments, students are unable to experience the benefits of a diverse classroom and may develop an aversion to differences.

Cultural differences are often simplified to language barriers, and there is a belief that clear communication and the universal language of science can overcome these differences. However, it is important to recognize that language itself is a cultural construct, and what may be considered clear communication by one person may not be perceived as such by others.

The inclination to attribute differences to individual personalities rather than cultural disparities is a common trait in a mindset of minimization. According to the Developmental Model for Intercultural Sensitivity (DMIS), individuals who operate from a minimization mindset are unaware of the extent to which their own culture shapes their perspectives. Consequently, they are unable to recognize broader cultural patterns. In organizations where the majority of the community work from a minimization mindset, there is often pressure to conform to the dominant culture. This can lead to a loss of diversity as a valuable resource and put the sense of belonging of minority employees at risk, as they may not feel valued for the unique perspectives they bring to the table.

Recommendations:

- Creating a truly international and/or inclusive faculty is a community-effort. It cannot be the job of a single lecturer. One course in a degree programme cannot make the difference. This is why, as mentioned earlier already, the IC Benchmark project team recommends thorough follow-up steps (with a pilot for inclusive teaching) in 1 or 2 programmes rather than pursuing a faculty-wide approach that, due to the amount of programmes at stake, would remain too superficial.
- Staff needs to be granted time and a relief of workload in order to develop intercultural and inclusive education skills, get a better understanding of learning and teaching in the international/ inclusive classroom and to redesign their course - if that is desirable.
- Students need to be made aware of the added value of diversity in their classroom and to gain relevant skills for it. This can only be done by trained and experienced teachers who explicitly and skillfully debrief their learning activities. In the pilots we recommend implementing at programme level, we could observe and coach teachers for teaching activities.

<u>Learning outcomes and assessment methods</u>

There is no shared understanding of the concept of internationalized learning outcomes and how to formulate these for courses.

Lecturers appear to employ various assessment methods in their courses, which is commendable in an international environment. They also provide explicit explanations of the assessment methods to students, and the students themselves confirmed this. In addition to this, students have indicated that they would appreciate mock exams and rubrics as tools to gain a better understanding. The study association has also played a significant role in supporting students during exams.

At first glance, neither lecturers nor students believe they have encountered issues with assessment methods. However, as mentioned earlier, lecturers do face challenges in terms of assessment, although they may not necessarily attribute these challenges to

academic or cultural differences, but rather to perceived deficiencies in student abilities (adopting a deficit approach).

While the learning activities may indirectly support or utilize the diversity present in the classroom, in most cases, this objective is implied rather than explicitly stated in the learning outcomes. If lecturers were to explicitly mention it, they would also need to provide support and formally assess it. However, lecturers may lack the necessary skills to do so.

Recommendations:

- If appropriate / relevant in the future context of FSE, lecturers would need support defining and implementing internationalized or inclusive learning outcomes. DEI, together with PIE, could help specific programmes do that within the framework of the follow-up pilot project(s) mentioned above already.
- Develop a toolkit/ website with tips and tricks to offer support for lecturers for them to:
    - provide clear instructions with examples where applicable, rubrics, formative assessment: all methods to support students to develop the skills and knowledge needed to pass the course
    - provide feedback for different activities conducted throughout the course and help students improve their learning
    - give examples of ‘correct’ and incorrect answers and help students to navigate different academic systems
- Provide teachers with coaching to enhance their inclusive teaching skills.

<u>Teaching and learning activities</u>

Lecturers have demonstrated their commitment to student success by implementing a variety of learning and teaching strategies, as discussed earlier.

One activity that students specifically identified as a platform for experiencing cultural differences is group work. Students appreciate this activity for the fresh perspectives and ideas it brings, as well as the opportunity to interact with new individuals. However, they often encounter challenges when navigating the diversity within the group. The nature of their experiences largely depends on whether they are allowed to choose their own group or not. From the lecturers' perspective, facilitating group work can also present challenges.

For longer group work assignments, it is advisable for lecturers to purposefully assign students to create diverse groups and provide support to facilitate the group work process, allowing them to harness the benefits of diversity.

Emphasizing the inclusion of study materials and examples from diverse sources will help cultivate a broader perspective among students and foster a sense of belonging for all. Therefore, it is essential to include study materials and examples from various parts of the world. This approach will enable students to accommodate multiple perspectives and establish a connection between the materials used and their own diverse backgrounds.

To facilitate the implementation of these educational strategies and effectively support group work, lecturers should receive the necessary guidance and resources. It is crucial for lecturers to be aware of their own potential tunnel vision, which could hinder both their own and their students' development of creative thinking.

Recommendations:

- As suggested above already: develop a toolkit/ website with tips and tricks to offer support for lecturers to:
  - design inclusive teaching activities
  - facilitate group work
  - help create clear expectations and guidelines for a diverse classroom
- As mentioned above: Provide teachers with coaching to enhance their inclusive teaching skills.

English language skills

The use of English as a language of instruction is generally not perceived as a significant issue by both lecturers and students. In most courses, English is not part of the formal assessment.

However, both groups acknowledged that language can also serve as an exclusion strategy when groups of native speakers, whether Dutch or speakers of another language, come together and communicate in their mother tongue. This behavior is seen as particularly exclusionary within the classroom environment, especially when others are present. Some respondents expressed a lack of confidence in their ability to teach effectively in English.

The comments received raise important questions regarding the integration of English into the learning outcomes (LOs) and the qualifications of lecturers, particularly non-native speakers, in assessing the work of their students. It remains unclear who bears the responsibility for training students in academic language skills and to what extent such training should be integrated into the curriculum.

Recommendations:

- For students: define the desired exit level of English for a BSc-student, and offer support for students to reach it.
  - identify which type of courses English should be considered part of the assessment
  - offer academic language skills course(s) in the curriculum- as currently done by IEM
- For lecturers who do not feel comfortable enough in English: offer language support on a regular basis -as currently done at the UMCG.

Future directions

Despite the willingness and interest on lecturers' side to learn more about supporting diverse learners and creating an inclusive learning environment, we keep hearing that workload is too high with respect to the availability of time. This prevents them from attending professionalization activities. The challenge lies in finding a balance between workload demands and the need for ongoing professional growth and development.

Recommendations:

- Academic skills development could have a more prominent and explicit place in the curriculum.
- (Continue) developing the (intercultural/ inclusive) skills of both students and staff. Even if students consciously chose an international faculty like FSE, they may not know how they naturally respond to differences, as they may have never been exposed to it. FSE and staff carry a responsibility to help students manage diversity in the faculty and see it as an added value. DEI suggests advising/ contributing to some faculty-wide events, such as: Diversity Day, Career Day, etc…

5.2 Other suggestions

- Based on the current conversations on the national level regarding the future of internationalization, DEI would recommend moving away from the term ‘international’ and consider ‘inclusive’ classroom instead. By using ‘inclusive’, we also address other forms of diversity that are relevant for our community and can keep the cultural diversity addressed- wherever it will be relevant/ possible.
- In the light of the findings related to career and graduate attributes: see the Graduate Attributes project advance and make progress.
    - involve MIC, DEI and PIE in the project team group
- Assess and revise the IC follow up projects (IPLO and Dashboard) to match with the new context (Dutch internationalization policy and its consequences on the UG and FSE)
- Share findings out of this project with
    - the following IC projects (Graduate Attributes)
    - MIC & project team Employability
    - programmes/ teachers
- GIED is an extracurricular programme which enhances the global and intercultural skills of all FSEstudents. For this reason, DEI suggests internalizing GIED in our faculty after the pilot phase of the current project in June 2025. This entails project management and teaching duties.
- Collaborate with the Career Services of FSE to integrate inclusion sessions into the curriculum.
- Collaborate with the DATE team to collect and analyze data on retention rates of different student groups (minorities, underrepresented groups) to shed light on possible performance gaps.

5.3 Conclusion

To sum up this report, it is essential to state that:

- **The goals of the IC Benchmarking project**, as stated in the project proposal and outlined in the table below, **were all achieved and outlined in chapters 4 and 5.**

Purpose IC Benchmarking project	**Related information in the report**
serve as a benchmark to assess the degree of internationalization in the curriculum	Chapter 4: Results
provide insights about the needs of the FSE community to implement International Classroom	Chapter 4: Results Chapter 5: Recommendations and conclusion
shape the future direction of the International Classroom at FSE.	Chapter 5: Recommendations and conclusion

- **The IC Benchmarking project was run efficiently by a capable and dedicated project team** who managed to:
  - *collect valuable data from students and staff of all BSc programmes* regardless of the challenges that this (and the former PIE situation) formed
  - *run this faculty-wide project with the allotted budget, lower the project risks and finalize it relatively 'on schedule'* (with a delay of 6 months only- which is very reasonable given:
    - the scope of this project
    - the delay in decision-making processes from the organization
    - the challenges with the PIE team between 2020 and 2022
    - the problems related to data collection for all programmes
    - a long- term sick leave in the project team

- **The results** stemming from the IC Benchmarking project are a useful, realistic, evidence-based and essential resource for FSE to **estimate the current degree of internationalization and inclusion in its bachelor curricula.**

- The data collected and identified results enabled the project team to come up with a **number of recommendations for the faculty**. The main important ones being:
  - the implementation of a follow-up pilot project within a few programmes so the awareness levels can really get enhanced.
  - (due to the current national developments in the field of internationalization in higher education): change the name of International Classroom for another umbrella term referring to overall inclusion instead.

        - assess and revise the Dashboard and IPLO (Internationalizing Programme Learning Outcomes) follow-up IC projects.
    - (in the light of the findings related to career and graduate attributes): see the Graduate Attributes project advance and make progress.
        - involve MIC, DEI and PIE in the project team group
    - grant teaching staff some professionalization time to develop their inclusive education skills and to redesign their course(s).
    - internalize and own GIED at FSE in terms of project management and teaching duties once the pilot ends in June 2025.

This all stated, it is crucial to say that the above-mentioned recommendations are based on the context of further internationalization sketched earlier *and on* anticipations related to the national developments regarding internationalization in higher education. However, with conversations about internationalization at the national level still ongoing, the IC Benchmarking project team cannot foresee the many consequences this debate might have on the UG and on FSE's programmes in the future. The project team therefore deems crucial to keep an eye on the current developments and to consult the steering group before it implements any follow-up internationalization oriented projects or steps.

Upon approval from the steering group, the DEI will, from 2023-24 onwards:

- offer suggestions and suggest collaborations (MIC, PIE) to see the Graduate Attributes project advance
- start revising the Dashboard and IPLO (Internationalizing Programme Learning Outcomes) projects *and* work towards designing a follow-up pilot project within 1 or 2 programmes
- work towards internalizing the GIED pilot into a structural programme at FSE

Appendix

1. Evaluation form of the project on 1 June 2023
2. Lecturer inventory result
3. Student focus groups interview minutes
4. Sample size of student focus groups

Appendix 1: Evaluation form of the project on 1 June 2023

Evaluation of the projects in the project organization for education

<table>
<tr><th colspan="3">Project background</th></tr>
<tr><td colspan="3">Title:
International classroom: Benchmarking: (BSc) Lecturer inventory & (BSc) Student focus groups</td></tr>
<tr><td>Project leader:
Wenwen Diao</td><td>Project liaison:
Lucy Avraamidou</td><td>Project team:
- Wenwen Diao (0.2fte)
- Hanneke Boode (0.1 fte)
- Swati Vartak (0.1 fte)
- Verona Sarena Colaco (student assistant, 0.1fte, 1 March 2022 - 31 August 2022)
- Simon Robert Hermann (student assistant, 0.1fte, 1 September 2022 - 28 February 2023)</td></tr>
<tr><td colspan="3">Description (copy from scope):

FSE has clearly indicated the importance of the International Classroom. While previously, the term International Classroom was a buzz word or involved only a few small scale projects, now it is clearly situated in the faculty’s strategic plan. However, the FSE community has no shared understanding of the principles and ideas connected to the International Classroom.

As a starting point of the International Classroom programme under the Strategic Plan 2021-2026, a lecturer inventory and student focus groups are being conducted to get an idea about current teaching and learning activities in all the degree programmes of our faculty.

Collecting data from a survey among all lecturers in BSc-level will provide insight into the current state of affairs related to the international classroom concepts and principles. The lecturer survey will ask about the current teaching and learning activities, and about the level of implementation of internationalized learning outcomes. These questions may already familiarize teaching staff with ideas that will be introduced later in the framework of the IC.

Conducting focus groups interviews among students from all BSc programmes will provide insight into the current state of affairs of internationalization of education from the perspective of our BSc students, as well as their experience of inclusion in the faculty.

Results of both lecturer inventory and student focus groups will be used as a benchmark in the near future. It will be used to define the future ambitions and goals of internationalization of the curriculum at faculty and programme level, as well as guide decisions regarding specific support provided at programme and course/teacher level.</td></tr>
</table>

For example, the results will be used to suggest specific support in teaching activities for our teachers, and will also be used to define further projects (such as the Graduate Attributes project) to implement International Classroom at our faculty.

Desired results (copy from scope):

- Benchmark of current state of affairs of the international classroom concepts and principles and their current level of implementation among lecturers and students of BSc-programmes.
- These results will be published (see communication section for details below), so the FSE community is also informed.
- The results will be used to identify the focus for and shape of internationalization in the faculty.

Communication needs:

- Publication of the results
    - to each programme committee to inform programme
    - to Steering group and Faculty Board
    - in IC dashboard to inform FSE community and form the foundation for a learning portal and resource center on intercultural competence

Evaluation of project execution			
Start and end date - Official start date: 1 January 2022 - Initially announced end date: 31 December 2022	Status Delayed Updated completion date: 30 June 2023	Comments/explanation We have prepared the questions of the survey as well as the student focus groups since October 2019. The preparation/content of the project activities (i.e. lecturer inventory survey and student interview questions) were almost done before the official start of this project. Since the official start of this project, we have worked on finalizing the content, sending out the survey, having interviews with students, analyzing the	Reflection, including suggestions for adjustments if required The team is currently finalizing the report (and completing the whole project). The report will be handed in to the steering group by 30 June 2023. Looking back at the communication targets (publication of the results mentioned above and suggested in the project proposal), our team would rather reconsider and reflect (together with the steering group) on how to report these results back to all involved actors in the FSE community.

				data out of both, and writing the report. At this point, only the data analysis and report writing are still being finalized; the rest has already been completed. Overall, the project is delayed by 6 months because: - The lecturer inventory survey was sent out one month later than planned due to many rounds of feedback from different actors in the organization (decision taken at the time by the Head of PIE). - Recruiting students was much more difficult than expected. Interviewing students from <u>all</u> Bachelor programmes lead to a delay of one semester.	This seems relevant given the fact that the work reality, organization and context changed a lot since the project proposal was handed in. It also seems smart to first align this report findings with the goals and status of the next IC projects (Graduate Attributes & Internationalizing Programme Learning Outcomes).
Evaluation of planned activities					
Activity	Duration	Deliverables	Status - On schedule - Delayed - On hold - Completed	Comments/explanation	Reflection, including suggestions for adjustments if required
lecturer inventory survey sent out to all BSc lecturers	January 2022	lecturer inventory questionnaire	Completed	The lecturer survey has been sent to all BSc Lecturers. 156 questionnaires (out of 932) were submitted. The responses covered all the BSc programmes from FSE.	
analyse results of the lecturer inventory	February - March 2022	lecturer inventory results	Delayed	Due to the long-term sick leave of a team member and for practical reasons (merging all analysis work), this activity	

				was combined with the activity below 'analyze student results'. We are currently finalizing this activity and expect to complete it by 30 June 2023.	
focus groups with all students	April 2022 - June 2022	focus groups interviews	Completed	Before summer 2022, we interviewed 14 students from Biology, LST, Chemistry and Chemical Engineering programmes. In order to reach as many students as possible and to cover most/ all FSE programmes, the project group decided to continue with the focus groups after the summer break. By February 2023, we interviewed 32 students from all the other BSc programmes. Because of this, the activity got delayed by a semester. In total, we have interviewed 46 students for the focus groups.	
analyse results students	July - October 2022	focus groups results	Delayed	We are currently finalizing this activity and expect to complete it by 30 June 2023.	
publication of results combined lecturers and students	November - December 2022	combined report of lectures and students	Delayed	We are currently finalizing this activity and expect to complete it by 30 June 2023.	As mentioned above already: Looking back at the communication targets (publication of the results mentioned above and suggested in the project proposal), our team would rather reconsider and reflect (together with the steering group) on how to

					report these results back to all involved actors in the FSE community. This seems relevant given the fact that the work reality, / organization and context changed a lot since the project proposal was handed in. It also seems smart to first align this report findings with the goals and status of the next IC projects (Graduate Attributes & Internationalizing Programme Learning Outcomes).
Evaluation of milestones					
What	When	Intended follow-up	Status - On schedule - Delayed - On hold - Completed	Comments/explanation	Reflection, including suggestions for adjustments if required
send lecturer inventory out	31 January 2022	analyse lecturer inventory results	Completed	see table above	
lecturer inventory results ready	31 March 2022	combined with students results	Delayed	see table above	
focus groups with all students have been conducted	30 June 2022	analyse students results	Completed	see table above	
students results ready	31 October 2022	combined with lecturer results	Delayed	see table above	
lecturer and students results combined and published	31 December 2022		Delayed	see table above	see table above
If applicable, insert other points of attention – could be positive, could be negative – to note					
Point of attention	Description		Status - Threat - Opportunity	Reflection	Proposed follow-up
Communication Activities	Publication of the results - to each programme committee to inform programme		Opportunity	As mentioned above already: Looking back at the communication targets (publication of the results mentioned above and suggested in the	- Align with the following IC projects (Graduate Attributes & Internationalizing

	- to Steering group and Faculty Board - in IC dashboard to inform FSE community and form the foundation for a learning portal and resource center on intercultural competence		project proposal), our team would rather reconsider and reflect (together with the steering group) on how to report these results back to all involved actors in the FSE community. This seems relevant given the fact that the work reality, organization and context changed a lot since the project proposal was handed in. It also seems smart to first align this report findings with the goals and status of the next IC projects (Graduate Attributes & Internationalizing Programme Learning Outcomes).	Programme Learning Outcomes) - Revise/ update the proposal Internationalizing Programme Learning Outcomes. (6 months needed). The current proposal is outdated and not in tune with the national, university wide and FSE specific context - issue suggestions and seek collaboration (within CLT?) for the Graduate Attributes project

Approval of evaluation
Project evaluation approved by the steering group Date ……

university of groningen

Appendix 2: Lecturer inventory result

International Classroom Inventory Survey - FSE BSc Lecturers 2022

International Classroom Inventory Survey - FSE BSc Lecturers 2022

Project Audience 932
Responses Received 156
Response Ratio 16.74%

Creation Date Fri, Apr 01, 2022

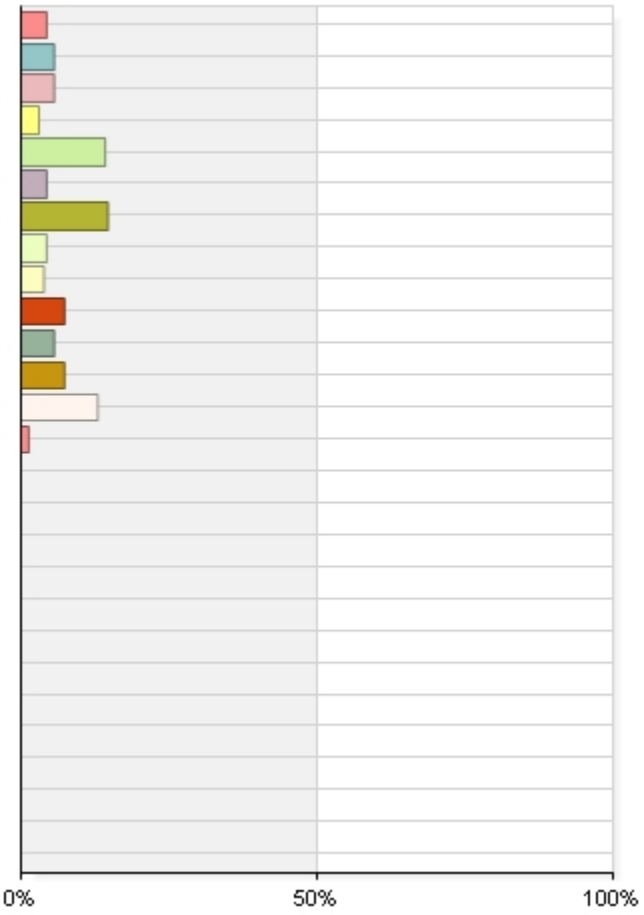
In recent years, our faculty has become increasingly culturally diverse. The diversity among staff and students provides both opportunities and challenges for pedagogical approaches and social interactions within the academic environment. Inclusion of diverse views and practices can transform diversity from being a challenge to a great resource.

FSE strives to further internationalize all curricula as appropriate for an international programme. The current outworking of this is the International Classroom.

Section 1: Your background

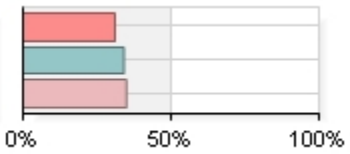
Please select your field of expertise.

Applied Mathematics	10	4.31%
Applied Physics	13	5.60%
Artificial Intelligence	13	5.60%
Astronomy	7	3.02%
Biology	33	14.22%
Chemical Engineering	10	4.31%
Chemistry	34	14.66%
Computing Science	10	4.31%
Industrial Engineering and Management	9	3.88%
Life Science and Technology	17	7.33%
Mathematics	13	5.60%
Pharmacy	17	7.33%
Physics	30	12.93%
Biomedical Engineering	3	1.29%
Applied Statistics	1	0.43%
Biophysics	1	0.43%
economics	1	0.43%
Energy ans Environmental Sciences	1	0.43%
Genetics	1	0.43%
Geosciences	1	0.43%
Linguistics	1	0.43%
Mechanical Engineering	1	0.43%
Mechanical Engineering and Biomedical engineering	1	0.43%
Mechatronics	1	0.43%
minor FPI	1	0.43%
nanoscience	1	0.43%
Science and society education	1	0.43%



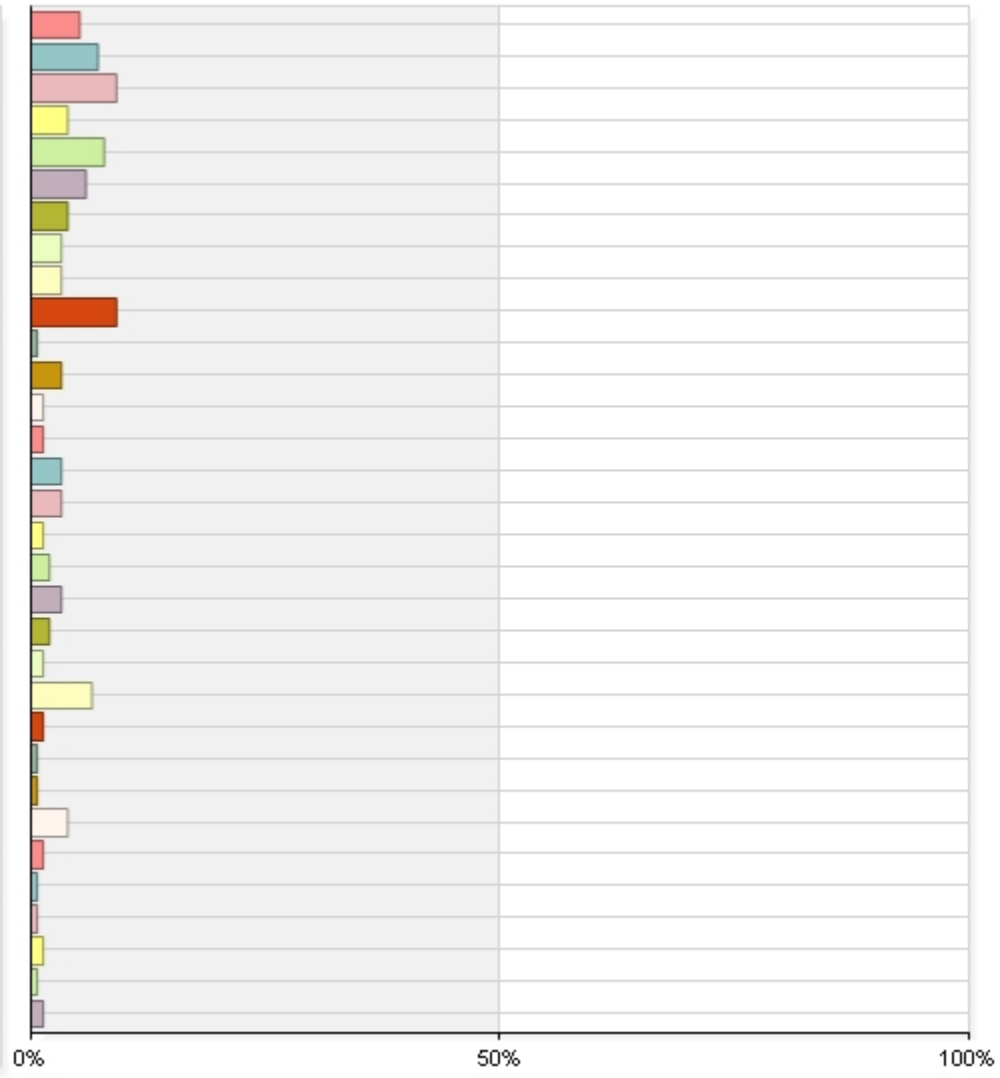
In which year of Bachelor's programme are you teaching?

first year	80	31.01%
second year	88	34.11%
third year	90	34.88%



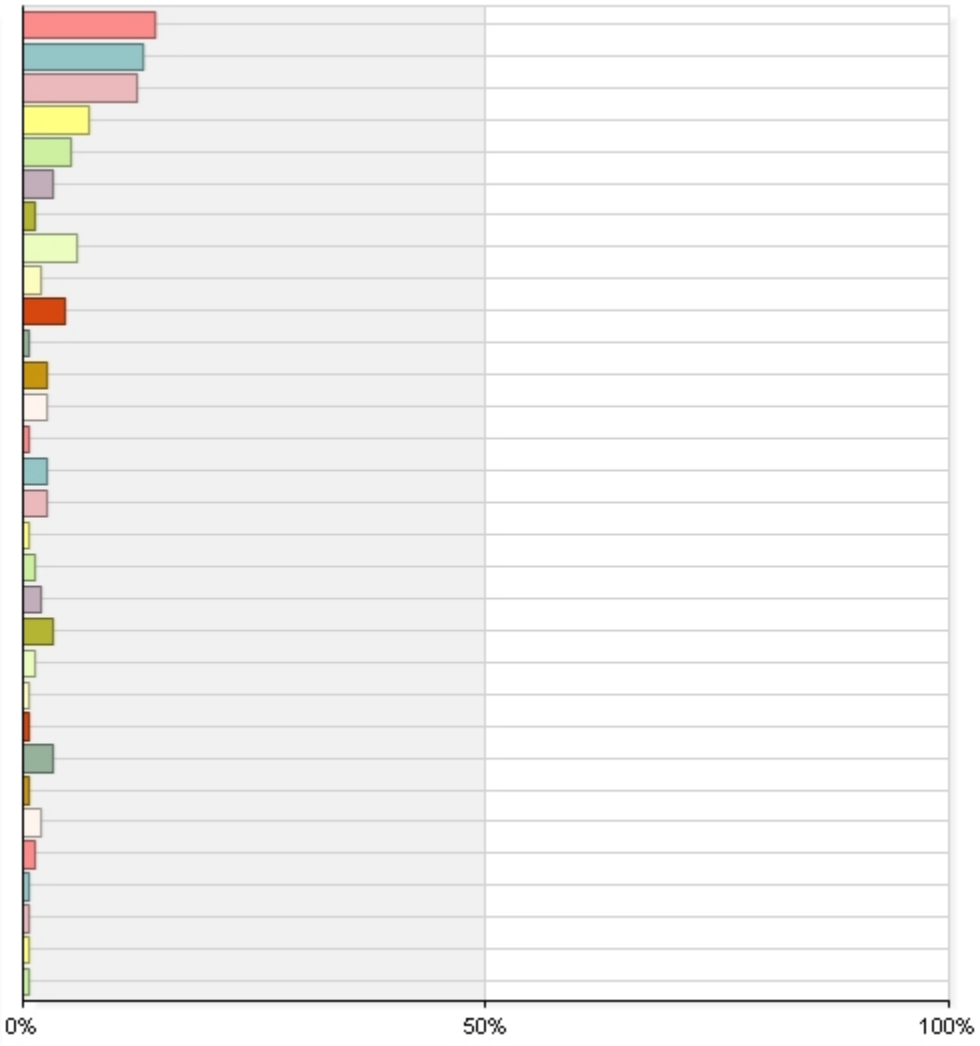
How many years have you been teaching in academia?

less than 1 year	8	5.19%
2	11	7.14%
3	14	9.09%
4	6	3.90%
5	12	7.79%
6	9	5.84%
7	6	3.90%
8	5	3.25%
9	5	3.25%
10	14	9.09%
11	1	0.65%
12	5	3.25%
13	2	1.30%
14	2	1.30%
15	5	3.25%
16	5	3.25%
17	2	1.30%
18	3	1.95%
20	5	3.25%
22	3	1.95%
24	2	1.30%
25	10	6.49%
26	2	1.30%
28	1	0.65%
29	1	0.65%
30	6	3.90%
31	2	1.30%
32	1	0.65%
33	1	0.65%
35	2	1.30%
39	1	0.65%
40	2	1.30%
Total	154	



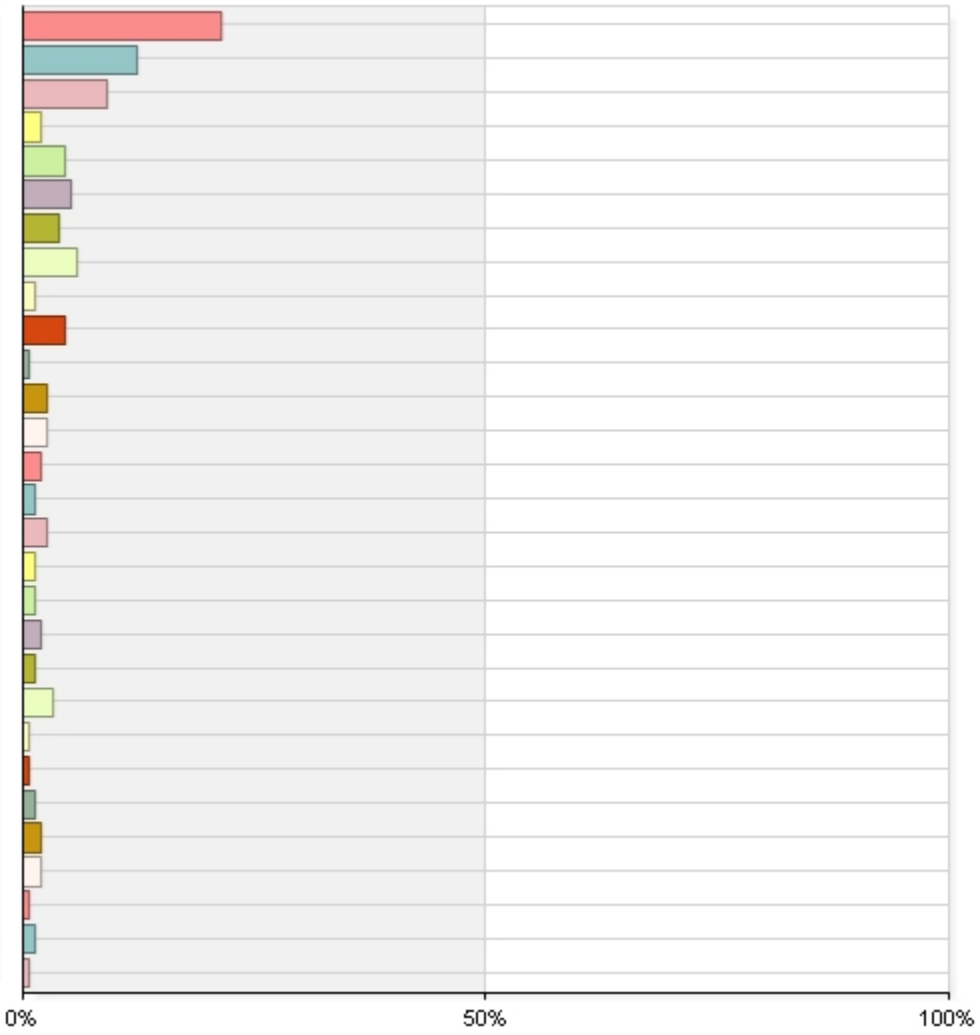
How many years have you been teaching at the University of Groningen?

less than 1 year	22	14.29%
2	20	12.99%
3	19	12.34%
4	11	7.14%
5	8	5.19%
6	5	3.25%
7	2	1.30%
8	9	5.84%
9	3	1.95%
10	7	4.55%
11	1	0.65%
12	4	2.60%
13	4	2.60%
14	1	0.65%
15	4	2.60%
16	4	2.60%
17	1	0.65%
18	2	1.30%
19	3	1.95%
20	5	3.25%
21	2	1.30%
22	1	0.65%
24	1	0.65%
25	5	3.25%
26	1	0.65%
30	3	1.95%
31	2	1.30%
33	1	0.65%
35	1	0.65%
36	1	0.65%
40	1	0.65%
Total	154	



How long have you worked/studied outside of your home country?

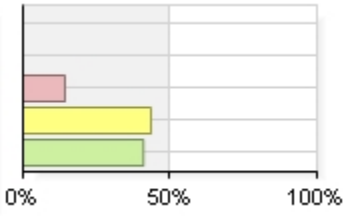
less than 1 year	33	21.43%
2	19	12.34%
3	14	9.09%
4	3	1.95%
5	7	4.55%
6	8	5.19%
7	6	3.90%
8	9	5.84%
9	2	1.30%
10	7	4.55%
11	1	0.65%
12	4	2.60%
13	4	2.60%
15	3	1.95%
16	2	1.30%
17	4	2.60%
18	2	1.30%
19	2	1.30%
20	3	1.95%
21	2	1.30%
22	5	3.25%
23	1	0.65%
24	1	0.65%
25	2	1.30%
26	3	1.95%
27	3	1.95%
48	1	0.65%
0	2	1.30%
1	1	0.65%
Total	154	



How frequently do you collaborate with people

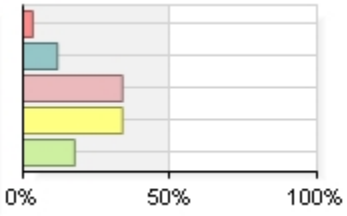
1. from other cultures?

Never	1	0.65%
Rarely	1	0.65%
Sometimes	22	14.29%
Very Often	67	43.51%
Always	63	40.91%
Total	154	



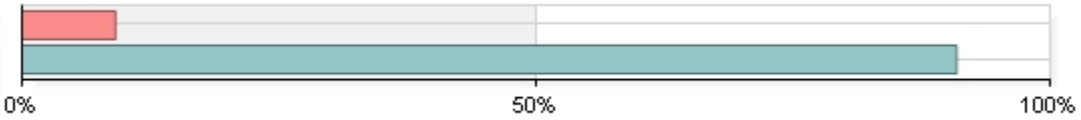
2. from other disciplines?

Never	5	3.25%
Rarely	18	11.69%
Sometimes	52	33.77%
Very Often	52	33.77%
Always	27	17.53%
Total	154	



Is English your first language?

yes	14	9.09%
no	140	90.91%
Total	154	



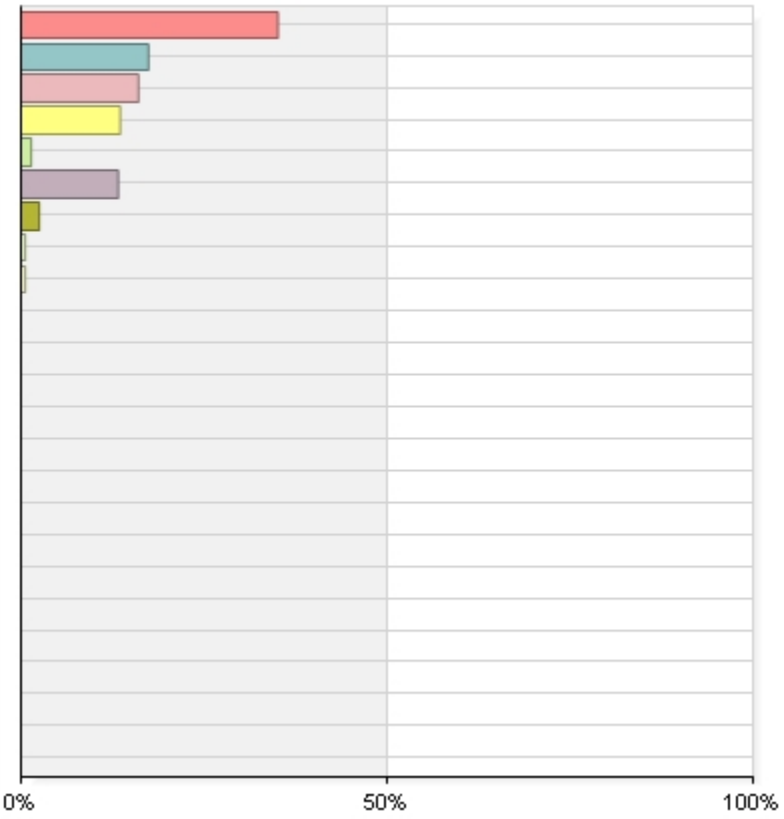
Section 2: Graduate Attributes of Bachelor's students

Our education mainly focuses on (inter)disciplinary expertise. In addition to this expertise, what skills do your students need to succeed in a rapidly changing, multicultural, 21st century labour market? In this

section we would like to get a sense of the job avenues your students typically explore and the skills they may need to be successful in their quest.

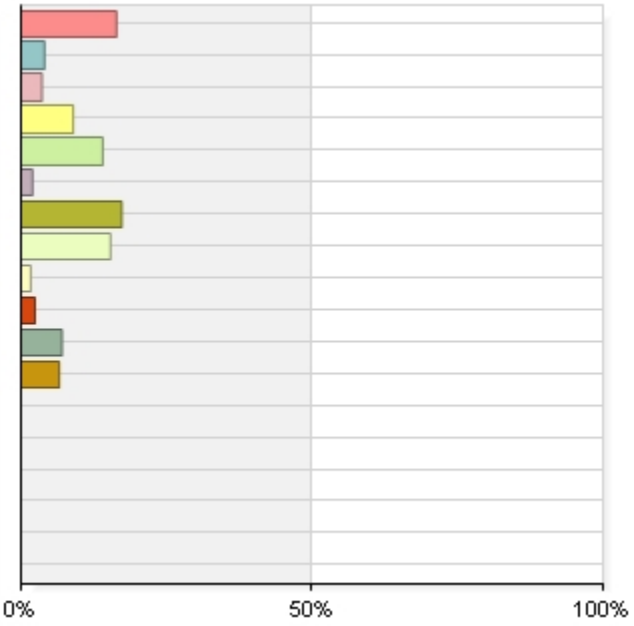
Identify the sector your graduates are likely to work in.

research	127	35.08%
service (for example: healthcare)	63	17.40%
manufacturing	58	16.02%
government	49	13.54%
don't know	5	1.38%
education	48	13.26%
consultancy	9	2.49%
business	2	0.55%
it	2	0.55%
programming	1	0.28%
software development	1	0.28%
software industry	1	0.28%
x	1	0.28%
chemical industry	1	0.28%
companies	1	0.28%
banking	1	0.28%
banking, insurance	1	0.28%
banks, consultancy	1	0.28%
Consulting	1	0.28%
data science	1	0.28%
Health	1	0.28%
high tech	1	0.28%
industrial research and development	1	0.28%
industry	1	0.28%



Considering these sectors, which skills, in addition to the disciplinary skills, are relevant for the employability of your graduates?

collaboration	110	16.39%
adaptability	27	4.02%
flexibility	24	3.58%
creativity	60	8.94%
communication	94	14.01%
empathy	13	1.94%
problem solving	116	17.29%
critical thinking	103	15.35%
cultural awareness	11	1.64%
social responsibility	16	2.38%
presenting	47	7.00%
writing	44	6.56%
accustomed to interdsiciplinarity	1	0.15%
all of them	1	0.15%
all these skills are important	1	0.15%
any may be relevant, depending on where they work	1	0.15%
leadership	1	0.15%
speak fluently Dutch	1	0.15%



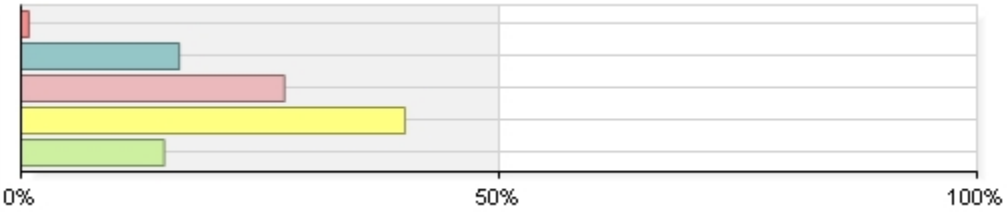
If you have any comments, feel free to leave them here.

Comments
–
#9 all skills are important!
I answered with my master graduates in mind, as I don't consider students 'graduates' after their bachelor.
Logically all of the above (although I could not select them all in item 9), albeit to a different extent in these various sectors.
na
nvt
I don't think that teaching staff are the right people to answer these questions! Most of us never worked outside academia.
To be honest, I this most of the above skills are relevant for employability of my graduates. Although some skills may be more directly relevant than others, in the end there needs to be a balance of all these skills to function properly
I know surprisingly few about where my students go – something for a staff lunch meeting? also, it might make sense to crowdsource the skill students need from industry, government, et cetera
Item 9 is a ridiculous question to function in society an academic should have all these skills. Clearly this survey was set–up by somebody from academia who never looked in real life, outside his or her bubble.
As humans, we need to celebrate the differences among each other. It's the differences that make humanity interesting. However, it requires a lot of understanding to be developed. More international faculty hirings of all races should be practiced to bring real diversity and inclusion. Thanks!
cultural awareness and empathy are not skills – you can't teach these. They can be developed through coaching but that is not something that is related to skills
There are no top five: adaptability, collaboration and writing are just as important as the five I mentioned now.
A lot of the above mentioned skills are part of our learning outcomes/competences that we train our graduates in, so they are already included in the curriculum to some extent
My graduates will predominantly work in Dutch health care with Dutch patients who hardly manage English.

Section 3: Cultural Diversity in Classroom

How culturally diverse do you perceive your classroom to be?

not at all	1	0.79%
slightly	21	16.54%
moderately	35	27.56%
considerably	51	40.16%
very	19	14.96%
Total	127	



In your opinion, what are the benefits of cultural diversity in your classroom?

Comments
Cultural diversity is a reflection of how the world is be it in the Netherlands or abroad. It will help students to cope with that.
Great learning experience for the students and myself.
Appreciating different points of view, getting exposed to novelty and difference, increased creativity.
Right now, at RUG, given mostly online education, and also given that most of students are European (therefore already from same cultural background in broad terms), none.

Comments
Exceedingly important. Science depends on being able to view an outcome critically from multiple angles, to avoid erroneous results. If your general attitude is open towards other cultures that will permate your science as well, in a positive way.
different ways of approaching problems and each other!
It prepares students for working in a culturally diverse environment
Broad range of people, attitudes, ideas, solutions
Different approaches, new perspectives
By being sufficiently diverse the differences only lead to positive outcomes as students can support each other and bring in their own special background to the community.
Different opinions, different problems and interesting case studies for engineering problems
learning from different cultures
Different points of view and interesting discussions
Learning 1. other ways of addressing problems 2. ways of interaction between students and teachers and later on other researchers 3. becoming aware of cultural differences
Cultural exchange
Different viewpoints. Students have had different primary education, which they bring into the classroom. Accepting these differences is highly beneficial for making learning experience and teaching experience more pleasent.
for students: expansion of horizons, social and personal; experiencing and training collaboration in intercultural teams
Backgrounds and interests from all over the world
It is interesting to have inputs from other points of view, including other cultures.
different backgrounds, different ideas and ways of identifying problems
Large share of different points of views, different ideas and approaches, the tangible proof that we are all equal yet there is a lot to learn from each other differences
It is very good for their language and communication skills, they improve greatly their collaboration skills having to learn how to deal with different cultures. They also are more innovative because they brainstorm with very different points of view. It is good for their social awareness and empathy.
Cultural diversity is important, if only so that everyone gets the same chances. A practical benefit is that working together in a culturally diverse environment makes it less likely to develop blind spots.
Very important to overcome prejudices.
Different perspectives on the development and unserstanding of science
The vast majority is European, with the majority of Europeans being Dutch.
Depends very much on the definition and perception of cultural diversity; very difficult to qualify.
funny English accents students can connect to diverse work experiences students can connect to diverse learning experiences
International is ok, but should not be a key goal in teaching.
Lively discussions
Different mindsets lead to more creativity. Better preparation for increasing globalised world.
In my opinion the benefits are that it gives different viewpoints on discussed matters and also shows different attitudes to solving problems.
Different student attitudes and perspectives help me understand different weaknesses of my teaching.
you come across different communication styles, you learn how different people communicate and how they deal with their studies.
Science and topics that we taught is exact, but how we deal with students (and personnel) with various background matter and I see diversity of students and personnel as a very positive added value to communication.

Comments
Diversity of opinions; less is taken for granted
None
Motivated students from abroad
I'm not sure there is an intrinsic benefit
Learning from other cultures, different perspectives stimulates critical thining
diversity of opinions and study styles; international students often appear to be more motivated, which can help to break through the Dutch culture of mediocrity
examples from different countries, different perspectives
Multicultural classroom teaches understanding for differences and respect to one another.
None
Very interesting to have inter–cultural interactions
It brings different backgrounds together and students, particularly Dutch ones, start realizing that there is a world beyond their horizon. It also forces them to question their own assumptions and provides a playground to get exposed to and learn to appreciate different cultures, viewpoints, and perspectives. From a learning point of view, every student may have a different approach to the material of the course and these different approaches can cross–fertilize each other.
Science is by nature an international activity and therefore practiced in relation to cultural diversity. Students therefore may benefit from early encounter.
doesnt matter because everyone needs to learn the same skills.
First year students often come in touch with different cultures for the first time in their lives, so even just the co–existence with other cultures, learning from each other, becoming curious about each other are very beneficial.
the students can interact from early stage with other cultures or costume different than theirs
If students from diverse backgrounds meet and study together, their world view is broadened which can only be beneficial.
This broadens ones experience, flexibility, awareness, etc..
input from different angles, different learning strategies – students can learn from each other.
different views, representative of the working environment
It is beneficial for everyone to interact with people with different backgrounds.
Exchange with other culture, awareness and respect of cultural differences, preparation for a work environment likely to be intercultural
Multiple perspectives, not one truth exists
Different perspectives are represented; students get to experience a global perspective early in their training/career.
Different opinions are important and provide a diverse interesting perspective
Different opinions, perspectives.
i think diversity in terms of personality is more relevant in practice.
world peace
You and students get to see and learn other perspectives.
Students communicate and collaborate with others from different cultures, this helps in building and strenghtening their character in terms of better communication, adaptation to different cultures, respecting others and thus collaborating better by getting to know other cultures.
different points of view
an international environment is very conducive to communication skills as it makes one aware of different ways to approach a problem
It is a good representation of an increasingly globalized (professional) world. Students will benefit by being taken out of their comfort zones and experience attitudes different from their own.
None, we have less than 10% internationals far too little te be of relevance

Comments
students learn that people are from different background and need to deal with this
Due to differences in background the students solve problems in various ways
Diverse experiences and perspectives
stimulates creativity and reduces that students fall into the confirmation bias circle where they convince themselves they are better or worse than others in the field. Gender balance is helpful in this regard also but in small classes hidden diversity is statistically limited (LGBTQ+ etc) and hence non–dutch and dutch is a more robust approach to ensuring diversity
Benefit is that a flexible environment is being created, where everyone understands cultural differences an can coop with them
Different experiences regarding health care systems. Different viewpoints
Variety of approaches and points of view.
different ways to approach problems
Enhances creativity, problem solving and prepare student for the ever internationalizing job market
Potentially wider/broader discussions
Developing an awareness of your own cultural biases, which then you may need to overcome. Discovering alternative approaches to reach certain objectives, giving you a more broader understanding and toolset for problem solving.
Not sure. I feel that although the classroom is diverse in terms of geographical backgrounds it is not very diverse in terms of perception of the world. Maybe university education does attract likeminded people from the different cultural groups.
We get away from the 6jes mentality – Dutch students engage more (at least most of them)
If you have a culturally diverse classroom, students can "naturally" learn collaboration/communication in a culturally diverse situation/context
Experiences from different cultures, countries and regions
This should lead to mutual understanding of each others culture, values and believes.
As long as they speak Dutch to communicate with Dutch patients, other cultural diversities are OK to reflect the diversity in our society.
Overall diversity can enable more ballanced interactions with the students.
Peer exchanges, stimulating environment, thrills of adapting lecture delivery
different view points. different question regarding the course content. Different courses followed on pre–university
Improvement of the students' awareness of others
exchange between local and international students
Appreciation of different attitudes toward learning: hard work and commitment, appreciation of the opportunity to follow higher education, critical attitude toward material presented.
Diversity can boost creativity, and brings different perspectives into the classroom which is important for critical thinking.

In your opinion, what are the challenges of cultural diversity in your classroom?

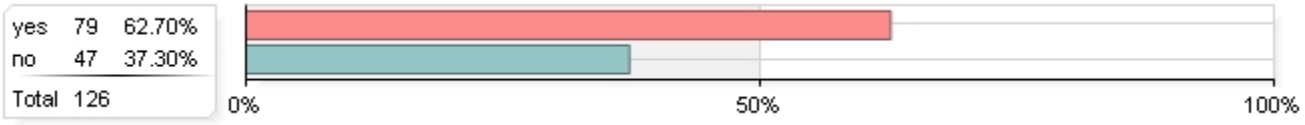
Comments
If the shared cultural basis is becoming small the possibilities for in depth discussion on opinions decrease.
different background of students, different approach to studying
Not everyone is open to new cultures. For example studying in some cultures means copying, that is not acceptable in western universities. That's a challenge.
Identifying culturally sensitive matters, being inclusive when addressing the students, avoiding stereotyping.
Don't see any, the world has become small long ago.
Close–mindedness. The NL (as my home country Denmark) is a small, tightly knit society (even more so for Groningen), and hence the local perspective (most of our BSc students are NL and from the North) dominates and

Comments
affects all, even if unintentional.
different expectation levels: some are more interested in high achievement, others in different contact with instructors, others are more passive
Getting people from different cultures to communicate effectively
Getting everyone to participate Being able to reach everyone Designing activities and assessments where diverse backgrounds can thrive
Different approaches and expectations regarding learning, but also collaboration and authority, eg hierarchical thinking. Also prejudices and racism among students and teachers
It is important to make the group sufficiently diverse from the start. If too large group are present with the same background they tend to stick to each other and exclude the rest.
Unclear levels of formality with the teacher or one another; difficulties working together among students of different cultures; different expectations regarding the role of teacher and student
Language
to provide equal learning to everybody
It can lead to discrimination
I don;t know
Communication barriers
The willingness to accept that other approaches (to everything) as good the the own ones.
different cultures / nationalities tend to stick together, e.g. when project teams are formed, or learning groups. Note: next item's question is too vaguely formulated – there are many ways to "deal with" cultural diversity, e.g. considering cultural background in grading reports (I do), encouraging transcultural project group composition (I don't), carrying out oral exams in different styles adapted to examinee (I do). Thus I clicked yes but it's quite meaningless.
Disadvantages are the variation of their knowledge levels, and of course the language problems.
Not all cultures are equal in speaking up or discussing things in an open debate, while I think that is crucial for science.
same as above
Lack of awareness of differences in cultures and how they reflect in the way of communicating and learning
It is difficult to integrate foreigners and make them feel at home. Sometimes misunderstandings arise due to communication problems.
None so far. I cannot speak for other people, though.
To learn to understand each other's "language". Dutch people are often perceived as being rude.
Different perspectives on the development and unserstanding of science
Expectations. Non–EU students often struggle to adapt to the local situation and are quite ill–prepared, expecting everything and everyone to accommodate them. Diversity is only manageable if insiders and outsiders put in effort and are prepared.
To appeal to people of various backgrounds and culture is challenging and difficult to estimate a priori. You never get to learn the students to an extent that you can fully deal with that. So Item 14 is very difficult so answer yes or no on.
different sense of humour different sense of authority
Communjcation, understanding
Varying student expectations of grades of exams and reports: for some students getting an 8.0 feels very good, whereas for others it might start to feel like almost a failure, because they did not get a 9.5 or higher.
Extra time and energy needed to communicate expectations as international students don't always understand what is expected in the Dutch academia
The challanges involve different cultural background that we have, that might lead to misunderstandings or not following TA's instructions (for example: gender based)
Sometimes it is hard to predict how the rules of the class will be perceived.

Comments
bridging the gaps that occur from not communicating in the native language.
I have seen rarely negative issue most probably due to academic environment. What I have seen (one time only in 16 years) is non respect of woman colleague, where I needed to intervene.
When challenging crises happen, such as the war in Ukraine, it is important to understand in what different ways this may affect students from e.g. Ukraine, Russia, Germany.
Language barriers (usually mild) and other communication skills.
Many of them are less pro–active
Higher likelihood of expectation mismatch
Sometimes it is easier to communicate in your mother tongue, rol models help, and are not always available.
differences in background knowledge and prior education; miscommunication, differences in expectations and social norms that inhibit discussion, fruitful feedback and so on.
sometimes expectations and work–styles differ between students from different cultures
The background knowledge students are bringing as a start–up for studies differs greatly. As every student applying is admitted without any standardized tests nor according to certain threshold score, it is very difficult to find a common ground on where to start teaching.
Communication issues in the broadest sense
different ways of communication
Making everyone feel heard and understood. ´Wasted´ time used to facilitate students´ understanding of each other that is not used for learning content.
Not all cultures have the same expectation regarding education and research. This reflects in "diversity" of its evaluation and appreciation.
again, not my problem, I only have to teach everyone the same stuff.
Students have very different academic background.
Try to please the different needs of the students based on the adaptation process that means coming from a different culture or educational background
Perhaps Dutch and non–Dutch students tend to form different peer groups.
I haven't faced any particular challenges in my classrooms
communication – ie we all speak English, but students can have difficulty understanding fellow students or teachers because of unfamiliarity with a certain type of accent. Also expectations, unspoken assumptions may be diverse and when not made explicit can lead to confusion or problems.
different ways of communicating
Integration of the foreign students with the local ones. Typically, local students are less open to interacting with foreigners.
There may be cultural differences for instance on how to ask questions, and communication with peers and with the lecturer.
Interacting in ways that suit all students
students from other cultures may have more difficulties with my lab assignments and exams than Dutch students, because they have had a different style of education
Risk of a lack of cohesion. (But I am not sure it is a big issue in my observation)
Different cultural backgrounds bring different expectations with are sometimes difficult to manage
Not understanding if the points get across..
coherence
For me it is mostly if people have difficulties with the English language. This hampers communication and can agitate students which are able to use English at a certain level.
Communication challenge as some students come from countries where they have been under authoritative cultures and hence might have been influence by censorship or more strict upbringing as well, others come from countries with a more relaxed way of life and more freedoms...this brings to different communication styles.

Comments
unawareness of each others capabilities and needs
how to make sure you reach every student to the same level? is a shy student going to have as much information as a bold one? and do they all find their way to asking help if necessary?
Overcoming the inertia of sticking to what students know (i.e., stop them from seeking to replicate their high school experience).
Different level of math taken in secondary school
with less than 10% te only challenge is the language
not all cultures are represented, knowledge on culture not always present
Communication
Integrating everybody, cultural awareness, creating a save and equitable learning environment
not enough role models. Getting enough female staff to teach in first blocks of first year is a challenge. A mix of nationalities is easier. The biggest problem is to ensure mixing before friend groups form. their is a big barrier to talk in English in the first few weeks so students tend to seek out those of their own language group and after that it gets difficult.
Challenge is that background or country sometimes appear to cause a considerable difference in the academic level of students. Language barrier can be hard to overcome when they are from a country where English is not being taught
Different approaches to studying/asking questions.
Having everybody understanding the message that we want to convey
For some people it is difficult to have a direct communication/collaboration with the teacher
Different expectations and learning attitudes.
Taking account everyones cultural values and style of learning
Intended message vs interpreted message mismatch, due to differences in communication.
You have to remember all the time to communicate very explicitely
Diversity could be largely ignored
That all (students and staff) keep an open mind and listen to others. It is not about right and wrong its about understanding other points of views and lines of reasoning.
To make clear what is expected from students. To make students of diverse backgrounds interact with each other.
I have no challenges.
The objectives of the course and also the expectations of level of grading may require more clear communication due to the different backgrounds.
Often local (Dutch) students find it a threat, a challenge and fail to acknowledge the richness of a multicultural exchange oriented learning
get them on the same level before the course start (since the different education systems certain topics are boring for those who had them already in high–school compared to being very challenging for those who did had it in high–school
It is important to keep it in mind
brought distribution of the level of students entering the university
Catering to everyone's specific needs.
Especially for first–year students: different starting levels for different skills. Also, for some students, adapting to a student–driven approach.

Do you deal with the cultural diversity in your classroom?



How do you work with the cultural diversity in your classroom?

Comments
Including diverse examples in the teaching material accommodating for different needs during interactive teaching Assisting students who struggle with English or Dutch depending on the setting
Make clear what is expected of the stduents.
By being open to differences between cultures and appreciating it, paying attention to cultural communication styles, using an inclusive language, allowing the expression of diversity.
I largely ignore it when it comes to overall preparation, but I pay attention on an individual level
I have developed an introductory workshop on intercultural communication (based on Hofstede's cultural dimensions) in the first tutorials in my course Introduction to Computing Science, and try to highlight different cultural perspectives in the debates on ethical and societal issues during these tutorials
Designing activities and assessment with diversity in mind Encouraging participation from all students
Keep benefits and challenges in mind while preparing and teaching.
Students are always motivated and encouraged to work with each other and accept and appreciate differences.
through understanding different cultures
I try to be aware that things I say and ways in which I explain things will not be interpreted identically by each student, so it's important to view them as individuals.
I don;t do anything special. I try to let the students learn from example
By following the principle of inclusiveness and openness.
All the students can express their idea freely
Make it explicit and show that we can benefits from the different uses. However, teaching cultural diversity should not be in the curriculum of subjects like natural sciences, mathematics and computer sciences.
see comment to item 38
Itry to take the cultural background of my students into account, trying to involve all of them in the lessons.
familiarize with their backgrounds and be approachable for everyone
–
I insist that the communication language during the class between all of us is English, even between students from the same country, because then they are isolating the rest of their peers. I organize culturally diverse working groups to help them know each other and collaborate together. I try to adapt to the necessities of each individual student.
I teach mathematics, which is very universal in the sense that no matter where I go, I can likely understand a mathematics book written in the local language and understand it to a large degree, without understanding the language. So in a sense I speak with my students in a universal language. In case this question is about problems with cultural diversity: In my experience, clear communication with students solves most problems, be they related to cultural diversity, or otherwise.
Add elements allowing students to explore different cultural heritage and background of the field.
Explicit communication – make it clear what I expect and how to communicate. It's the only way so far to get students to speak up and say what they really think instead of just nodding "yes" while they don't understand the materials. As a matter of fact, it's the various implicit forms of communication that present a great barrier to understanding one another.
Don't know what you mean wit this Q, exactly, but it might have to do with the fact that I try to illustrate topics with examples that are broadly understood and not speak from the Dutch context. Also I stimulate dutch and international students to mix in groups, although I do not enforce this. When I observe a problem that might originate from diversity in culture, background or previous education diversity, I always try to discuss this with the persons involved.
I use and share my past work and teaching experiences in class
Not specifically, focus on the teaching programme, and students need to accommodate to that
[1] Expectation management regarding grades (see previous question). [2] Giving opportunities to less assertive (extravert) students as well
In my introduction course lectures I ask students about their background and experience in academia, and I spend more time explaining what is needed/expected here. I.e. critical thinking & discussion.
I try to use the best traits that people could have coming from different etchnical or cultural background. In general, to be

Comments
honest I pay more attention to my students attitudes than their background.
Understand where each student is coming from, and try to adjust my explanation style to them.
I try to identify different communication styles and create an inclusive environment for everyone.
Try to get examples in my lectures such as
Often very simple ways, e.g. during online lectures in corona times, I would ask everyone to say in the chat which city they were at that time (all over the world!) and what weather it was there. Mentioning that there are challenging times and that it is understandable that e.g. you cannot concentrate.
I do not understand the question
–by incorporating group–based learning activities in (deliberately) mixed groups –by acknowledging differences in study style and providing examples of how students can select study activities that fit with their own style –by offering material of different levels to cater to students with differences in background knowledge and/or motivation to learn
I encourage interaction, address differences that might exist in expectations, use examples from different cultures and try to incorporate students different perspectives and experiences
I am trying to be patient and respectful.
I talk about cultural differences, so that everyone is taking this into consideration
Be as explicit as possible in assignments, be as explicit as possible in communicating expectations, have a diversity statement in the syllabus, be cognizent of low and high context cultures also in assessments.
By making education as much as possible not being dependent of it.
I ask for feedback from the students in order to understand better their needs and adjust the class to their expectations
I try not to treat everyone as 'Dutch' students; I try to make sure that other voices are heard.
give opportunity for different views
I try to treat everyone with respect, I try to put myself in my students' shoes, remembering when I was abroad myself for first time and I had to adjust to a culture very different from the one in which I grew up.
Discuss how assumptions made in technologies affect different cultures in different ways
I treat the groups as a whole but try to understand the different contexts of each group of students.
I listen and try to understand or I may double check that instructions are clear and there are really no questions from students, usually individually. Harder to identify potential issues or that there is an international group in large classrooms
I'm more careful with how I phrase things, try to create a safe environment by trying to not put people in a difficult position.
I try to appoint TAs from different cultural backgrounds (they may be able to understand/help the international students better), and I ask feedback from the TAs on the assignments on beforehand. Further, I try to be very explicit in explaining what is being expected (although this doesn't always work out). Finally, I try to get feedback from a feedback panel of course participants, especially at the beginning and end of the course – unfortunately it is very difficult to get students involved.
Communicate clearly in English, avoid overly culturally–specific examples or case studies, encourage discussion/questions
I design diverse sub–groups
Use mildeasy to uinderstand, non violent language double check agreed tasks and deadlines
I try to encourage students to express their opinions, but posing questions, and trying ot engage different students in each class...so that everyone can participate as much as possible. Also in th ebeginning of the course, we try to stress the importance of being respectrful to one another.
I try to take a describing communication approach, never with an accusing tone but rather with an observing tone
Group work is a part of my Bachelor course and I try to distribute international students as widely as possible within the

Comments
teams.
I only speak woke.....
accept that people are different
Highlighting the diversity among researchers, using a diverse set of tools to allow students with different learning preferences to feel engaged
trying to data the course to the common level as people come from different backgrounds
Forming groups when doing assignments, often groups are formed with different cultures
I am aware of it and I try to take it into account when necessary, but I prefer not to stress it or underline it. The purpose is harmony and cross–contamination stemming from the diversity, but I do not want to categorise anybody based on an assumed diversity.
by making jokes and stimulating people to to do the opposite of what they are used to (i.e. get everybody a bit out of their comfort zone)
Clearly express expectations I'm attitude, explain that I am available for people that do not feel comfortable asking question in class
depends on the setting. Not so much in the BSc since I'm only lecturing there but more in my MSc courses. by providing a floor/facilitating an open mind set and open discussions
I try to create groups which are multicultural for the team tasks
Workshops on cross–cultural communication, collaboration, project management. Next to that less explicit: examples from all over the world, asking actively about experiences of others, statements (where students can choose agree/not agree,including a follow up).
Being lenient to students that do not entirely understand what is expected from them.
I try to communicate as clear as possible my expectations and point at possible misperceptions from my experience.
By showcasing the discoveries/inventions made in different cultures, by acknowledging contributions of different scientists, by addressing benefits of thinking differently as for example in case studies or in classroom activities where case studies are discussed.
how can you not work with the cultural diversity?!?!?! It is there, you deal with it per definition. I try to make it as inclusive as possible, try to understand if everybody feels welcome and safe in the classroom. try to check if everybody follows the class, have a quick chat during the break. Try to avoid remarks that would be only understood by for instance a part of the classroom (references to only dutch and so on) or otherwise explain the context of something for the international students.
I work hard to be inclusive, use inclusive language and not to marginalise anybody
making sure everyone communicates in English awareness that feedback is preceived differently by students with different backgrounds (when a Dutch or a German says "not bad", they mean it a compliment while e.g. a North America will perceive it as negative feedback)
.

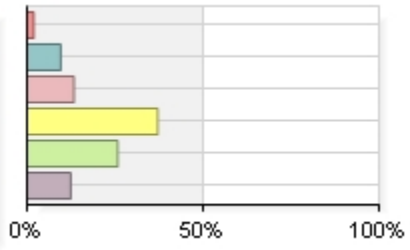
Section 4: Course Learning Outcomes

One of the steps in the internationalization of curriculum is to internationalize learning outcomes. In this section, we would like to know how and/or whether this aspect is addressed in the course(s) you teach.

To what extent are the learning outcomes of your course representative of the skills you identified in section 2?

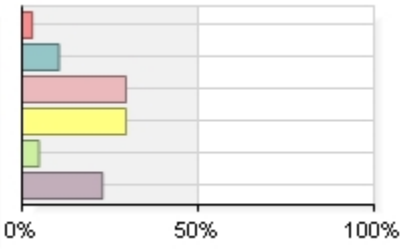
1. collaboration

--	2	1.90%
-	10	9.52%
-/+	14	13.33%
+	39	37.14%
++	27	25.71%
N/A	13	12.38%
Total	105	



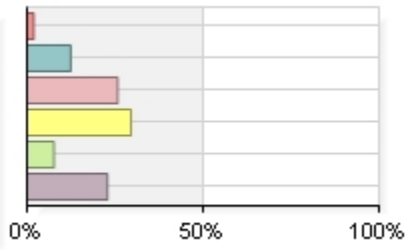
2. adaptability

--	3	2.86%
-	11	10.48%
-/+	31	29.52%
+	31	29.52%
++	5	4.76%
N/A	24	22.86%
Total	105	



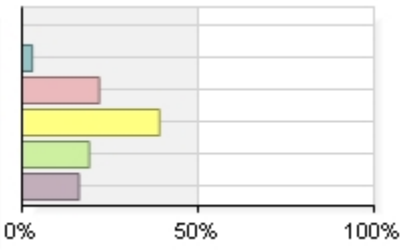
3. flexibility

--	2	1.90%
-	13	12.38%
-/+	27	25.71%
+	31	29.52%
++	8	7.62%
N/A	24	22.86%
Total	105	



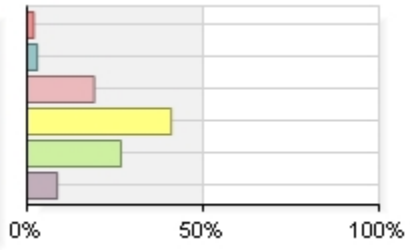
4. creativity

--	1	0.95%
-	3	2.86%
-/+	23	21.90%
+	41	39.05%
++	20	19.05%
N/A	17	16.19%
Total	105	



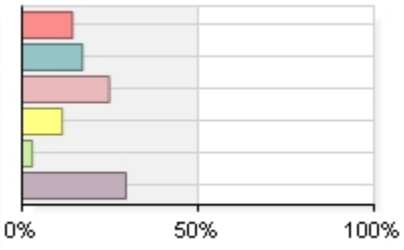
5. communication

--	2	1.90%
-	3	2.86%
-/+	20	19.05%
+	43	40.95%
++	28	26.67%
N/A	9	8.57%
Total	105	



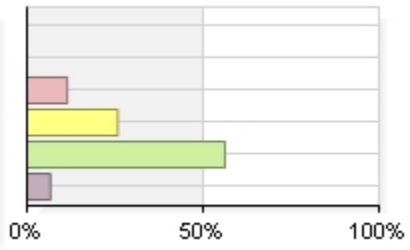
6. empathy

--	15	14.29%
-	18	17.14%
-/+	26	24.76%
+	12	11.43%
++	3	2.86%
N/A	31	29.52%
Total	105	



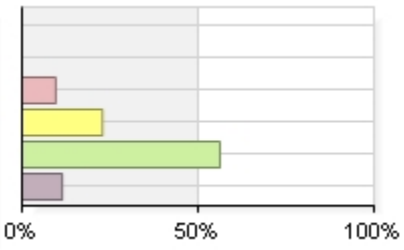
7. problem solving

--	0	0.00%
-	0	0.00%
-/+	12	11.43%
+	27	25.71%
++	59	56.19%
N/A	7	6.67%
Total	105	



8. critical thinking

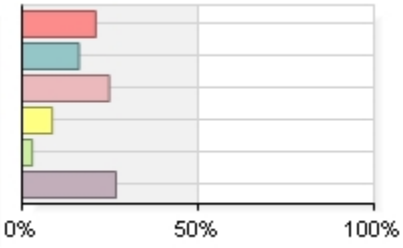
--	0	0.00%
-	0	0.00%
-/+	10	9.52%
+	24	22.86%
++	59	56.19%
N/A	12	11.43%
Total	105	



To what extent are the learning outcomes of your course representative of the skills you identified in section 2? (continued)

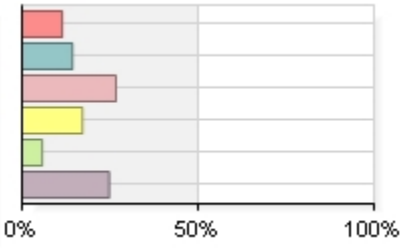
9. cultural awareness

--	22	20.95%
-	17	16.19%
-/+	26	24.76%
+	9	8.57%
++	3	2.86%
N/A	28	26.67%
Total	105	



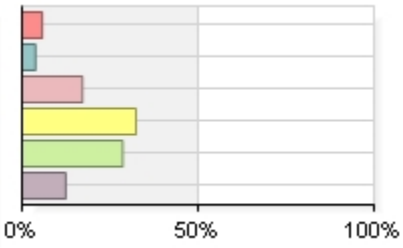
10. social responsibility

--	12	11.43%
-	15	14.29%
-/+	28	26.67%
+	18	17.14%
++	6	5.71%
N/A	26	24.76%
Total	105	



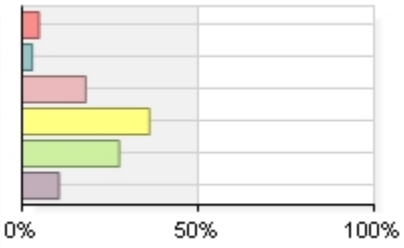
11. presenting

--	6	5.71%
-	4	3.81%
-/+	18	17.14%
+	34	32.38%
++	30	28.57%
N/A	13	12.38%
Total	105	



12. writing

--	5	4.76%
-	3	2.86%
-/+	19	18.10%
+	38	36.19%
++	29	27.62%
N/A	11	10.48%
Total	105	



Do you have any of the following international learning outcomes in your course(s) explicitly stated?

the students are able to work effectively in a diverse group/team	27	22.88%
the students are able to express themselves adequately to colleagues of different cultural and/or disciplinary backgrounds	9	7.63%
the students are able to apply theories learned in this course to different (cultural) contexts	6	5.08%
the above are not applicable to my course	76	64.41%

If you have any examples from your course and/or comments on internationalizing learning outcomes, please share it with us.

Comments
In pharmacy the use of medicines is 'evidence–based' and not 'culture–based'. Dealing with cultural differences can and is already part specific parts of the pharmacy program around professional communication, collaboration etc.
I have not included these aspects deliberately in the two MSc courses I coordinate. Those courses have a high proportion of international students. I think I might change some aspects given this questionnaire to emphasize these aspects. I do, however, utilize and emphasize collaboration with peer group discussions and assignments. Groups are assigned at random to ensure diversity.
What does it even mean to "internationalize" learning outcomes anyway? I can see benefits in making courses culturally robust (i.e. accessible to people with different cultures, with flexibility in the trajectory towards a culture–independent learning outcome), but I have no idea what is meant with this phrase in this context.
One learning outcome for my course: the student has a basic awareness of inter–cultural issues in communication and collaboration
N.A.
THe subjects of the course concern the whole world, and examples show up indeed from all over the world (although with some emphasis on Europe)
e.g. student groups produce a infographic on the development of astronomy in the cultural background of one group member
It's not necessarily a good idea to internationalize learning outcomes, as learning outcomes must fit the purpose of a

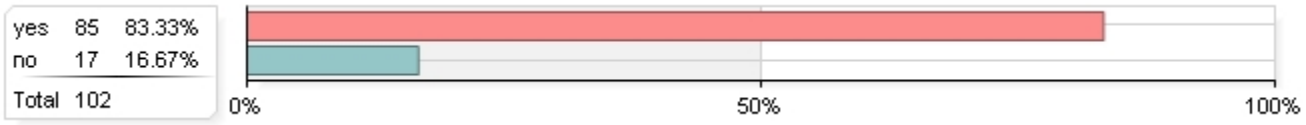
Comments
course. If inter and cross cultural skills are deemed to be important, it's better to introduce a mandatory or elective course for students to follow. We must not forget that the Dutch tax payer funds our university and expects us to deliver value to Dutch society. There are various legitimate concerns regarding Dutch language proficiency of our graduates. We should be careful in making our institute a place for international students to enjoy a 'cool abroad experience' while students from our internal market are sacrificed.
We have a document about working in pairs for Introduction to Logic: "Working in pairs _____ In this course you will have to do assignments in pairs. Of course these assignments are meant to give you more insight into the subjects, but working in pairs or small groups itself is also an important skill to learn as part of your studies. How to start _____ Before you start, you should discuss a mode of collaboration. This does not mean “You do part 1 and I do part 2”, but you should always both understand all the exercises. For example, you might agree on a time and place to study and then work on the exercises together. Alternatively, you can first have a look at all exercises individually and then meet with your partner to compare your ideas or solutions. In any case you should make an agreement with your partner and stick to it. Cultural differences _____ If your partner has another background than you, then keep in mind that their culture may be different from yours and that their reactions may be different from what you are used to. For instance, Dutch people are usually very direct and they freely contradict each other, but in other cultures this is considered to be rude or impolite. What to do when problems arise _____ Working in pairs on an assignment means that both partners are required to do the same amount of work. In most cases both students understand this and they will put in equal amounts of time and effort. If you run into difficulties, for example if your partner is not doing their fair share, then there are several things you can do: 1. Discuss it with your partner. Explain to them how you feel and tell them that you require more input from them. Tell your partner what you expect and remind them that the assignment is a joint effort and you will be graded for it together. 2. If talking to your partner does not improve the situation, then you should talk to the teaching assistant of your tutorial group. Explain to the teaching assistant what is going on and ask them for help. 3. If there is still no satisfactory solution, then contact the lecturer of the course. Conclusion _____ We hope that these suggestions are helpful. If any problems occur, it is important that you do not wait and sit back, hoping things will get better by themselves, but that you take action and ask for help. Last not least, we wish you a lot of fun and a good time working together."
nvt
Diversity and inclusion, particularly in the context of students from less privileged background is more important at the moment than a focus on internationalization (which is just used for boosting the ranking of the university).
No
I cannot from the top of my head recall the exact learning outcomes of my courses or program. I'm quite confident that most of us know what we want to teach and actually do not use the learning outcomes all that much. Thus – internationalization of learning outcomes can serve as a reminder for teachers to pay attention to this aspect, but in

Comments
practice it may also not be much more than a reminder.
My field is very technical (engineering, physics, maths), I have not thought about this.
difficult at bsc level and with classes of 160 students
Math/CS/AI are based on facts, truth and deduction. It has nothing to do with international culture. What is true here is true anywhere.
–
N.a.
I'm not the course coordinator, only lecturing in a BSc course so I can fully answer these questions
My course is very short and basic course in the first year of the bachelor and therefore those learning outcomes are addressed on a very basic level
Yes, but than this questionnaire is not finished in 15mn.
Science is a collective exercise, I often ask students to cite the chief scientific contributions that they have been made aware of during their education in different countries or in the context of different cultures. Simple constructs as handling mathematical tricks are different– to think of the utility of them etc wetc
(have not started teaching my own course yet so unfortunately, cannot contribute here)

Section 5: Assessment Methods

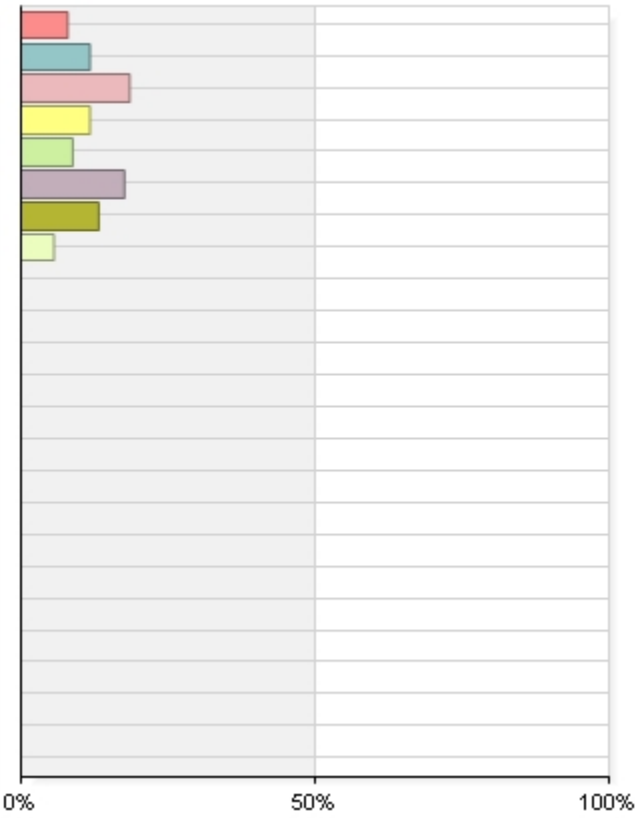
Assessment is an essential part of teaching and learning. Assessment methods may be different in different educational systems. In this section, we would like to ask about the ways of assessment in your course.

Do you use formative assessment during your course?



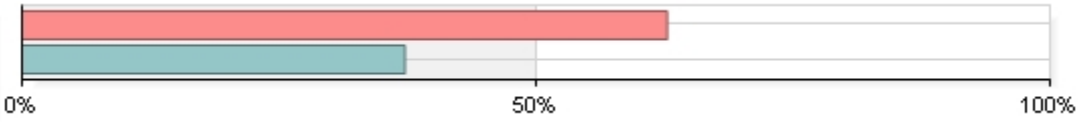
What assessment method(s) do you employ in your course?

quiz	27	7.92%
multiple choice	40	11.73%
open questions	63	18.48%
computer assignments	40	11.73%
essay	30	8.80%
group work	60	17.60%
presentation	45	13.20%
oral	19	5.57%
report	2	0.59%
reports	1	0.29%
research report	1	0.29%
scientific papers	1	0.29%
solve mathematical exercises	1	0.29%
They are not graded assessments, but with feedback	1	0.29%
written exam	1	0.29%
(not yet applicable but WILL use the above)	1	0.29%
(short) assignments	1	0.29%
explainer videos	1	0.29%
feedback sessions	1	0.29%
group assignments	1	0.29%
home work assignments	1	0.29%
homeworks, exams	1	0.29%
lab journal feedback	1	0.29%
problem solving	1	0.29%



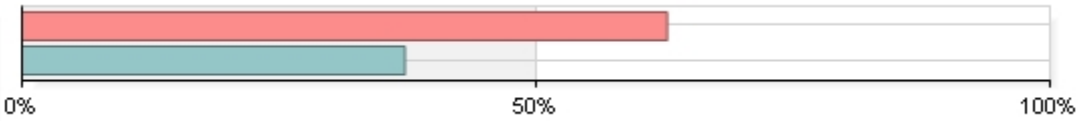
Do you provide a rubric to your students as a guide for grading?

yes	64	62.75%
no	38	37.25%
Total	102	



Have you experienced challenges with assessment due to differences in educational backgrounds of your students?

no	64	62.75%
yes	38	37.25%
Total	102	



If yes, please elaborate

Comments
whereas dutch students appreciate a grade 8.5 as a good grade foreign students claim that only a grade 10 is good. However, assignment graded 8.5 are very good but still have room for improvement, in particular if creativity is involved in the assignment.
I guess this is a follow up question for "do you use formative assessment". Due to the short term (only 8 weeks), the immense amount of material to cover (up to 3 chapters per 2 hours lecture), and limited lecture time (2 hours per week), this is limited to class discussion or small in class quiz (set up like pop up mcq in nestor) where I get to assess students progress, understanding etc. Of course, I can not force anyone to participate, so I can only assess students who are "willing to play the game".
Some students are more likely to cut corners on assignments than others. This requires developing assignments where this type of behaviour is not feasible.
Some students (in particularly from some Asian countries) can be very reticent in expressing themselves. You really

Comments
need to create a safe atmosphere in which they feel comfortable.
Group work and presentations are difficult to grade if different students are quiet/introvert vs. bold/extrovert
Different expectations regarding grades, especially very high grades
An inadequate proficiency in english or a difficulty in expressing themselves in an understandable fashion makes it hard to grade the students' answers, even if they might have thought of the right answer.
Some part is easier for some of the students and another is easier for another group. I thought Mathematics and Statistics course to Pharmacy students. The students were with two different backgrounds called Maths–A and Maths–B students based on their high school background. Hence, the mathematics part was difficult for those of the students who had Statistics background and the Statistics part was difficult for the students who had mathematics background.
The level of knowledge with which the students arrive.
Background (the actual concepts they are familiar with) and expectations can vary wildly, it is easy, especially in the first year, to lose part of the class this way (because it becomes too easy / too alien to a big chunk of students, according to pregress knowledge)
Because of their cultures, some students experience problems talking in public or collaborating in a group, which decreases their presentation grade. Their English level sometimes is poor and doesn't allow them to properly describe their ideas. Therefore they could score less in reports or open question tests.
The question was whether I provide a rubric. I do.
Mostly students from western cultures struggle to appreciate diverse assessment techniques in a science class
Extreme heterogeneity in skills and attitude (also for Dutch students by the way). Moreover, international students struggle to understand our grade system.
Some intl students are not well prepared for the courses I teach or coordinate. This especially occurs in the masters programmes, but some deficiencies on writing, presenting and other types of soft skills can also be found somethimes more amount students with specific educational backgrounds (in terms of countries of origin).
"If yes": to what???
Language barriers do not apply to written instructions in my course, but they do affect the time some students need to produce their work.
Hugh differences in oral presentations, debating
Yes to which one? There were 3 yes/no questions on the previous page, and none on this one.
large variation in background knowledge due to differences in high–school education
?
Students with certain background already know the material I am teaching from high school, so they have a clear advantage.
Students from some cultures are less used to answering open questions in a detailed or creative way. However, in the third year of the bachelor where I teach, this is usually not a big problem any more.
Occassionally, a student is not happy with their grade. Also, some students wish to know in which percentile of the class they have scored which is information we cannot share because of privacy reasons.
different ways of problem solving sometimes not elaborating on the path taken towards the answer
People from some specific other cultural backgrounds frequently do not answer the 'explain' parts of the open questions, but only give a very short answer. As a consequence, they may get much less points for their assignments. Therefore, I decided that they can drop one of the formative homework assignments from the homework grade – in this way they have the possibility to get used to this type of assignments. Often they pick up on this in later assignments (they get feedback).
Some students have different expectations and/or think that if (s)he performs 'perfect' this would automatically mean (s)he gets a 10
THe background knowledge influences problems solving abilities.
some students are not familiar with good referencing, paraphrasing making them suspect of plagiarism
There is a very big disconnect between the high school way of thinking (training to pass exams) and what my course requires (conceptual thinking, abstraction, etc.). This is more apparent for Dutch than international students.
yes what?

Comments
Sometimes I find myself systematically grading presentations from more culturally diverse groups lower than presentations by "Dutch only" groups. That is not my intention of course.
The preparation of Dutch students for oral presentations is often better because they have had to do presentations in high school; the writing skills of international students from sevral countries with a strong tradition in classical education are much better than most of the Dutch students so it is not really fair to evaluate only the end product, one should also consider the level where they start but that is not translatable into a rubric (or at least I would not know how to), so I don't do it.
Different approach to assignments and exam questions.
Different students have different writing styles (not much to do with international context though). Some do write long essays and some are concise– grade comparison do arise. During writing reports, often knowledge of plagiarism is less taken care of. This has (origin) cultural differences. I do teach Scientific Ethics but to Master's. This is an area that could be considered implementing. Overall I feel that empathy and cultural awareness is missing. The general perception of internationalization– why should the University focus on Internationalization should be made clear to them during introductory lectures. This is important. Also to respect each other's differences and not act in a patronizing manner (often students are overtly enthusiastic)).
students are getting more assertive and complain about their grades, specially the dutch. However, failing a course means you can try again later.
n/a

If you have any other thoughts about assessment methods please leave us a comment.

Comments
Learn both dutch and internationals students how to cope with grading and feedback as a tool to stimulate improvement and learning rather than as a static quality label.
UG (Biology) is very stuck in the past where most MSc students came with a BSc from UG. So we have not been good in accommodating non–UG students, both in terms of information in general (assume that the students already know how things work) and prior knowledge.
N. A.
What are "formative assessments"? I ticked yes because I had to tick something but I don't understand the question
Lecturers should provide at least one example of an assignment + good solution in the same style as the students are currently asked.
nvt
An assessment has to be first and foremost fair for students of any background, irrespective of their international or Dutch background.
No
No
for large bsc courses i am involved in there are mainly multiple choice questions
applies to entire questionnaire: I teach multiple courses, and answers differ between courses...not clear how to take that into account
NA
–
assessment is to establish if the student achieves the learning outcomes. one challenge in an international group is that many students are trained to work towards the exam while others are not. This means that no matter how we assess students a large portion gets a rude awakening at the start of the program. However we know this and students that struggle get support. having something that suits everyone by default is just not realistic
See above
Explicitly assess academic attitude and practical work using rubrics.

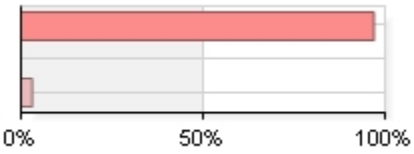
Section 6: Teaching and Learning Activities

In this section, we would like to know the teaching practices you employ to manage the diversity of students in terms of learning styles and prior educational background.

In the BSc course(s) you teach, do you

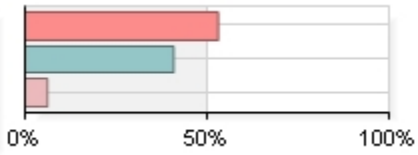
1. make the structure and the goals of the course explicit?

yes	95	96.94%
no	0	0.00%
N/A	3	3.06%
Total	98	



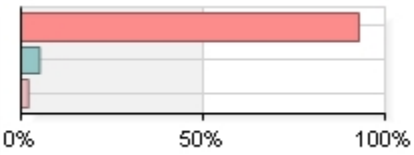
2. explicitly discuss desired classroom behaviour?

yes	52	53.06%
no	40	40.82%
N/A	6	6.12%
Total	98	



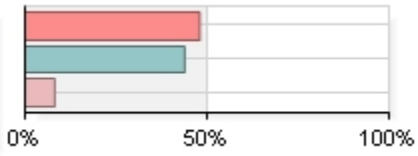
3. announce your availability to your students (e.g., office hour, email)?

yes	91	92.86%
no	5	5.10%
N/A	2	2.04%
Total	98	



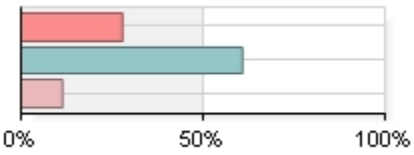
4. do a prior knowledge check?

yes	47	47.96%
no	43	43.88%
N/A	8	8.16%
Total	98	



5. offer remedial teaching?

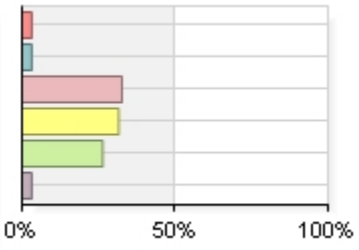
yes	27	27.84%
no	59	60.82%
N/A	11	11.34%
Total	97	



In the BSc course(s) you teach, to what extent do you

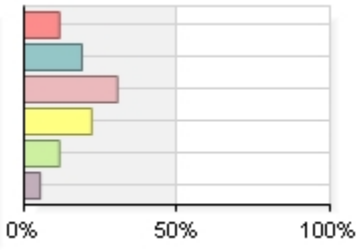
1. emphasise student participation in the class discussions?

not at all	3	3.16%
slightly	3	3.16%
moderately	31	32.63%
very	30	31.58%
greatly	25	26.32%
N/A	3	3.16%
Total	95	



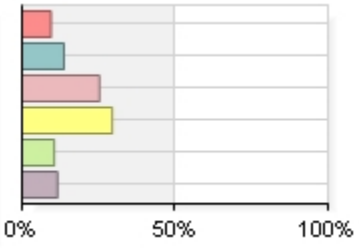
2. facilitate student participation using online tools (e.g., polleverywhere, jamboard)?

not at all	11	11.58%
slightly	18	18.95%
moderately	29	30.53%
very	21	22.11%
greatly	11	11.58%
N/A	5	5.26%
Total	95	



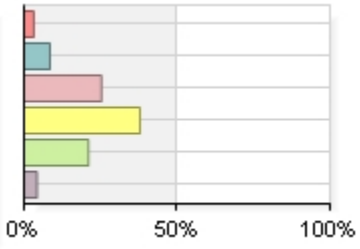
3. use a variety of discussion methods (e.g., pairs, small groups)?

not at all	9	9.47%
slightly	13	13.68%
moderately	24	25.26%
very	28	29.47%
greatly	10	10.53%
N/A	11	11.58%
Total	95	



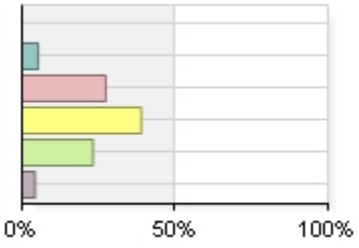
4. use a variety of learning activities (e.g., reading, writing, presentations)?

not at all	3	3.16%
slightly	8	8.42%
moderately	24	25.26%
very	36	37.89%
greatly	20	21.05%
N/A	4	4.21%
Total	95	



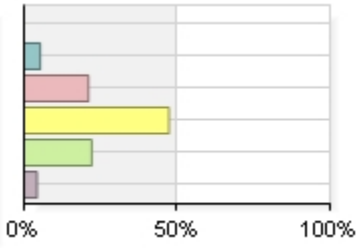
5. stimulate interaction between students?

not at all	1	1.05%
slightly	5	5.26%
moderately	26	27.37%
very	37	38.95%
greatly	22	23.16%
N/A	4	4.21%
Total	95	



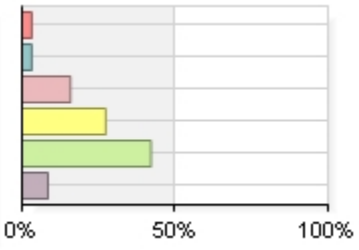
6. explicitly discuss your assessment method(s)?

not at all	0	0.00%
slightly	5	5.26%
moderately	20	21.05%
very	45	47.37%
greatly	21	22.11%
N/A	4	4.21%
Total	95	



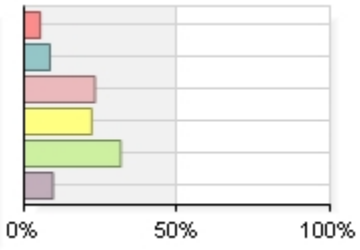
7. provide mock exams?

not at all	3	3.16%
slightly	3	3.16%
moderately	15	15.79%
very	26	27.37%
greatly	40	42.11%
N/A	8	8.42%
Total	95	



8. provide answer models for mock exams to clarify expectations?

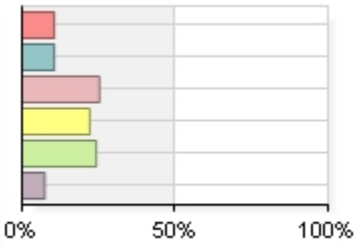
not at all	5	5.26%
slightly	8	8.42%
moderately	22	23.16%
very	21	22.11%
greatly	30	31.58%
N/A	9	9.47%
Total	95	



In the BSc course(s) you teach, to what extent do you

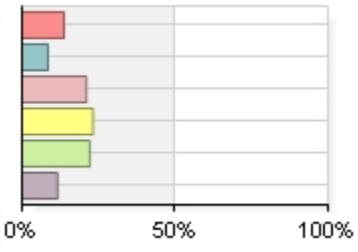
1. organise group work?

not at all	10	10.53%
slightly	10	10.53%
moderately	24	25.26%
very	21	22.11%
greatly	23	24.21%
N/A	7	7.37%
Total	95	



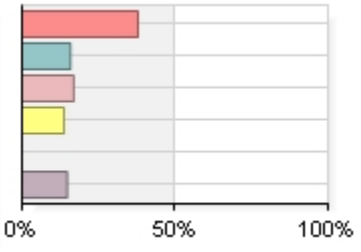
2. let students choose their own group?

not at all	13	13.68%
slightly	8	8.42%
moderately	20	21.05%
very	22	23.16%
greatly	21	22.11%
N/A	11	11.58%
Total	95	



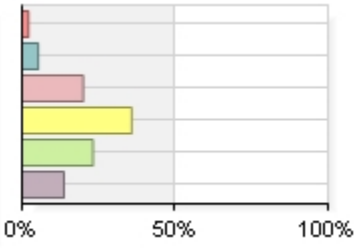
3. intentionally assign students to different groups?

not at all	36	37.89%
slightly	15	15.79%
moderately	16	16.84%
very	13	13.68%
greatly	1	1.05%
N/A	14	14.74%
Total	95	



4. provide support during group work?

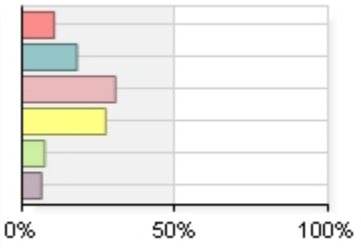
not at all	2	2.11%
slightly	5	5.26%
moderately	19	20.00%
very	34	35.79%
greatly	22	23.16%
N/A	13	13.68%
Total	95	



In the BSc course(s) you teach, to what extent do you think cultural background influences

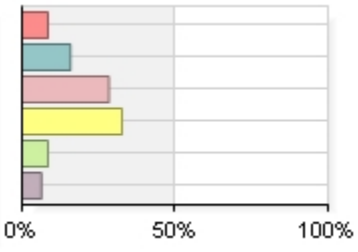
1. teaching styles?

not at all	10	10.53%
slightly	17	17.89%
moderately	29	30.53%
very	26	27.37%
greatly	7	7.37%
N/A	6	6.32%
Total	95	



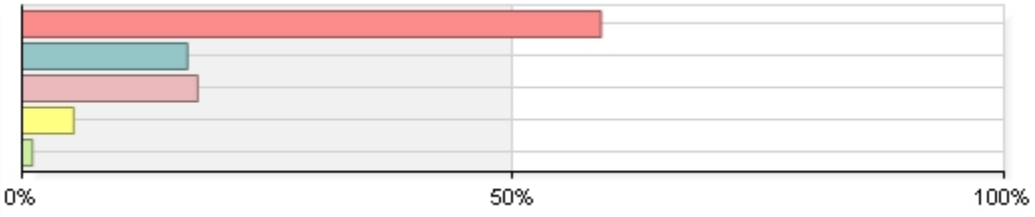
2. learning styles?

not at all	8	8.42%
slightly	15	15.79%
moderately	27	28.42%
very	31	32.63%
greatly	8	8.42%
N/A	6	6.32%
Total	95	



In the BSc course(s) you teach, to what extent do you use course material (books, case studies, examples) from a non-Western perspective?

not at all	56	58.95%
slightly	16	16.84%
moderately	17	17.89%
very	5	5.26%
greatly	1	1.05%
Total	95	



What other classroom activities and/or tools do you use to engage with the diversity among your students?

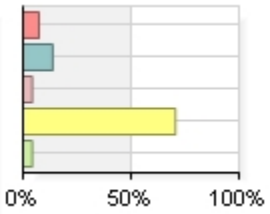
Comments
Pharmacy or chemistry is based on scientific evidence not on cultural insights.
As mentioned before, I do a workshop on intercultural communication at the start of the course
Discussion Case studies
N.A.
Discussing the societal context of the science which is discussed. Have some limited room to consider the impact of science on society and vice versa.
The subjects are worldwide
Two remarks about the questions on this page: – Item 28 is puzzling me: Is it about my background? The students' background? Is it even possible to say anything as general about someone's learning style based on their cultural background in all possible cases? – Item 29 should have an N/A–option: For example, introductory mathematics courses are universal (at least, the content is identical in every country I have taught so far).
quizes, open discussion, teaching with memes
My basis is mathematics, students are encouraged to discuss the problems among each other
Comment on question 29– explain what is a non–Western perspective.
none
NA
what does a non–western perspective of physics means?
none
160 students, frontal lectures, trying to stimulate student participation with questions, not many oppportunities and last 2 years all online so even less
We used to have an excursion trip (cancelled now two years in a row because of corona). Generally during this trip there is more interaction between (inter)national students which, I think, contributes to their mutual understanding.
Kahoot
it never really comes up to be honest. The lack of cultural ownership of the subject helps in this regard – they idea of non–western perspective in chemistry is a bit much. There are differences in cultural aspects when it comes to integrity (what is acceptable and what is not) and in the masters we cover this issue.
Discussion board to force them to read before the lecture.
NA only lecturing
Student presentations to the fellow students
No activities
item 29, can books such as biochemistry be classified as western or non–western?

Section 7: English Language

The working language in our faculty is English and for most of us it is either a second or a third language. We would like to hear from you how language aspects are addressed in your course.

Are English language skills part of your course learning outcomes?

yes	7	7.37%
no, because it is not relevant in my course	13	13.68%
no, because there is not enough time	4	4.21%
no, because the students should have the necessary English level before starting the course	67	70.53%
other	4	4.21%
Total	95	



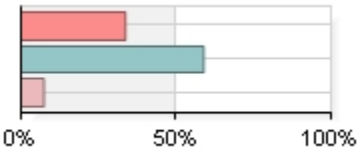
If other, please specify

Comments
Written and oral skills will have some influence on how well someone expresses themselves, and this will tend to influence the grade, but I do try to separate the quality of the English used from the quality of the argument given. The latter has the far greater weight. In very rare cases (one or two in the last 10 years or so) do I advise students to take an extra language course.
it is not a learning goal but I do correct language mistakes
Not the course coordinator so I don't know
I don't list it in the learning outcomes explicitely for the bachelor course I teach but it appears in the rubric for the presentation. For bachelor research projects "a professional level of scientific English" is required.

In the BSc course(s) you teach, are the grades of your students affected by

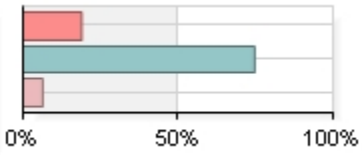
1. their English writing skills?

yes	32	33.68%
no	56	58.95%
don't know	7	7.37%
Total	95	



2. their English speaking skills?

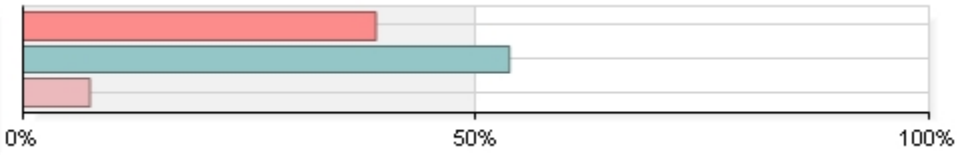
yes	18	18.95%
no	71	74.74%
don't know	6	6.32%
Total	95	



Keeping in mind that many of your students have studied in different languages, do you

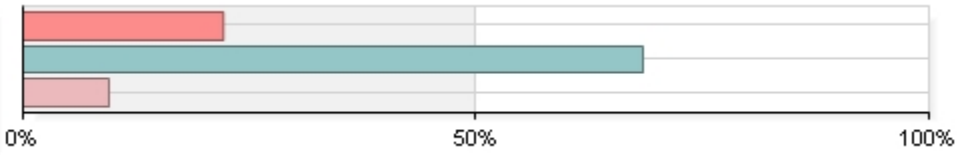
1. adjust your use of language to communicate with diverse audiences?

yes	37	38.95%
no	51	53.68%
N/A, please specify	7	7.37%
Total	95	



2. provide a glossary of discipline-specific terms?

yes	21	22.11%
no	65	68.42%
N/A, please specify	9	9.47%
Total	95	



adjust your use of language to communicate with diverse audiences?

Comment
-I probably should
-Math courses use very specific language
-This is an ill defined question. Language should be used to tranfer the information and not to showcase the ability of the teacher in using a fancy language
-There should be a basic mastery of the English language. The more we have to 'diversify' our attempts to

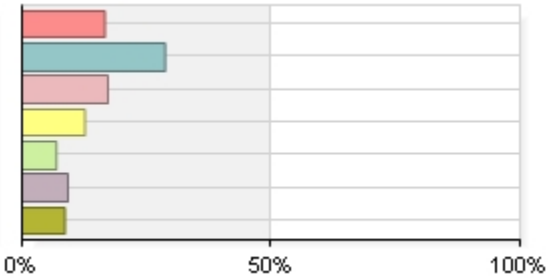
Comment
communicate, the more we send the signal it's OK to not be up to standard.
-part of the course is learning discipline–specific terms (which are explained), but I do not simplify
-to a certain extent one needs to keep an academic standard
-i use the math terminology and otherwise simple language
-I make an effort to speak clearly and avoid English expressions that might not always be understood
-I am a foreign myself and my students speak as good (if not better) English than me.
-Technical words are valid in different languages
-the course specific english is specialized
-physics and equations are in all languages the same

provide a glossary of discipline-specific terms?

Comment
-I am teaching modern technology such as AI often there is no translation because almost all languages use the English terms
-Is in the text book
-The book contains that
-Is already provided within the study
-not a glossary but extensive lecture notes, written out in detail
-It in the book
-discipline–specific terms are explained where necessary and sometimes translated into dutch (like Waterpas, Gradenboog, Winkelhaak, ...)
-to a certain extent one needs to keep an academic standard
-required glossary is developed during course
-learning math at the bachelor level always involves learning new terms and methods
-not needed
-I will try to integrate this.
-its the same in most languages
-I do explain terminology
-Sometimes its in the book
-Precise definitions are part of the teaching material
-This needs support from supporting staff
-I define terms as they come up
-physics and equations are in all languages the same

If you see one of your students struggle with academic English, how do you respond?

I refer students to the language centre.	29	16.67%
I refer students to the academic advisor.	50	28.74%
I refer to additional (online) resources (such as writing guides).	30	17.24%
I take extra time with the student.	22	12.64%
I ask a TA to spend extra time with the student.	12	6.90%
it is not my responsibility.	16	9.20%
other	15	8.62%



If other, please specify

Comments
Not Answered

If you have any other language challenges/concerns, please leave us a comment.

Comments
We have to make sure that we keep our teaching programs viable on the content. A high teaching and working load of the limited number of permanent staff members prohibits additional activities around cultural diversity etc.
With an already far above contractual obligations teaching load I do not have time or energy to assess English among 50–60 students. Seems that should be assessed (and helped) at a higher level than at the course level, when it is already too late. Many Dutch students have a surprisingly poor English, compared to international students
We should be MUCH stricter when it comes to language skills for admitting students.
N.A.
English is the best common denominator which we currently have. Please leave also room for other languages, since it can help to improve the overall communication.
I have been against an English language bachelor right from the beginning, both from a principal and a practical standpoint. I think Dutch universities' task is in the first place to educate Dutch students ('the tax payer's children'); from Master's levels onwards the international perspective kicks in, not sooner. Practically, it gives us headaches both in guarding the level, and even more in controlling the number of students The last years have proven me right for the second item.
I do not have any challenges so far.
I have never had a student with language problems.
Regularly I have concerns regarding the language proficiency of some Asian students. I have my reservations regarding the validity and authenticity of their English language proficiency certificates. In addition, there is always a group of Dutch students who supposedly passed their VWO exams but struggle to construct coherent sentences without resorting to Dutch.
Not really, sometimes they do not understand english terms, and if asked, i will spent some time to explain the term more thoroughly
At the start of the course I provide students with online resources about writing scientific english. I also explain that we (= assessors) need to be able to understand what they write, but that their writing does not have to be flawless. A report does not need to equal the language proficiency of Shakespeare or The New York Times, but do aim higher than broken english ("stone coal english").
Mathematics is a universal language.....
In my opinion if a student is admitted to an English–speaking programme, it is not University responsibility to teach the language from the scratch. It should be communicative and checked as this is a higher education (out of own choice). Admitting a student without sufficient language skills is not fair neither towards him/her nor a teacher and class colleagues. It is very difficult for a teacher to face a student who is unable to communicate because of his/hers language skills.
no
English language is really the responsibility of the student and of the student admission office. If a student has not a sufficient English level it is not the teacher´s task to spend more time on the student. Then the student should be referred to other resources.
No
I found Q31 not a good question. English language skills cannot be a formulated learning outcome of an FSE course unless we get in external experts. The level of English of our staff, and their knowledge of how language is taught, is simply insufficient to formulate and verify achievement of specific learning outcomes regarding language skills.
No

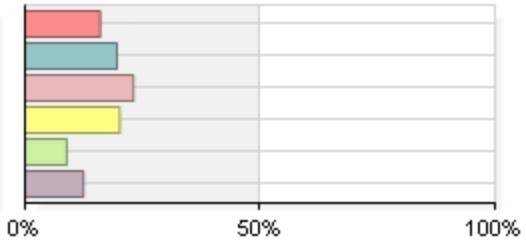
Comments
English language skills can be limited also for the dutch students but usually both international and dutch students have similar level and difficulties
We try to take this into account in grading, trying to read the intention of the student and not penalizing incorrect wording. However, if English is not proficient, writing an explanation will be difficult for the student.
Student should have a sufficient level of English before they start with a BSc. It's the duty of the University to make sure this requirement is met and lectures should not have to provide extra training for students who have not a adequate level of English.
I recommend (all) students to read more, in order to improve their (english) reading and writing skills
Actually I think language challenges/concerns do not necessarily apply to BSc students (I have limited experience with BSc teaching though) but can also play a role in MSc courses and even at PhD student level.
Really, internationalization is the worst thing we could have done! We all know that it was a business model, but now we are ion deep trouble: too may students, not enough class rooms, and low pass rates. Stop this! Moreover, it is simply not true that the quality of teaching is not affected by a non–native speaker. All teachers acknowledge that. We do our best, but the result is not more than mediocre.
Dutch language is also a problem for many students
–
Dutch colleagues not realizing that their are two or more classes of international English and that the English spoken in the Netherlands is more or less a dialect also
It feels often that English is limiting students to ask questions, even if you stress the language does not matter.
Sometimes you only notice the language challenges at the exam (exam questions poorly understood) so that might be something to take not of or identify at an earlier stage
My English is not good enough to give the necessary depth in my teaching.

Section 8: Future Directions

Utilising the diversity of the classroom and diversifying teaching practices can be challenging. In this section we would like to hear about what kind of support you would find useful.

Regarding the International Classroom, what kind of topics would you be interested in exploring further?

how to support students in diverse group work	27	15.98%
how to adjust feedback for diverse students	33	19.53%
how to adjust teaching and learning activities for diverse students	39	23.08%
how to handle the impact of cultural differences in your classroom	34	20.12%
language support	15	8.88%
other	21	12.43%



If other, please specify

Comments
.
I have nothing to add
Discussion in the faculty among teachers on language issues.
I wasn't interested in any of the points other than "other", thus had to click "other" to continue the questionnaire. I have been teaching in extremely international/intercurltural environments for 20 years before I came to RUG (with more than 60% non–European, non–U.S. students) and rely on personal experience by now.
make the students feel 'belonging to' one of the tracks in Physics
I have just started at this university and am still getting acquainted with everything. I am open to receiving updates on events and workshops on the topic of diversity, though.
A more effective approach in supporting the international classroom is by having all participants be aware of what it means to be part of such a classroom. Expecting teaching staff to enforce this top–down in a classroom setting consumes a lot of energy and probably isn't all too effective. I would much rather see training programs and a clear set of expectations before domestic and foreign students partake in our curricula. This would make it much easier for students to communicate with each other. Without a common guiding framework, there is no basis for effective collaboration. People need to understand what's expected from them, also in terms of communicating their thoughts and emotions.
None
none
n/a
none
No
I believe that in my courses the main difficulties students encounter are due to limited/insufficient prior knowledge of math and physics, so they would benefit for tutoring outside of the classroom (to fill gaps in their knowledge, where gaps may be due to inadequate prior education or just personal responsibility).
in mathematics, i have never seen that English level has been hampering students' learning
what a badly designed survey...sorry. I don't think I need additional 'support' (which is the wrong word anyway because it will generate extra work for teaching staff)
None of the above.
I needed to choose something (stupid survey) so I chose this. I really get seriously angry while filling this out.
No comment.
The reduced use of social science specific jargon when it comes to explaining what is meant by the international classroom
I couldn't say none, therefore I had to pick other.
More information/help in how to better support dyslexic students. In general I think teaching staff should be better informed how students with special needs learn and how we can support them.

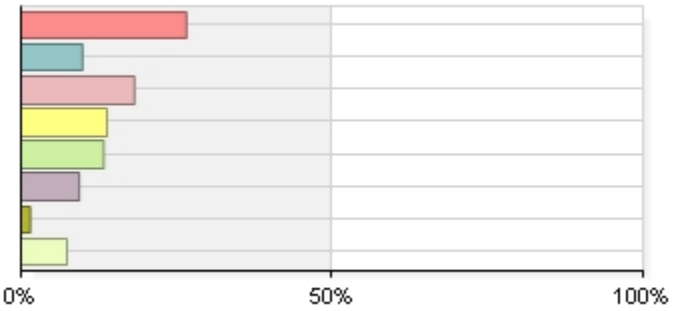
Regarding the International Classroom, what would you need others to do instead of doing it yourselves inside your classroom?

Comments
An international classroom means keeping up with international standers in scientific education. Internationalization makes clear that we have difficulties to maintain the overal quality level of our scientific education.
Help out with English. Perhaps make a more explicit intake level requirement?
I don;t know

Comments
see above
Organize the students in the appropriate groups
If "yourselves" should be "yourself": Nothing.
I believe it doesn't make sense to allow students to come to study with us if they don't have a very good understanding of the English (scientific) language. So this should be a precondition to their allowance. Also basic knowledge of the discipline they have assigned to should be tested in advance.
I think the above item addresses this.
explain rules and behaviour in class and outside
Provide clear explanations about Dutch grading and teaching styles to international students.
Inform students of how the university works.
Frankly, I do not get this question, sorry.
Take care that students have sufficient knowledge in English before admitting them to study.
Well, there needs to be adequate programming provided by the university to ensure support for the students and also for the teachers. It is not the job of teachers to stem this additional burden.
Have the information of how to handle difficulties due to cultural differences easily available.
The standard of technical English should be good enough – it is not possible to address this during the course.
Student expectation management. Getting a more diverse student population – with Dutch students being dominant, a truly international classroom is far off.
Monitoring the group work performance, interaction among students, identifying difficulties in the teaching styles.
Making sure that the English language level is appropriate, I think that is a prerequisite for entering into a program.
* in first year courses spot students with insufficient English writing/speaking/comprehension proficiency, so that they can start learning immediately * provide students with information on Dutch education culture – what is expected / allowed
A small point: it would help if the standard of English language usage in our "official" documentation (e.g. BSc TERs, etc) would be improved. (NB. this question is perhaps a reasonable illustration of this phenomenon) Perhaps the university could employ people who facilitate language checks and translation services.
Be clear to all students who will start a BSC in Groningen what is expected from them and how the Dutch grading and educational system works (with active students participation etc).
Currently I can only think of student selection based on English skills. If student do not meet certain criteria, they should not be allowed to enter. This may seem harsh but in the end it benefits not only the teacher that has to deal with this but also benefits the rest of the class and the respective student. The latter may otherwise not be able to follow the course as required and only feel worse.
Actual self study.
nothing
–
language support (although overall I experience the language level to be very high)
more social activities for 1st years in first 2 weeks of program
Support students with varying background when they cannot keep up with the rest of the class because of their English language level.
language support
Language support should be addressed centrally? We should be supported in this more as it is not our expertise as teachers in a discipline
Providing support, making clear to students the need for internationalization, diversity and how to handle them, In short lecture periods it is impossible to address all these aspects

What format are you likely to use for learning more about the opportunities and challenges in International Classroom?

website with teaching resources	54	26.60%
handbook / manual	20	9.85%
workshops	37	18.23%
webinars	28	13.79%
coaching from FSE International Classroom team	27	13.30%
intervision / community of practice	19	9.36%
other, please specify	3	1.48%
none, please tell us why	15	7.39%



If you answered other, here you can fill in why

Comments
–
Talking with colleagues teaching similar courses, to effectively brainstorm about best practice.
I would like to know why some of my students have prior knowledge gaps (e.g. are these gaps due to inability to access adequate education or to cultural barriers) so that they can addressed beforehand.
general workshops are often too general and take too much time. I just want to look up examples when I have questions. Further, the workshops I attended focused on how I need to accommodate my teaching to international students – and I agree – but I think the university also has a role in providing information for students about what is expected, because the *first responsibility* lies with the international students them selves: they also need to take action to get acquainted with the education culture here, and to make sure their English language skills are sufficient to communicate. Finally, I think their should be a language proficiency test at the start of international BSc studies, because it just takes me too much time to give feedback on writing of students (also applies to Dutch students!) who cannot write in English. Students who do not pass this test at the start of their studies, would need to follow language courses during their studies so that their language proficiency is sufficient for writing a BSc thesis.
Incorporate this specifically in the UTQ/BKO
–

If you answered none, here you can fill in why

Comments
–
I think what we do so far actually accommodates most backgrounds. Could perhaps make it more clear that students can make contact if there are issues; i.e., be more inviting.
After 20 years of teaching –– as a non–Dutch person! –– I haven't found the "international classroom" initiative to be useful for my own teaching praxis beyond my own skills. I have my own experience built up from both undergraduate teaching and one–on–one MSc and PhD student supervision that has provided me with useful guidelines that have improved my praxis, but I haven't seen anything from the IC initiative that yet improves upon this.
I don't think this is an issue for my courses
see item 39
I honestly have no time giving the extremely high workload to take on more work and responsibilities on top of my other work.
It is not relevant.
I have international TA's, send them to teaching classes, the international Classroom is enriching, I have no reason to think I do not handle it well.
i do not feel this is an issue in my courses. Maybe also because most of the students are European.
NA
–
we have enough to do as it is – teaching loads are only a part of the demands on staff in chemistry and more training and events is just a burden not a help
Time pressure is a reason why this will not work in practice.
Lack of time.

Are there any other questions, issues, considerations, or discussion topics related to internationalisation of the curriculum that you would like to raise?

Comments
–
I think there are two aspects here: International students, and NL students from different cultural backgrounds. The latter often has Dutch as their 2nd language and hence English as the third. They also often come from non–academic backgrounds. Hence, this is a group that could use support. International students seeking around, often have a decent command of English, and are ambitious. For this group it is more the degree to which they feel comfortable approaching the lecturer/professor. E.g., my Italian (MSc) students have a very different approach compared to Dutch/northern European. Having said that then my Bsc class mainly comprises Dutch students. It's in my MSc courses where there are many international students.
I think it would be a good idea if my initial effort on inter–cultural communication would find follow ups in the rest of the curriculum
Please explain to us all how there can be course material from a non–Western perspective in the fields of FSE. 1+1=2 and it doesn't matter if you grew up in the Netherlands or Vietnam.
No
See my comments/opinion about the internationalzation above
There are not.
I have not had any issues myself, but heard from students who are experiencing internationalisation that the high diversity has the danger that students surge for their own group, where they feel comfortable, and not mix with other groups. So maybe you should need to explicitly organise excursions or camps for a few days at the beginning of the year to let them work and live together, in order to improve interaction. Kind of "extended kei–week".

Comments
Personally, I think Dutch universities are overextending. There's no doubt that international exchange is a great way to disseminate knowledge and create a network for the benefit of academia and society in general, but we are reaching the point where we are neglecting the importance of domestic affairs. It feels wrong that Dutch students are more or less forced to follow international curricula. Balance is key.
None
It must be clearly communicated to which extent the internationalisation is implemented and what is expected from teachers in this manner. I totally agree that internationalisation is profitable in many ways, but it would be good to introduce an entry exam coupled with English test to avoid 'expected starting knowledge' issues. Again, at the end this is University – high education facility, thus some entry requirements I find totally fair. Additionally, as a teacher I would like to focus on teaching science without wondering if someones English skills are sufficient or not.
Why is there such a focus on internationalisation and not diversity, inclusion, and belonging?
Internationalisation of the curricula has resulted in a large influx of students – in some programs this has been a blessing, in other programs this has stretched already thin resources beyond the limit. This stretch is also seen in other aspects of student life, such as a shortage of housing combined with the shirking of responsibility from the university to house international students (who often experience a bad start to their studies due to stress in obtaining housing and living in emergency facilities without, eg, sufficient privacy to study). Thus, international students feel like they are treated as less, or have access to less facilities as Dutch students. These negative aspects impact on the way 'internationalisation' is perceived, both within the university as well as in society, and it seems that the University and faculty have not sufficiently considered these impacts before rolling out internationalisation (for example by better resource management).
Perhaps the university could employ people who facilitate language checks and translation services to instructors, administrators, etc.
NA
no
–
can we stop mixing up all the various issues (gender balance, LGBTQ+, nationality, language etc) into one pot. There is no one size fits all solution
Teaching groups with multiple cultures and nationalities takes more time. Despite that this type of teaching is becoming more and more common lecturers do not get more time for their teaching/courses (i.e. in Timeless). You cannot expect lecturers to invest additional time when there is no time available. The university/FSE is supposed to be a professional organisation. So in case this is an important issue make additional time and staff available.
My problem is that the students will have to communicate with Dutch patients and that the students should have their education in Dutch and learn to communicate in Dutch.

Appendix 3: Student focus groups interview minutes

Section 1: How welcome and comfortable do you feel in your programme?

Question 1:
Did you participate in the……...?

- introductory activities organized by degree programme
- activities like excursions, curriculum-related events organized by your programme
- information sessions by academic advisor
- welcome events organized by study association (introduction camp)
- buddy system organized by study association
- career events by study association
- mentor meetings
- kick-off week

Could you describe how comfortable or uncomfortable, or included/excluded you felt in these activities? What made you feel that way?

Why did you decide to attend or not attend these activities?

Biology & LST:
Started studies during Covid so event not very helpful

- Likes the buddy system as it tries to integrate international students à but could be improved / more activates

As a Dutch student

- Not hard to make friend in the event = knows the cultural
- Likes the activities as it is for both international and Dutch
- But Dutch stay together and international are together à likes activities where Dutch students are coupled with international
- Dutch students always speak Dutch first = more comfortable
- Organizers enforce to speak English but international percentage is so small

Activities are on organized on voluntary basis with majority being Dutch voluntaries

- International student participation deceases = cyclic process of decrease in participation of international students as majority speak English
- Increasing international students' participation in event would help = easier to speck in English

TA and professor still approach student in Dutch first = asking "is there anyone who can't speak Dutch?"

- More international TA and professors = reduces this problem
- Written documents always in English whereas approving in real life is usually default language is Dutch = need to be improved, international student find this disrespectful / feels bad that they can't speak Dutch
- Some lecture slides are still completely in Dutch

Very few interactions between Dutch and international students

- International (who are the minority) usually have to approach the Dutch student = Dutch barely initiate conversation, one directional conversation
- Solution to add more team work = especially in the first year / beginning of the program

HUMOR
Tries to explain Dutch joke to international

- Willing to explain the inside / domestic joke = very considerate
- International and Dutch want to conversate = but hard because of grouping
- Some Dutch are stubborn and want to talk Dutch to a Dutch person even though there is an international student next to them

However, there are many Dutch people willing to try = especially ones in study association committees.

BME:
Mentor groups
- Went to mentor meetings and enjoyed them.
- Are often made from alphabetical names or random and this can lead to a group of just boys and 1 girl or just dutch people and 1 international which is very hard for internationals

Introduction camp had a 40km bike to get to the campsite.
- prevented internationals with less biking experience to go.
- Internationals might not have bikes yet
- But might be there to introduce students to dutch cycling culture

Information market
- Thinks they are useful but some already did it themselves before coming to the netherlands
- Did not know they needed a dutch bank account to get dutch phone number
- Would like help with how to get a Huisartsen

Welcome package
- Very big file so not everyone reads everything. Make them look more interesting

Housing
- Very difficult still
- First years have it hardest, but others also have it hard. Would like uni to help
- Lots of people still have no internationals rule

Introduction activities
- Students didn't know exactly what event was useful
- Liked relaxe events more

Chemistry & Chemical Engineering:
Tried many activities in the first year from the study association = but stopped in 2nd year during COVID
- Usually higher number of students in educational events more useful information
- Part of educational committee in study association
- More international students now in the study associations events = easier to make friends (previously mainly Dutch students participating in events)
- Board of study association encourages student to speak English rather than Dutch

Events from ESN:
- Targeted to 1st year international students

Form 1st year student:
- Cooked food from other cultures in the study association
- Learn a lot about Dutch culture from being a part of committee
- inclusive, mostly in English, easy to make friends classes online but in person some tutorials and activates

Pharmacy:

- One student started during corona so had non in the first year but did have some in the second year

Introduction day:

- Student went and was a good experience

Introduction weekend:

- Student did not go but doesnt remember why

Tour of uni building from study association:

- Was okay but would have liked to see more

Mentor meetings:

- Mandatory and very well received
    - Good to make friends

Infomation market:

- Student did not know about it (might be due to gather town)
- Student did not go as uni and the events are too much
- Students do like that it isan option to choose which one they want to do.

(Applied) Math:

- Went to kick off week events, academic advisor, and mentor meetings
    - Student thinks mentor meetings arent mandatory
- Some workshops were canceled
- Did not go to intro camp but did hear it was very nice
- Student was not aware of a buddy system
- Student was not at kick off week events as it felt like a hassle. This is due to the events being right after lectures or just didn't feel like going

- Other student thinks back then mentor meetings were mandatory and they went
    - Had to go to carrie events to get degree
    - Also no buddy system
- Student didnt go to inro market because he was a bit sick and he just came to the country. Probably jet lag as well
- If there's too much then students won't go.
- Student joined almost everything because she wanted to make friends and learn how to study. But mainly friends
- Student who went too a lot of intro things found the first ones interesting but then as courses became harder stopped going
- Student made lots of friends by going to these events
    - But mainly found dutch students
    - Wants to connect with international students but was by coincidence found the dutch friends
- Students went to intro camp which was fun
- Introduction activity was only highly recommended not mandatory
- All the introduction courses are too much if you also follow your courses

Computing Science:

<u>Mentor meetings</u>

- Mentor meetings were great to make friends and only thing one student joined
    - Very useful wants it to stay
    - Good to make friends

- Maybe greater variety of types of events
- Guys and girls were very divided in the mentor groups. Would like more of mixing
    - Students mixed poorly not mentors fault
- Activities could fucose a bit about nationality
    - Lots of nationalities stick together which is hard to mix and make new friends
    - There is a course in the second year but would be better in first year

KIA week

- KIA mentors mainly went to drink activities and student would like more diversity
    - Viewing city
- Decent to make friends outside of faculty

Messaging

- Students forget a lot about meetings and other events if not regularly messaged
    - Send reminders
- Sometimes students miss things due to not clear communication

Artificial Intelligence:

- Did attend several introductory evens both faculty and study association. Made it feel like a community and very helpful for making it feel welcoming and connecting with colleges.

Mentor groups

- The way the program is organized with mentors and mandatory lectures/tutorials throughout the first semester really helped connect with fellow students.
    - Mentor group stayed together due to this and became friends
- Students made friends out of mentor groups.
- Was especially nice for when everything was online
- But mentor groups stopped too early. As it was only in first semester and could have been even mixed to make newish mentor groups. Students found mentor groups very comforting
    - Students were aware mentor groups would end after first block
    - Not all students agree some thought mentor groups lasted long enough
- Maybe even be forced to be paired with random students throughout different courses, students could be outside mentor group. To find different students you work well with and get to know them. This may help mixing
- Some students aren't enthusiastic about mandatory things but found mentor groups useful
- Student said :Being forced to be with people helped most students present
- Mentor groups also useful during covid times. So you have some people to watch lectures with
- Some meetings felt useless as nothing was really done but were nice to be together

Study association

- No intro camp due to covid (2nd years)
- Went to different events but never really made friends only new people by face/name
- Buddy system from Aclo sports association was really helpful and helped with making friends, getting to know people and going to events

Academic advisor

- Felt welcome
- Was clear to go there
- Friendly and responds quickly

Kick-off week

- Students don't remember a lot
- Some signed up for some things during the week but didn't end up going
- Students went onto gather town for information market and m=almost immediately left
- Students think that all these workshops, e.g "Don't worry be happy", could be integrated into mentor groups
- Students found out about some events after the event so weren't able to go
    - Would like more advertising for the workshops, for example during mentor meetings, so they have a chance to go
- However some students do not want to spend a long on going to these events. Want it shorter some just aren't interested
- What helped getting students going there was putting events into the rooster for the study association

Welcome package

- Some student didn't know if they got it
- Students mainly quickly flipped through it but didn't read
- Welcome package should very clearly state that housing is a problem and make it very obvious just how hard it is
    - Several students found it did not how the real size of the problem
- Dutch student doesn't remember getting the package
- Highlight most important points
- Students want some clear guides on how to do certain most important things

Housing

- Still very big problem
- Students want information on trips and tricks how to get housing
    - For example that room.nl gives you priority the longer you've been on the website which internationals don't know

Website

- Information feels buried and is hard to find on the website
- A clear summary to find some information

Schedule

- Rooster feels overwhelming to some first years
    - Having to choose certain tutorial groups and not know which on to go to is stressful

Emails

- New students got emails not meant for them but for older students. For example deadline for enrolling into courses closes at this date. But this did not apply to new students as they were enrolled automatically. This caused that they misunderstood and panicked in group chats apparently. So maybe don't put them into these automatic mailing lists right away.
- Give more clear information on what they need to do

Ukrant

- Students like getting these email

(Applied) Physics:
Mentor meetings:

- Some mentor meetings did not have the same amount of meetings as others. Make sure everyone has the same as it has a great to make friends
- Very international mentor groups sometimes (so maybe not mixed well)
- Several students got friends out of mentor meetings
- One on One mentor meetings are important for students mental health
- Nationalities do tend to group together in mentor meetings
- Students are more likely to go to meetings if they are mandatory

Professor lunch

- Was fun but no follow up but did get TA jobs from it

Academic advisor events

- Students were unsure about if they went or what they were
- Unsure if it took place

First day of uni

- First years thought that first day was enough and everyone is very welcoming

Introducion day

- Was important in students opinion

Student association introduction event

- Was fun however no real connections were made with student on the event
- Again not many friends were made from the study association

KAI week

- No real connections were made

Gather town

- Students did not like it that much but its a okay last resort

Welcome package

- Good but it needa to describe that the housing is almost impossible

Housing

- Feels like pure luck
- Short term solution is bad, more expensive
- For male int students its hardest
- Maybe introduce the different types of contracts to students. So short stay and long stay
- There are seasonal fluctuations so you should maybe have some kind of information on them
- Only way you can get housing through kamernet & room.nl is by having it for a long time
- Facebook can have a lot of scams
- Students want a guide on how to figure out what a scam is and what is real.
- Internationals seem to find better on facebook
- The real realtors can also be tricky as some are really meant for very long term contracts/ not students
- Definitely a guide for scams

Room.nl

- The longer you have account the more important your sign up is

Internationals will almost never get a room on there as they will get their account to late

Astronomy:

Mentoring

- Students found this to be the most useful
- Good to make friends
- Good to answer questions
- Studnet who did mentoring also thinks that this helps form students
- Student feels like there should be an optional second semester option.
    - More social activities and can make better bonds between students
    - International mentors also helped
- Students want
    - Team building activities
    - More information about study association
    - Maybe more mixing

Kick off week

- Students dont remember it to well
- Students did not like gather town

Welcome package

- Warning about housing should be most important right at the beginning
- Should have a check list and need to know
- Students cant come to groningen due to no housing
- Meantion what short term contracts are
- Meantion how websites work about waiting times
- Emidiatly send out information when sign up on study link rather than when accepted
- Also mention about housing in marketing
- Mention scammers
    - Student even went here to look at house but still got scammed

Doctor

- Doctors also are hard to get

Other

- Vitamine D should be talked about
- There is a lot of stuff so you need to be careful with advertising at the same time. Otherwise overwhelming
- Some activities is very useful for students at info market
    - Too much all at the start of university
- Talk to uni for what they are doing in intro day

IEM:

Mentor groups

- Very helpful at start
- Great to make friends
- Useful to help students seattle in
- Students stop going after about half way throught he year.
    - Different activities to keep them intressted

Intro week

- Is very helpful
- Study association splits people into groups who they think is more likely to become friends in the week.
    - So dutch guys with guys and internationals with internationals and girls with girls
    - Does leads to easier friends but harder to make friends outside of group
    - Maybe slightly more mixing would be better as it was very homogeneous groups and harder to make divers relationships

Question 2
Why did you decide to join or not join the study association?
For those of you who are now in the study association, how do you feel about participating in the study association?

Biology & LST:
Joined study organization as the books were discounted

- Meets new people and friend = usually the same people are at the events so you make really good connection with them
- Likes meeting people from the same program including from different years (also masters) = learns a lot of useful information

Being a member since the first year

- Joined during covid and good way of meeting new people
- Still friends with members of committee
- Being more active in the committee help Dutch student to approach you as an international + speaks to you in English as they are aware you are international

First year student

- In the career committee = help to grow socially, very active committee and CV
- Being more active in the study association = help in internationalization, making connections and making friends

Positive experience as the only international in the committee = everyone talks English for inclusivity

BME:
All students are in study association

- Have useful services like discounts on books
- Overall very welcoming to internationals (except one ball)
- Good revision opportunities for courses
- Cheap membership

Dutch students

- Dutch students don't talk too much to international students

<u>Other</u>

- There was a ball which was very dutch based and made internationals unwelcome

Chemistry & Chemical Engineering:
Advice from older sister to join committees/ study association = usually tries to go to all events

- to make friends (struggling in the being to make friends)
- quite easy to join committees of the study association
- But made most friend through roommate rather than faculty
- Educational committee = easy to advertise as student need the help

Meet lots of people (from different year) in the study association = in a fun way

Every one in the focus group is part of the study association and committees

Pharmacy:

- Student did not join association as they cant drink alcohol and also does not like the types of events they organise. So most accosiations dont make sense for them to join
- Student tried to join association committees but she never got in and they never told here why
- Mostly dutch join the pharmacy association
- They often speak dutch
- Students do not trust study association to be inclusive or organis events

(Applied) Math:
- FMF room does not feel too dutch anymore. Much more international now and it felt more welcoming.
    - However room is in a odd location so students dislike going there
- Student joined association
- Students also joined Franken
- Studenten joined due to: having friends there, fun events and a full fridge
- Also good study sessions organized by both FMF and Franken
- Other student joined cover as the room is friendlier
- Student left FMF due to it not feeling too welcoming back then
    - Theres a hard core team that really enjoies FMF but can be a bit much sometimes
- Cover is more international and feels more welcoming. While FMF stuck to their ways a bit more
- Cover did a lot of online activities which were fun and good during covid
- Student joined FMF to join a trip to switzerland and never de-enroled but doesnt really go there anymore
    - Due to it not being her type of events
- FMF board and emails are in english

Computing Science:
- Great chats for help, Great activities for support and such, Great room and food, Great help with exams, Overall good activities
- However Cover is hard to join the main group
- Cover is fairly friendly to internationals
    - More friendly than program
- The members all like switching to dutch as is easy
- Sometimes nationalities can be mean to each other
- Students want free notebooks again

Artificial Intelligence:
<u>Joined</u>
- Joined the association because the mentor showed the room and then other people convinced them.
- Made friends which made people stay
- Intro camp was fun and helped mixing
- Some are there only for cheap snacks
- Almost everyone is a member
- Study help is good to make people stay

<u>Did Not join</u>
- Was in a different association so was too much to be two so only picked one

<u>Study support</u>
- People really like it and it is great
- Even have tutores that help you if you ask

(Applied) Physics:
FMF

Franken
- Excursions are very fun and make people want to join
- The atmosphere in the student lounge is sometimes very dutch means its hard for int students to join in sometimes as they don't want to disturb

Some students were not sure what the study association were really about
Students sometimes don't have time to do join events
Social drinkers are worth joining
We need dutch students in the associations so they can guide them through dutch culture or official stuff

Astronomy:
- Good for students to know there is at least one place for students to go back to as a kind of fall safe
- Good scolai network
- Useful to study sessions
- Good to know some lectures

IEM:
- Very very dutch
- Feels like they exclude internaitonals a bit
- First year with an international on board
- Wont switch to dutch for internationals
- Very much helps builds relationships
- Support sessions are not free
    - This is should be changed as almost every study has free sessions.
    - If needed with help from university

Question 3:
Could you describe what your programme did to make you feel welcome? What makes you feel most welcome? What idea do you have to make it better?

Biology & LST:
International TA and professor = help as their first instinct is to talk in English

First question professor asks if there are any international students = not very welcoming as the program is in English
- TA was Dutch and talked Dutch to Dutch student = international student missed some information

However, some Dutch TA talk English to a group of Dutch students (Lab course)

More implementations for TA to talk in English
- Not just assume all the students are Dutch
- TA usually get question in Dutch and then explain it in Dutch = international student miss information as they have the same questions that was just explained in dutch
- Usually have to explain the information twice = once in Dutch and then in English

Full Dutch mentor group → spoke English in the beginning but gradually switch to Dutch as it was hard to enforce

International mentors get international student and Dutch mentor gets Dutch student

- Mix groups is better as it helps internationalization
- Solution → Having two mentor = one international and one Dutch (or a general contact person from the same nationality)

BME:

- Students like mentor group
- Academic Advisor very nice and welcoming and wants to help students
- Students think mixing up groups would force more mixing of dutch and international

Chemistry & Chemical Engineering:

The university advertise international = but student still have to arrange lots of stuff themselves like bank account, hosing, registration in the municipality, GP and health insurance (university is not clear about what it can and can't provide)

- RUG website à mess, overwhelming, not designed in user friendly
- Student mentors help = but they are student too à not professional
- There is a guide = but only pre covid information
- Asks Dutch friend rather that university staff

Practical information from internet (other RUG student from their nationality in WhatsApp group)
Overwhelming to start university and doing practical work at the same time

Finding a house less difficulty for Dutch student but still a huge problem

- Need an address to register for BSN and bank account
- Usually to find house successfully = the student friendly website is less successful than the professional one

Stores not open on weekend (only until 5 pm) = cultural changes → would like some headsup

Pharmacy:

- Mentor meetings very nice
  - But one student felt that was the only thing.
- One student wants to see a activity/opertunity where students cant talk about their own culture.
  - So that they might be able to understand why other students might act differently
  - Not a lecture type of event but really a student event
- Students feel like the diversity of students is not being valued by the course
- Students feel like the amount of international students is decreasing. About 10% is hope the students feel.
- Students mainly speaks dutch to each other

(Applied) Math:

- Students felt that you dont really feel welcomed but more feeling not unwelcome. So it's more like slowly fitting in.
  - Student felt this was okay. As it's a small program and so it's more getting to know the students at first and finding your own reasons to be here.
- Students felt that you only really start feeling homesick about December.
  - Other student hasnt noticed it yet but the main problem is food
- Food is bad or very expensive and sometimes food is bad and expensive
  - Student want cheaper food

    - Student finds that food here that is supposed to be from their home country does not taste like anything and is disappointing
- Dutch students still tend to stick together
    - However student does not find this is a problem
- Students went here due to it being close to home
- Student does not know why but felt very welcome mainly due to a good atmosphere
    - Everything is very clear
    - Friendly people
    - Always can ask someone for a problem
- What made one student feel most welcome is other students and later in the bachelor you get to know the prof and then it feels more personal and they can also help
- Student belives that for international students the best way to improve is to force students out of their bubbles. So stop dutch groups, Spanish groups and other very specific groups from forming.

- Lots of students in the program are international so easy to make friends

<u>Not bening allowed to speak dutch as a dutch student</u>
- Is hard as you have gotten used to it
- Understandable why you want to speak dutch to your friends

<u>Welcome package</u>
- Student does not remember the welcome package well
    - However the welcome information has improved as older student remembers it being very bad and hardly addressing the internationals
- Student again doesn't remember welcome package but does remember good emails.
    - Would like how to set up calendar and plan courses before the uni begins

<u>Housing</u>
- Studnet knows its very hard for internationals and non women
    - But she was able to first stay at her parents house and only got a house in the end because she was a girl and dutch.
    - They even tried to get a guy to move in once but the landlord said no.

Computing Science:
- Mentor meetings
    - Also can be good for internationals to learn english
    - Would like more mixing of mentor groups
        - Maybe even a big party with everyone
- Would like clearer communication about taking courses from other programms

Artificial Intelligence:
- Other universities when you got your acceptance letter gave you small gifts like keychains or masks with university logos on them. Students would really appreciate it as going to uni is a big step and these small gifts show how special it is.
    - make s it more likely for students to read welcome package
- Students love free stuff
- To get students to read information you need minimal paper and maximum goodies/free stuff
- Free snacks and drinks at opening events also helps

<u>Ukrant</u>
- Ukrant wrote a article about how international students feel less welcome and the english version was last which made it seem a bit odd

(Applied) Physics:
Students are all coming here knowing that they need to figure it out yourself rather than the uni doing it for you. This builds a community feeling as they all want to figure it out together

Mentor groups and tutorials are important as they feel smaller and more personal so they counteract the feeling of being alone. Big lecture halls can sometimes be new and slightly scary so tutorials help.

Some internationals like the people who are more welcoming here.

Introduction to culture events are useful but students didn't really go

Students didn't feel a sense of belonging from the programm side. However they had a great safety net academic advisor, psychologist and other stuff which made you feel comfortable and safe that can catch you.

Astronomy:
- The first day showing around and exploring with mentor group is important
- Mentor group is really important

IEM:
- Dont remember welcome package
- Hard to find house
    - Not enough warnings
- Hard to make appointments with doctors
    - so students should be warned

Question 4:
How do you feel about the ……. of our faculty? Are they accessible/comprehensible to you? What idea do you have to make it better?
- Signage or any other information been written in Dutch as well as English
- communication channels
- facility services *(printing, restaurant….)*

Biology & LST:
- In the restaurant = labels are in Dutch for food
- Likes the bilingual setting at the coffee machines / AH = help to learn as well

BME:
N/A

Chemistry & Chemical Engineering:
- Very clear = once you get used to
- They moved the printing shop = can't find it anymore should have given an heads up
- More friendly staff, support desk and students = as the FSE is becoming more international

Pharmacy:
- All signs in english
- Students find emails good

(Applied) Math:
- Never tried the canteen but has tried food court
- One student wants energy academy to reopen their canteen

- Canteen is small, not sitting area but buying area
- Student thinks its very clear communication for these things

Computing Science:

Artificial Intelligence:
- Food is way too expensive for students everywhere.
    - Students cant go there at all or only go there rarely as its too expensive
- Students don't always know where to find microwaves and ovens to heat up food.
    - Are also unsure if they are allowed to use these

(Applied) Physics:
Students don't know were study store is but do use printers often

Information always come english or bilingual so that's good

Astronomy:
- Pay at coffe machines with university cards
- Prices at canteen is way to high
    - Prices are very bad for everyone including staff
- Student association is not allowed to sell proper food due to rules

IEM:
- All works great
    - But a bit expensive

Section 2: How international do you find your degree programme to be?

Question 5
How international do you find your programme?

Biology & LST:
Program is not doing enough for internationalization however the study association is trying

You should not disregard that there is high contact between the study association and the program. For example, the introduction period for this years' cohort day was organized by the study association, but in good collaboration with the program.
But also course support sessions are organized in collaboration where the program indicates the difficult courses

Proffesors often spoke dutch during lectures which causes the program to feel less international. Food is labled in dutch in the canteen which is hard for internationals to read. But might also be good to learn dutch

BME:
- Feels very international as its about 50:50 split between internationals
- During exams the wording is sometimes wrong which is very annoying
- English on slides is sometimes wrong

Chemistry & Chemical Engineering:
- Mix of both population (in students and also professors)
- 3rd year = Dutch stick together and international stick together
- 2nd year have a more mix of international and Dutch student = maybe cause covid?

First lecture is mandatory with instructions and how the course is going to be graded

Pharmacy:
- Students only have choice to go abroad if they choose a certain track

(Applied) Math:
- The students finds everything very english and international
- Lectures do not seem to mind the english and are very good
    - Only thing that is bad is that some readers are very bad. But not only due to language but also very poorly written in general
    - Filler words in readers aren't translated
    - These readers are also bad in dutch
- All lectures have good english and only swap rarely during tutorials when student need it in dutch
    - Greatly improved as older student had full tutorials in dutch but apparently does not happen in dutch
- Sometimes when TAs answer in tutorial questions in dutch if person asks in dutch
- Very international thinks about 40% is dutch but vaires over the years
    - Feels like more non dutch students are coming

Computing Science:
- Very international about 50% international students

Artificial Intelligence:
- Very international as you find several people from your own country
- For dutch students its ebay to group together as you have similar experiences but it depends a bit on the person and how willing they are to talk to all people
- Mostly people will change to english for you though

(Applied) Physics:
Very international. Most people are international about 70%

Franken (study association) speak more dutch than other places

Professors are also very welcoming and internationals

TA
- It's a bit weird that sometimes dutch students aren't allowed to talk dutch (dutch student)

Astronomy:
- Very international
- Students do separate into internation and dutch groups

IEM:
- Feels international now
    - Sometimes slides are still in dutch
- The program needs to choose between business and engineering

Question 6:
In your opinion, what activities of your programme could be considered as "international activities"? Do you have experience in such activities? How did you feel about those activities?

What international activities do you wish to have in your programme? What would make your programme (more) international?

Biology & LST:
Would be nice to have more international activities and educational trip implemented into the program = more opportunity for future jobs

New curriculum for LS&T therefore needs more better organization = no international activities at all

In the start of the year it would be nice to bring everyone together to get to know them

BME:
- Don't like the labeling of international activities rather label it as english activities

Chemistry & Chemical Engineering:
Program is international = all activities are in English
- Mainly the international professor/ TA put an emphasis on speaking English
- Some professors (older generation) = expect international to speak Dutch

In smaller groups = Dutch student try to speak English more that when in larger groups

Dividing groups = all Dutch together and international together to make student more comfortable

Dutch TA = speak Dutch to Dutch students
- International student miss out on the information

Pharmacy:
- Students cant think of a single activities that could be considered as international activities
    - Say there is nothing
- They would like a international food markert
    - *(Almost every other program talked to had this and was very positively recived)*
    - Student said they would expect an event
- A international night
- The association mainly has drinking alcohol events and this very much excludes major groups
    - Internationals who dont drink
    - Muslim students who arent allowed to drink
- No activities organised by study program which might make it more inclusive
    - Students said maybe study program should organis events as students dont trust study association to make a international event

(Applied) Math:
- Had bowling with mentor group but was sick on day
- Pure mathematics can do exchange program to study abroad
    - However this opportunity rarely gets mentioned
    - Applied mathematics can't do this
- Student can not think of any other international event
- And student believes study association does not have international events
- Introduction week feels international
- Ability to go on exchange

- There is summer and winter school but students are not too interested due to money and also wanting free time
- Student think as long as its an event were student get mix up it would be international
- Student see how new students might want international event to make friends
- Students would like to find out more about different cultures of particular countries. DOnt think lecture is the best idea for it as that is too high of a entry barrier

Internship after/during bachelor

- Students don't think there is an opportunity for this but think this is something you do during your master

Computing Science:

- International dinners and much much more
- There is too many international activities.
    - Some at the beginning are good but then later on should be called “english speaking events”
    - Makes

Wish to have

- Study night idea: you keep building open for longer onec a week for studying and socials a bit (focus on studying).
    - Maybe even a bar/drinks (dont need to be alcohol)
    - You could have Cover doing this
    - From about 6pm to 10pm

Artificial Intelligence:

- Cover (study association) does very good job to be inclusive in their activities
- Students aren't sure what international activities are
- University should help associations promote their international activities

(Applied) Physics:
N/A

Astronomy:

- Some slides/text books are written in bad english
- Internships would be greatly apricated
    - More help is needed for students as there is very little right now
    - But students should still need to initiate it
- Trips are nice and fun

IEM:
Students would like to get paired up with an international student before the beginning of their studies. They can guide students through the process. The programme could have set up an opportunity for the new student and international student to meet up or for a student group to meet up and guide them through the city.

Section 3: Learning experiences

Question 7:
How does it feel to study in a second or third language?

Biology & LST:
Great so far as easy to have communication with peer and professors

Smooth transition as STEM is not an essay heavy course

- Better with practice and improves confident à similar to Dutch students

BME:

- All students find it easy
- Sometimes lectures english isn't the best

Chemistry & Chemical Engineering:

Get used to English after 2/ 3 days = especially if you got good grades in high school

- Takes some time to build confident
- Takes longer to write assignments = speaking is easier as it is informal

University is very clear on the level of English needed / required

Romania student = needed to do additional tests for English before joining university as high school level wasn't sufficient self study

Pharmacy:

- The lectures are english but as soon as students leave class or talk to each other then they talk dutch
- Labs are often spoken in dutch
- TA/lab assistants talk dutch regularly to students+
    - Way to improve is to especially make teachers only talk english even if its a friendly chat
- Students will talk dutch to fellow students
- In group work they will talk dutch
    - Even when there is a non dutch speaker among them
- But also odd for dutch speakers as they live in a dutch country and want to speake their mother tongue but then go to uni and all of a sudden shouldnt talk it anymore.
    - A clear boundary needed
- Hard to switch from dutch to english for dutch students
    - the first few lectures are the hardest

(Applied) Math:

- 2 students have mainly studied in english so they do not mind
- First term was hard but after half a year it felt very natural. Student een found it hard to switch back in the end.
- Few dutch students had a very hard at first

Computing Science:

- Dutch students very easily switch to dutch
    - However this is understandable and lots of other countries also do it
        - For example there are lots of romanins speakromanian
- Some dutch and chinese students sometimes struggle with english
- Sometimes its hard when you know a topic but now learn it again in english. Dont know the terms
- If you need help use google

Artificial Intelligence:

- Everything is written in english so to study it is fine
- But when they first get here it takes a bit of work for them to get used to speaking english
    - Especially hard in groups as the conversation goes to fast
- University just expects you to be able to write scientifically in english which many cant so you get several low grades each week which is demotivating. Even if grades dont count to final course grade

    - Either more help or move it to second year as then you can also handel stress better
    - Research was also hard in english
    - But some students say does help you to improve while others it made panic
    - Very harsh grading
- Some Tas have bad english so then their grading also is bad as it stopes them from understanding what you meant

(Applied) Physics:
Most people are completely fine. There are however some dutch students who can't make themselves clear in english. So maybe it would be better if you could speak dutch sometimes.

Astronomy:
- Takes about the first block to get used to it
    - Then feels natural

IEM:
- First block was very difficult
- Learn it very quickly
- Switching to dutch is harder to make friends
- Language center student has heard about it
    - Students have to pass an exam from this if needed
    - Is extra hours but free for students
    - Done by programm
    - You do need to pass within 2 tries or you get kicked out of study programm

SUPPORT for students:
English: Did your lecturers comment on your English? If they do, what kind of support did you get then, what did you do, where did you go? Are you satisfied with the support? What kind of support do you wish to receive?

Biology & LST:
Lectures weren't very useful = usually ask peers

As long as you get your point across it works in the class

Most feedback received about English has been during peer review assignment = constructive and helpful feedback

Issues in proficiency of English is much more in the Dutch student's population rather than internationals (most international have to do proficiency exams before joining university = therefore they have sufficient levels)

BME:
- Still some TAs will use dutch when speaking to dutch students to explain things
- Sometimes lectures english isn't the best
- English not graded

Learning english as a student
- Students don't know about opportunities to learn english
- Might be a good idea to have some kind of english courses available
- Language center might be to expensive for students
- Students aren't aware of how to find english courses from faculty of arts

- They would max pay 100 euros for a english course
- Would mainly be interested in a English for BME where they also learn academic writing
- Dutch students have it harder with english

Chemistry & Chemical Engineering:
Academic advisor / TA = corrected English in a rude way
- Statement translated from Dutch to English can sound very rude as Dutch is very direct compared to English

"How to write academic writing" course should be given more often

Go to peers for help if they have issue with English in academic writing as they are in the same boat as you
- Talking to academic advisor / mentor = takes time and effort

Pharmacy:
- N/A
- Students want recorded lectures again as it helps for students who struggle with english. So that they can watch it back
    - Also helps with students with dyslexia

(Applied) Math:
- No and students would find it odd if lectures did
- Some students have very bad english and they simply would not speak during lectures
- Student use google to help if needed

Computing Science:
- Lectures should not comment on english
    - Not their place and also some have bad english themselves
- Very good english overall in the university

Artificial Intelligence:
- Never comment
- Lectures also have good english
- Rarely have problems
- Professors are there to help if its scientific words you don't understand
- Dutch student did not think it was unfair that they are forced to speak dutch as they need english in their later lives most likely as they need it to talk in the scientific world

(Applied) Physics:
Never commented on english and that's good

Labmanual is very poorly written (but maybe it's supposed to be hard to read to make you learn how to write better in science)

Astronomy:
- Never happened before and is not very good as it destroys students self esteem
- Not their place

IEM:
Lecturers do not comment on english

Question 8:
How has it been for you to work in a group with students from different backgrounds? Have you found it interesting? How would you make use of it?

What problems/challenges have you ever faced in those activities?

Biology & LST:
Fun and like the collaborative environments = more work is completed

- Most of the time you get to choses your own group

Likes the idea that you can't chose your own group

- more mixed cultured groups
- gets to talk to different people from the course
- learn different skills

biology course is usually a backup for student how don't get into medicine = these students demotivated by group work

- disadvantage for students who actively chose biology program

because of Covid = student socializing less with people so group work is good way for networking as current students lack these skills + very beneficial for student after corona

BME:

- Want a course on how to do academic writing (might have this course in third year but want it earlier)
- Mostly fun and beneficial
- Some students don't know how to do academic writing
- Some students are very good and so end up with a higher workload as they know what to do but others lack the knowledge so at first lack behind
- Not all Tas grade the same

Chemistry & Chemical Engineering:

- International student from certain culture (Asia) very formal to teachers
- Sometime difficult to work with people = different communication style & not adaptable
- Learn new ways things from group projects

Pharmacy:

- Working with different students is fun
- If groups are international students like it more
- Internationals are often in groups with only other dutch students

(Applied) Math:

- Students find it interesting but have had already experience in it
- Its okay as long as you are not the only international in a group of dutch speakers
- If lots of dutch people in a group then they are more likely to speak dutch
    - One student does not mind this but other student does
- Students don't do too much group work as it is math and hard to make group work work
- Students tend to make the same groups
- It can be a bit fun as if you work with people who can read different languages then you can as you can get more information.

Computing Science:

- Groups were you randomly mix is good and bad

    - More mixing of groups and might make friends
    - Might get unlucky to get bad students
    - Maybe like a starting activity for everyone so you can as a group decid your rules like times and what grade everyone is aming for
- Hard to do something about this as you can make very unfair groups otherwise
    - Student grading is good
- Mainly it however depends on the person not the student

Artificial Intelligence:

- Sometimes you have problems communicating with other students. Especially if their english isn't too great or if you have different backgrounds on how direct you speak
    - Not all students agree with this
- The problems is more on a personal level than a background level (e.g does not depend on where person is from but who they are)
- Depends on how motivated people are as sometimes you get a group where people just want a 6 and are happy while you want the best possible grade
- Some group work is not tailored for group work so this makes it more difficult for the students as you don't cooperate but all just do your own thing. E.g their statistics course has group work but doesn't work as it
- Student should have a say in their groups final grade as sometimes someone did more or better work than the rest but still gets a bad grade due to the rest
- Students don't really want to complain as you make “enemies” out of your group members

<u>Other assignments</u>

- If assignments are badly written then this also makes it hard to work on.
    - This was very bad in language and specific technology
    - Not a lot was done to improve this during the course
- Not enough Tas for certain lectures/tutorials sometimes. So you have to wait too long for Tas to have time
- Students don't always know if the evaluation is actually read

(Applied) Physics:

It's more of a personal issue than a cultural issue. But the fact that we're an international mix we can get a lot of different ideas and can learn from each other so that's really nice.

Astronomy:

- Its useful to learn from each other
- Its also good to socialize with other students
- Students arent always clear on what everyone wants (when people do work, some do last minute some do immediately)
    - students should discuss this first before they start a session
- Students would like to choose sometimes
    - Some students work better when they can choose
- Maybe a leader for group work is needed

IEM:

- Problems are always individual based not background based

Question 9:

SUPPORT for students:

- **Academic advisor:**

How accessible is your academic advisor to you? How often do you go to your academic advisor, and why? and for what reason? To what extent do you feel helped? What support do you wish to have from your academic advisor?

Biology & LST:
Academic advisor = caused a study delay due to the lack of communication

- first contact of help but usually they don't provide solution to student's problem
- student have to deal with issues themselves

Sometimes the academic advisors don't show up for meeting that are scheduled without waring or rescheduling

Academic advisor doesn't do things the promise to do for the student = even though students send lots of reminders

- lots of pressure and stress for international students as we don't have anyone else to go to

find it very difficult to get into contact with the Academic advisor and they don't pass on important information in a timely manner

Doesn't know how to answer question about the program however she help with psychological issues

Academic advisor helpful however don't know a lot of information that student need help with.

BME:

- Very nice person
- When academic advisor is on holiday it is very annoying as students need them to talk to
- Need a backup person while academic advisor is away

Chemistry & Chemical Engineering:
Academic advisor quite absent = only seen during minor and introduction (need to know information)

- Understandable as Dutch system = you go to them they don't come to up
- Would like to see the academic advisor more often & would like to know them better

Heard lot of negative story about communication from academic advisor

- Hard to contact them = doesn't respond to emails at all
- Have to make an appointment = even to small question as it is the only way to get in contact with the academic advisor
- Got a whole year of study delay because of the miscommunication from the academic advisor
- Students don't know about what issues they should go to the academic advisors about
- Academic advisors answer to questions are very vague and not approachable (makes students feel like they are wasting her time if you talk about your struggles)
- They are overloaded and it is difficult to schedule meetings with them

Pharmacy:

- Academic advisor very open and easy to reach
- Helpful

(Applied) Math:

- Always just says take a 4th year
    - So students stop going as you know what she will say and you try to solve it yourself

- First years have different academic advisor which was better
- Open door policy
- Only advice is taking a 4th year
- Most students take 4 years to do their entire program
- Other student found she responds very quickly and is helpful via email

Computing Science:
- Current one great and proactive
    - Even you needed help they sometimes even check up on you to see if their help worked
- Email very quickly back
- You do need to reach out first though and take the first step
- Basic information such as you can take courses from other programms should be communicated through academic advisor. As in they should tell you
    - Due to too much information on website to find everything
- Honors college was not communicated effectively to first years
    - Should be communicated early so middle till late first block

Artificial Intelligence:
- Student went there for practical matters but some students feel bad about going for emotional matters and so dont go
    - Student felt bad about taking up time
- Academic advisor is very helpful and knows how to help

(Applied) Physics:
Academic advisor replies very quickly and is overall a great help.
Academic advisor is very steady so doesn't change and is good

Astronomy:
- Very quick responds via email
    - Student felt heard
- Easy to get a appointment
- Trys to help but not to the full extent

IEM:
- Very long breaks between answers
- Too many changes from academic advisors hard to know who to contact
- Not too great
- Students dont think academic advisor are able to help them with help with professors rather only give advice on how to tackle the problem

- **Mentor:**

Was your mentor helpful? What more support would you have liked from your mentor?
Were you able to make friends within your mentor group?

Biology & LST:
Mentor has been very helpful, open, welcoming
- As an international student mentor program is very useful for information and friends

BME:
Mentors are helpful
- Help with tips for learning and exams

Mentor training

- Are helpful

Mentor groups

- Were able to make friends and even able to keep some
- Groups need to be mixed better as sometimes all boys and 1 girl or 1 international and rest are dutch

Chemistry & Chemical Engineering:

Very helpful + useful

- Make friend via mentor groups
- International mentor = help as she had to deal with similar issued

Pharmacy:

- Would like mentors for longer
- Would like more help in general and especially in second year would like some sort of help maybe even mentors again or some sort of intro lectures
    - Guidance for year two
- Student who started during corona did not make friends
- If you have more mentor meetings then you need to make them moe diverse and interesting
    - More fun activities maybe
- Is useful to get to know some people at the beginning
    - But has little to no contact now

(Applied) Math:

- Made friends and students really liked it
- It did not help with the course itself but does really help with social and out of uni fun
- Mentors are also nice to talk too and they can give good advice on , study help but also other help.
- Help you a lot at the beginning
- One student found that after a while students lose interest so either make it more interesting or make period of mentor meetings shorter
- Students find you could have something for the second year.
    - Would be nice to have check in or mentor meeting, not as often but a few times throughout the year
- Mentors have to keep a bit of distance between themselves and the students due to past events

Computing Science:

- Mentor meetings were great to make friends and only thing one student joined
    - Very useful wants it to stay
    - Good to make friends
- Maybe greater variety of types of events
- Guys and girls were very divided in the mentor groups. Would like more of mixing
    - Students mixed poorly not mentors fault
- Activities could fucose a bit about nationality
    - Lots of nationalities stick together which is hard to mix and make new friends
    - There is a course in the second year but would be better in first year

Artificial Intelligence:

- Mentors were useful
- Especially one on one meetings

(Applied) Physics:

There should be a check system that all mentors are doing what they are supposed to do. Sometimes mentors just don't do what they are supposed to. So some students have a better experience

More mixing of mentor groups. So maybe after a few blocks you can have a mixing of mentor groups.
Also maybe a final big dinner event for all the different mentor groups

Astronomy:
- Very helpful
- Made friends

IEM:
Students was able to make several friends from the mentor group as it was over a long period. Student enjoyed it a lot but noticed fall off in students towards the end. This could be fixed with varying the mentor meeting content.

- **Lecturers:**

Do you get support from your lecturers, for example for doing group work? To what extent do you feel helped? What support do you wish to have from your lecturers?

Biology & LST:
Student found that there is very little help from lectures for group work. However, for certain projects TAs do help quite a bit. So it depends a bit on the course.

BME:
- Students are not aware that you can do office hours with professors
- They would like to go to open office hours and maybe have it posted on brightspace
- Some students did not know about exam viewing and not all courses have exam viewing
- Lectures seem removed from students as they often give lectures and leave
- Make lectures more personal
- Sometimes roomsizes are a bit odd (too small or too big)

One student had a bad experience with 1 lecure as they uploaded an assignment but something went wrong with the program. This happened to several students and all complained. All getting back the same response of it being their fault. Eventually the teacher did allow reuplaoding it but never apologized.

- Student wants practice exams for all courses. Would like student association to have pratices exams or at least have
- Would like a question session for all courses

Calculus professor goes to fast and students have a hard time to keep up. The Calculs course does not feel like its made for BME but rather more for pure maths/physics. A lot of theory and long proofs that would not be needed for BME.
- Students would like professor to change course to make it more applied to BME
- Tutorials are very different

If there is a shared course between professors they dont all always know what the other profesor has tought or expects from the students
- They would like all professors to be on the same page

One student is very sacred of one course as there is no book for the course and the lecure slides arent great so if they miss a class they are lost and cant catch up.

Attendance of lectures
- If lectures are not clear students don't go
- If lectures just read from slides students don't like it
- Some students find 9 early but find it fair time

Information from academic advisor
- About 70% of students went to lectures

Chemistry & Chemical Engineering:
Group work
- Not equal workload but lecturer help with these issues (via checking point)
- Peer assessment (feedback) in the end of assignment and percentage of workload by each teammate

Pharmacy:
- It varies between lectures some are open and some barely interact with students
    - Some will help and some will just say consult text book
- Some lectures will answer your questions in dutch if you ask

(Applied) Math:
- Approachable during lectures and some have open office hour on request
- Some exams are very hard especially when a professor takes over a new course
- Student did not like Linear algebra. As it was moved forward to first block and it makes it very hard and even TAs find it to hard as some stuff you learned later in the study and prof just expects you to know it
- Support is mainly Tas. Prof is a step above that
    - You ask Tas as they are easier to reach
- You do ask questions during sessions and that is normal
- Some profs are more open than others and so some you would email and some you wouldnt
- Lectures are mainly there during lectures otherwise they feel very separate.
- Some lectures dont like to use brightspace so they make their own course page which is a bit annoying

Computing Science:
- Greatly depends on the lecture
    - Some are great and helpful
    - Others will make you feel like an iditot and almost insult you if you dont understand things from the course or even things before the bachelor
- Some lectures make exams you dont know how to prepare for
- Lectures should make all the lecture slides so you can learn it from home if need be

Artificial Intelligence:
- You mainly get help from Tas
    - Tas feel more approachable and often can help you better as they are closer to your age so understand better
- Lecture feels like they are too high up the hierarchy so students don't want to approach
    - First ask fellow students and then ask Tas only then go to lectures

<u>Brightspace</u>
- Brightspace is hard to navigate sometimes
    - Make it more uniform

(Applied) Physics:
All good currently. Easily to reach and always reply

Astronomy:
- Want a course on how to do presentations, article writing and other useful skills
- When students have a question students can go to lecture
- More explanation on how to do group work/work in a group
- Ta is bridge between students and lectures
- Lectures are mainly friendly

IEM:
- More support from actual lectures not just tas
    - Student tried to reach out but sometimes hard to met prof
- Lectures need to communicate better with TAs as well
- Students feedback takes a very long time
    - Students give feedback on course evaluations but only 2 years later after continues complaining to get changes
- Lectures arent always available to give feedback
    - Students sometimes have to fight for a Q&A session from lectures
    - Lectures are very busy

- **The student administration desk at our faculty:**

Do you feel helped by it? Is the help appropriate? What support do you wish to have from the student desk?

Biology & LST:

BME:
They dont know where to find the desk but they respond very quickly online to emails and phone calls
- Over all liked by students

One studnet had problems paying their tuition fee. When they called them they respond later. However when they double checked they gave a different answer which was annoying as it might have been sent too late.
- They should all give the same answer. All have general knowledge
- Other students have this similar experiences well for other parts of university

Student are interested in doing a course again

Chemistry & Chemical Engineering:
Student have no idea what the student administration desk and don't know what they do

Pharmacy:
- No as pharmacy is in umcg and they are far away
- Student did not know it exists
- Students barely know about faculty organisations as they are far away from the rest of the FSE
- Students feel a bit separate from FSE and also dont understand why they are in FSE
- Students want to be part of the medical sciences rather than in the FSE.
- Student want events together with mecial science students as they see them regularly but barely interact
    - Should be more integration between study associations from pharmacy and medicine
    - Want group activierties with medical science students
    - Faculty should organise events at umcg to show they care about pharmacy

(Applied) Math:
- Students are not aware of what it is and unsure of were it is
- Second session student did know it exits and what they do

Computing Science:

Artificial Intelligence:
- Students have heard about them but have no idea what they do
- Mentors took them their on the treasure hunt on introduction week but didnt really explain it
- Students confuse it with other services the uni offers and are very unsure about the student administration desk
- Better introduction at the beginning of the year

(Applied) Physics:
Students aren't too clear what it is or what they will help with

Astronomy:
- Student went there and they were very helpful and knew what to do
    - Werent helpful at all for other students so they had to redo a year

IEM:
Replies on time, even though sometimes the issues go beyond their knowledge, but they are still able to refer students to the appropriate person.

- **Career Services:**

Which sector do you see yourself working in after graduating from your Bachelor's programme?
e.g. - research
- service (for example: healthcare)
- education
- manufacturing
- government
- don't know
- Other

In our faculty, regarding your career prospects
- **did you find the information from the Career Services and academic advisor helpful?**
- **Have your lecturers talked to you about different kinds of job opportunities within your field of study?**

Biology & LST:
Website is confusing for career desk
- Hard to join workshops on careers
- Difficult to find information
- Would like more information / lecture in the 2nd/ 3rd year

Want to go into research or education

Career path should be promoted more to student and making it more accessible
- Valuable support for students
- All student is struggling with it

Career services lack in promotion

- Overlap with study associations work and study association would like more help from career services
- FSE Career services not actively organizing events to help students

BME:

Career Services and academic advisor

- Very educational focused. So masters
- Not enough on other masters in different countries
- Students havent thought about it too much
- Sudents would like a conversion chart for grades to different countries
- Second year is not to early to think about jobs

Lecturers

- Talk about their field but not too much

Chemistry & Chemical Engineering:

Industry (x2) or manufacture / product development → don't want to do research (seem like too much work to stay in labs the whole day)

- Students answer contradicts the lectures answers

career committee = helps with networking
the university information session about career overlap with times of lectures and tutorials

Pharmacy:

- Student have a course for carrier
    - Program invites professionals to come to talk about their carrier
    - Very helpful
- Acdemic advisor does not always give best advice about career
- Most lecuters will not talk about it themselves

(Applied) Math:

Career Services and academic advisor

- Again students are not too aware of it career services is or have barely interacted with it
- Students feel like bachelor you are mainly pushed towards master
- Students feel like career services are more catering towards masters than to bachelors
- Academic advisors havent done too much yet
- In maths its mandatory to join carrier events and write a report and they this apparently really helped the student

Lecturers

- Some lectures do talk a bit about it during breaks especially
- And especially guest lectures talk about carrier
- FMF has alumni day where alumni can talk about their job

Computing Science:

Artificial Intelligence:

Career Services and academic advisor

- Students are very unsure how much they have told them including third year students
- Mainly advertise masters for bachelor students
- Academic advisor also doesn't do too much on this topic
- Cover does special events for career

Lecturers
- Not really too much
- Cover (study association) have presentations from alumni who talk about what they are doing now, what they studied and how they go to their current job

(Applied) Physics:
Career Services and academic advisor
There isn't too much information but the lectures sometimes tell about their work. But nothing really on what the day to day life is like. Honors college and ethics courses teach you a bit about it. But students would like more information on it
Most information is got from directly asking the professor so not all students get it
Maybe like a special day where people really present what their job is like

Not a lot of people do career services events but they are always really good and everyone likes them. The attendance ratio is very low sadly

Academic advisor didn't really tell anything on career so maybe they could do more in this
One thing that was given was a list of companies that would hire you

Lecturers
A bit but they would like to hear more about it

Astronomy:
- Teachers told students that
    - 20% end up with astronomy research
    - 20% end up with computer science
    - 20% end up with economics
    - the rest in other areas

Career Services and academic advisor
- students have had some contact but not a lot

IEM:
- A lot of jobs on the rug portal are advaticed in dutch only
    - Makes internationals unsure if internationals are welcome
- 90% go to companies only 10% stay for research
    - Due to the courses making you learn about what companies want rather than also about research
        - Need to restructure programm to make it more interesting for students to stay for research
- In the lectures you learn about future carriers
- Want more contact witht he industry
    - Programm committee thinks theres no space
- Lectures never really tel you about rearch
- Study association does it best
    - With events and trips and also competitions
- Case studys by study association is very important to help get an idea
- Student does not think too highly of carriers service
- Student wants to do phd immediately

- **Student Service Center from the university:**

Have you participated in any activities/courses from SSC? Was that useful?
https://www.rug.nl/education/student-service-centre/

Biology & LST:

BME:

- No one student only found out about it from their mentor job

Chemistry & Chemical Engineering:
Social anxiety = 5 free therapy session

- Very useful but Long waiting time (as it is university wide and not faculty specific)

Pharmacy:

- One student actually knew about it and went
  - Enjoyed it greatly
  - Heard it through brighspace need to know messages and also leaflet
  - Would recommend it
- Other student did not know about it
- All 9 to 17 is almost impossible to join as students have lecuters

(Applied) Math:

- Students have no idea what it is or where

Computing Science:

Artificial Intelligence:

(Applied) Physics:
Useful but not a lot to say

Astronomy:

- students have mostly not heard of it
- Some students have heard about it quite a lot

IEM:
If they had assignment check or assignment help based activities, student would have taken part in it

Section 4: Assessment of your courses

Question 10:
As you know there are several different types of assessment methods that are used in our faculty, such as….

assessment methods:

- quiz
- multiple choice
- open questions
- computer assignments
- essay
- group work
- oral presentation
- oral
- mock exam

Pharmacy:

- Clear and easy to adapt to as mainly multiple choice

Computer Science:

- There are no oral exams whihc one student really want
    - Not as popular with other students

Did you come across assessment methods different from the ones you have experienced before?

- **In what ways has assessment in your courses been positive or challenging?**

Pharmacy:

- Yes but easy to adapt to

Did you need extra support for any of the assessment methods? Was support available? If yes, was it helpful?

Pharmacy:

- Yes was available and helpful
- Some teachers give past papers
- Study association does not have past papers
    - However can be found on different websites

(Applied) Math:

- FMF gives support sessions and it's very helpful but depends a bit on the TA that they get. Franken also does it a bit and COVER only a bit as there isn't too much overlap.
- FMF has a database and it's okay and not always the best. Depending a bit on the course.
- Some profs do the same topics but different questions which is good as you now what question style comes up but not the actual questions so you know how to revise
- Some use same questions which is easy
- Some give you no indication whatsoever which is very hard as if you don't remember on constant for example you might not be able to solve
- Sometimes prof give you past exams but no grade schemes then it feels very useless. As you might be getting it wrong and dont know so during the exam you make the same exam.
- Some profs dont believe in resits so they make it very hard and then its very hard to pass at all.

Computer Science:

- Cover has support sessions which is very good

Astronomy:

- The questions ion exams do not match that in the tutorials
    - Should be adapted
    - More representative questions to pratice
- There are often past exams available

IEM:

- Mock exams are given
    - But not always enough maybe more general questions should be given
    - Provided by study associations
    - If course very heavily changed need extra questions

Do you feel the assessment method(s) were described explicitly? Do you feel the grading systems described explicitly?

Pharmacy:

- Yes, mostly they have a slide to make it clear

(Applied) Math:

- Most of the time lectures will have a slide at the beginning and normally its clear
- If not said it is on ocasys

Computer Science:

- Some exams where theoretical and not representative of the course at all.
    - It was a very practical course with also group work. But the exam was very theoretical and didnt represent the course/group work at all

Astronomy:

- Some courses are not that well described

IEM:

- Yes at the begining of the block everything is described
    - However these chang very shortly just before the course. So students dont know what to expect
    - Often a week before the course start the information on ocasses is still from last year
- Sometimes courses even completely change before courses start without letting the students know
    - Lots of fast changes with no notice to the students

Are you satisfied with the feedback that you received for your assessment?

Pharmacy:

- There is an opportunity to view exams and also get extra points
- Only lectures grade exams or computer
    - Maths is one of the few ones were TAs grade and there is a clear markscheme and also exam viewing to change grade if needed

(Applied) Math:

- Early on its clear but later in your bachelor it becomes very unclear
- Sometimes grading is ambiguous
- Students like it when you can see the grade distributions as you can see then it helps them when they get a low grade but its actually average
- There are question sessions after the exam so you can ask about the exam. The feedback depends on the TA and prof. Some will tell you you can get a higher grade if you will explain why and some are too strict and will never give a higher grade
- Some students are very confident that they will get a better grade which is not always true.
- But it is your responsibility to get the extra marks.
- Mainly you get an extra mark if there is a marking mistake like TA grading doesn't see something or totalling errors.
- Some profs will however not do this. They will deny it even if you might be correct.
- In the Netherlands it's very direct in getting extra points while in other countries it's a bit of a dance to get the points. Some internationals feel very disrespectful in doing this.
- Sometimes

Computer Science:

- Greatly depends on the professor
    - Some professors give good feedback, others are lacking

Astronomy:
- There are good opportunities to get feedback for exams
- There is good feedback from prof

IEM:
- Lectures arent always available to give feedback
    - Students sometimes have to fight for a Q&A session from lectures
    - Lectures are very busy
- Regularly have to ask for more but when asked good feedback is given

What would you like to see included or changed in the assessment of your courses?

Pharmacy:
- Students liked the options to give feedback and also assessment courses so they dont see a need to change
- Students want recordings of courses again
- Students would like to see grade distribution on brightspace again to see how they did
- Some internationals find the grades here feel very low and takes a while to get used to
    - Might have an explanation or description when applying abroad

Computer Science:
- Entrance exam there arfe several people who cheat to get in and its unfair for the students who dont cheat. Several stories about people askiong teachrs or firends for help
    - Means students who didnt cheat are less likely to get in
    - Should be better controlled
- Some lectures make exams you dont know how to prepare for
    - Clear communication what to expect
    - Share markschemes for everything that we can mark
- Problem analysis should be first year. Should be a course about evidence gathering, team work academic writing all in one

Astronomy:
- Students are forced to focuse on the exams so much they often dont learn in the long term
- Students want to see the grade distribution and averages
    - Helps student feel comforted
- One time the prof put up final grades before exam grades which should not happen as you have a right to view your exams before the final course grade is on progress
- A prof was also mean to students asking about hard exams

IEM:
- The program board needs to respect students moe
    - Once there was fraud by one students and then failed every student even though most hadnt done anything wrong and so forced students to retake the course. This made grades much worse
    - Programm lost exams and then forced all students to retake the exam next block. This is unfair as they would have to revise for 4 exams now on no fault of their own.

- Some assessment have very specific requirements forcing students to buy expenisve books
- 15 days before exams some profs remove online recordings which some students like or need
    - Recordings are good learning tools
- Have stricter guidelines for exams that profs have to follow

**********Section 4, all in one**********
Biology & LST *(section 4, all in one)***:**
TA give feedback

- However harsh grading

TA and lectures don't understand international student problems

- For examples if we have to visit family etc

BME *(section 4, all in one)***:**

- A lot of exams are mulitpie choice. Which is nto worse but just different.
- They find it a bit annoying that sometimes 90% of the grade is the final exam.
- Maybe something closer to 50% would be better
- Grading rubrics are sometimes not fully stuck too especially during presentations
- Grading rubrics arent clear
- Students kknow that in the netherlands you study by yourself
- Student TAs are very helpful as they sometimes know what the gradde is actually based on

Students would like a way to grade other students so that this is taken into consideration into final grade. As sometimes other team mates are very bad and dont do enough work.

Chemistry & Chemical Engineering *(section 4, all in one)***:**
Sample report would be useful = always using the same one which is too short
TAs aren't consistent + not clear = different marking style and feedback is very vague (one line of feedback for the entire report)

- Adapt writing to TA / professor = not standard → extra work for students
- Grading via Rubric is very vague

Lab work in the 1st block but the writing course is in the 2nd block = makes no sense

Pharmacy: *see above*

(Applied) Math: *see above for answers to some of the questions, here is two other points related to course assessment*
<u>TA & Student perspective on grading</u>

- It very much depends on the course. Some prof gives a grade scheme which are very clear then you know the grading will be the same.
- While in other courses there is no clear grade scheme so you have different grading depending on the TA. It will very much chang on what the TA wants
- Ethics is very strict
- Sometimes it would be best to curve grades as grades can sometimes be very low
- Students feel like feedback is irrelevant as program committee will look at it but students feel like profs will just ignore it and do what they want
- If the course isn't changed only an evaluation every 2 years
- The first oral exam is always very hard. Especially when you only have your first in 3rd year

Giving feedback for courses

- Student feel like they are ignored when filling in the feedback forms
- They removed one course: ordinary differential equations and you need this course to do another course: partial differential equations.
    - This makes it very hard to pass this course

Computing Science: *see above*

Artificial Intelligence *(section 4, all in one)*:

- Grading from tas very greatly varies and some tas give very little feed back
    - This depends on the course
        - If the professor gives clear instructions then the grading is more fair and uniform while when little instruction is given then there is less feedback and less coherent throughout the grades so unfair to students
- Study association help with exams by preparing the students with study sessions

Other Topics

- Sometimes there are many assignments and you do lots off work for them. But then in the final grade these assignments only count for less than 30%. While the final exam is worth much more. The assignments dont really feel linked to the course. This makes it feel unfair and almost like 2 courses due to the high workload
- In other countries 8 is pretty low but then here it is a great grade so it is hard for international students and worry on how it is for jobs
- Students want the grade average back on brightspace. On Nestor you could see this but on Brightspace you can't see it anymore. This showed you how you are doing compared to the rest which shows if you need to work harder or you didn't do as bad as you though but it was actually pretty good
- Some courses arent clear on what they want sometimes

(Applied) Physics *(section 4, all in one)*:
Very clear at the end of the program and know what to expect. Past papers are available
Study association has big exam database
They change exams a bit but past exams are a good way to prepare.
Sometimes students are a bit worried that other countries aren't aware how hard it is to get high grades in the netherlands
Maybe a percentage of how students generally do throughout the years

Are you satisfied with feedback
Greatly depends on the course and depends on TAs/professors

TAs should be trained more on how to mark exams . When Tas grade better feedback while when professors grade then better grading

Exam revision sessions should be done definitely and students should go as you can often bump up youre grade.

Astronomy: *see above*

IEM: *see above*

Some other messages:

Biomedical Engineering:

1. Mentor groups
    a. Make sure the groups are balanced evenly with gender and country
2. Student association
    a. Make sure all events are catered towards everyone and not just dutch students (most are welcoming)
3. Exams
    a. English during exams should be correct
4. Activities
    a. Everything should be advertised in english in emails
5. Academic writing
    a. Would like a course on academic writing
6. Academic advisor
    a. have a replacement while on holiday
7. Lecures
    a. Open office hours on brighspace
    b. Calculs seems not applied enough to BME
8. Carrier services
    a. More information on other countries and not just masters
    b. Grade converting charts
9. Assesment method
    a. Grading rubrics arent clear
    b. Final grade is only based on final exam

Chemistry & Chemical Engineering:

1. Academic advisor:
    a. Don't reply to email that quickly
    b. Laugh at stories of students
2. Lecturers
    a. Better not comment on English
3. Courses
    a. Academic writing would be good
    b. Switch some of the order
4. Assessment
    a. TA assesses not constantly

Artificial intelligence:

1. Mentor Groups
    a. Maybe last another semester. Could even mix groups a bit
    b. Students think that all these introduction week workshops could be integrated into mentor group meetings or be advertised more as some students didn't know about them
2. Work
    a. Make random pairs for the students throughout the study to force mixing
3. Buddy system
    a. Students who did it were very enthusiastic about it
4. Welcome package
    a. Make it very clear just how bad the housing market is.
    b. Free goodie/keychain with welcome package
5. Language
    a. Hard to immediately write reports in scientific english. So want more support or move it too a later block/second year
6. Group work

    a. If there is group work then it should be tailored for group work
    b. Student should have a say in their group members final grade
7. Brightspace
    a. Make every course page more uniform so its easier to navigate
    b. Students want the grade average for a course back

(Applied) Physics:

1. Mentor meetings
    a. Make sure every mentor group does the same amount of meetings
2. Kick of/introduction events
    a. Some students were unsure what real took place so make it more clear
3. Housing
    a. Have an guide on how to find scams how to maybe combine short term contracts with signing up early on websites such as kammernet + room.nl
4. Lab Manual
    a. Maybe make it a bit more clear still make it so that it's good to learn but not too hard (but maybe its supposed to be hard to read to make you learn how to write better in science)
5. Student administration desk
    a. Should be made more clear what it is
6. Research project
    a. Maybe have an extracurricular research project

(Applied) Physics:

<u>Dutch can be a very direct language how do you feel about that</u>

Students find it useful sometimes, easy to get used to and only in rare cases does it feel rude. Some students however feel that dutch students don't read the indirectness of non ducth students.

Ta training has some training to pick up on indirect or more international speech. Honors college has some lectures on this so maybe make it available for all students.

<u>Soft skills</u>

They are very important to the students. But carrier services also take good care of that.
Communication you also real just learn from living here as you need to do everything if you need help

<u>Mandatory lectures/Tutorials</u>

Students are fine with it but don't really know what to do with it.
Sometimes if lectures are bad then students don't really feel like going

<u>Honors college</u>

The first year is horrible and not fun. But then the research project is the main fun thing that makes it worth it.

Make extra curricular research projects more available for students. As several students would like to do them but not have to do honors college. The part of contacting the uni is really hard and getting stuff signed. So maybe an optional course for 5 credits which is a small research project like an honors research project. There is a lot of stress when you are doing a course that matters while for the extracurricular you have a lot more fun while being involved and then you can also learn from it.

Appendix 4. Sample size of student focus groups

programme	date of interview	online / in person	number of students	diversity (which year; male/female; dutch/internationals)						
				y1	y2	y3	M	F	Dutch	International
Chemistry & Chemical Engineering	2022-05-17	online	6	2	1	3	3	3	2	4
Biology & LST	2022-05-20	online	8	4	2	2	4	4	2	6
BME	2022-10-06	on-site	6	3	3	0	1	5	0	6
Physics & Applied Physics	2022-10-21	on-site	4	1	2	1	2	2	1	3
Artificial intelligence	2022-11-16	on-site	5	0	4	1	1	4	1	4
Mathematics & Applied Mathematics	2022-11-18 2022-12-16	on-site	3	1	0	1+1 (Master)	1	2	1	2
Pharmacy	2022-12-09	on-site	2	0	1	1	0	2	0	2
Computing Science	2023-02-03	on-site	5	1	1	2 + 1 (year 4)	2	3	2	3
IEM	2023-02-09	on-site	1	0	0	1	0	1	0	1
Astronomy	2023-02-10	on-site	6	5	1	0	4	2	0	6
In total			46	37%	33%	30%	39%	61%	20%	80%